

# INSTRUCTIONAL DESIGN AND TECHNOLOGY (IDN)

## **IDN 525. Foundations of Instructional Design. 3 Credits.**

This course introduces some of the more widely used models of instructional design, including ADDIE, First Principles of Design, and the Systems Approach. Students investigate each phase of the instructional design process, along with appropriate elaboration on the concepts involved. To help you connect in-class learning and real-world applications, this course requires you to identify a local organization (e.g., school, community center, corporation), conduct a needs assessment to identify an instructional need, and design an instructional solution.

**Offered:** Every year, Fall and Spring

## **IDN 526. Cognitive Science and Educational Design. 3 Credits.**

This course examines theoretical perspectives and empirical evidence on learning, instruction and the use of digital resources for education. Focus is on the application of theory to guide design decisions. Readings include empirical studies as well as theoretical material to help students become comfortable with reading, interpreting and applying theory and research to design. The final project for the course is a design proposal and prototype for an instructional media resource.

**Offered:** Every year, Fall

## **IDN 527. Society, Culture and Learning. 3 Credits.**

This course examines theories, approaches, and environments that address social and cultural contexts for learning. Students investigate a range of resources that reflect the importance of society and culture in their design, analyzing the influences that shape them. Readings include both theoretical material and research studies, with an emphasis on practical applications of theory. The final project for the course is a design proposal and prototype for an instructional media resource that specifically addresses social and cultural considerations.

**Offered:** Every year, Spring

## **IDN 528. Collaborative Design of Digital Environments. 3 Credits.**

This course focuses on the design of learning environments as a collaborative effort. Using a design thinking approach, students simultaneously explore the principles of remote collaborative work and apply what they learn to their own engagement in small teams. Throughout the semester, these teams engage in brainstorming, storyboarding and the creation of a web-based learning resource.

**Offered:** Every year, Fall

## **IDN 529. Educational Media Design Lab. 3 Credits.**

This course examines the principles, techniques and current practices used to produce and/or deliver interactive multimedia applications for education. Through a series of project-based assignments, students gain experience with a range of software tools used to create media artifacts such as text, graphics, animation, audio and video. Course makes use of a variety of applications based on each student's specific interests, needs and level of proficiency.

**Offered:** Every year, Spring

## **IDN 530. Web Design for Instruction. 3 Credits.**

What factors contribute to an effective web design that can engage users and support their learning? In this course, students investigate web-based instructional resources. They examine relevant theoretical frameworks and use these principles to analyze the design of existing web resources, including graphics and functionality. Students develop a design document and a working prototype of a web-based instructional resource using various web design tools. Topics include principles of HTML, CSS, UX, and approaches to mobile design.

**Offered:** Every year, Summer

## **IDN 531. Design of Interactive Educational Environments. 3 Credits.**

This course examines the design of interactive environments, including games, simulations and microworlds, from both theoretical and practical perspectives. Topics include information representation, types of interactivity, user control and pedagogical implications of interactivity, as well as the effective design of these resources for education. Students develop proficiency in the use of an interactive authoring environment or game design platform, depending on the individual's technical background, creating a functioning prototype of their design.

**Offered:** Every year, Summer

## **IDN 532. Design and Development of Online Learning. 3 Credits.**

What does it take to design a compelling online learning experience, one that engages students and fosters their construction of new understandings? This class examines current approaches to planning, development and implementation of online courses. Students apply research-based principles and methods to develop an online "mini-course," designed to support a successful learning experience for the user. This course provides excellent foundational training in Learning Management Systems.

**Offered:** Every year, Fall and Summer

## **IDN 533. Producing Educational Video and Digital Training. 3 Credits.**

This course examines the use of video in education, including theoretical approaches to visual learning as well as practical considerations about planning, writing, producing and integrating video resources. Students investigate artistic and technical practices used in combining audio, still images and moving pictures into coherent messages. Additional topics include directing, cinematography, audio, lighting, editing and effective distribution. Depending on levels of technical preparation, students use a range of applications to plan and produce short video segments.

**Offered:** Every year, Fall

## **IDN 534. Implementing Digital Media for Learning. 3 Credits.**

This course examines the challenges of implementing digital environments for learning in real-world contexts. Through research articles and case studies, students explore issues such as selecting, budgeting and evaluating technology resources. Within the structure of the class, students may choose to focus on implementing media in K-12 environments (in and out of school), higher education, industry or public spaces.

**Offered:** As needed

## **IDN 535. New Directions in Digital Environments for Learning. 3 Credits.**

As new digital resources are developed, instructional designers need to be able to understand and evaluate their practicality and value for educational use. This course allows students to explore new and changing technologies, applications and approaches. By definition, topics in this course change each time it is offered, but may include such areas as virtual and augmented reality, handheld devices and interactive media.

**Offered:** Every year, Spring

**IDN 536. Independent Study. 3 Credits.**

This course includes supervised study of special topics in instructional design. This option is designed to allow a student to further customize his or her course of study if needed. Each student must submit a proposed course of study including assessment plan for approval prior to enrolling.

**Offered:** As needed

**IDN 537. Designing and Utilizing Assistive Learning Technologies. 3 Credits.**

This course explores the use of technology to support achievement for individuals with different learning needs. Topics include an overview of the continuum of assistive technologies, from simple to complex; a discussion of theoretical bases, support and guidelines for the use of these technologies; an examination of the principles of Universal Design for Learning; and the exploration of specific tools and devices. Course projects emphasize hands-on experience in using these approaches.

**Offered:** Every year, Fall and Spring

**IDN 550. Capstone Experience. 3 Credits.**

The capstone is the culmination of students' work in the instructional design program. It prepares students to enter the workforce as instructional designers. In this final course, students design and develop a unique project which reflects the skills and knowledge gained throughout the program. The project serves to demonstrate fluency with the elements of an instructional design analysis, technical competency, and the ability to use theory to inform design.

**Offered:** As needed