

INSTRUCTIONAL DESIGN AND EDUCATIONAL TECHNOLOGY, MS

Program Description

The Master of Science Degree in Instructional Design and Educational Technology (IDET) is a fully online program oriented toward trainers, instructional designers, e-learning specialists, professional educators in K-12, higher education, and corporate, military, health, and public service sectors. The IDET program is consistent with state, national, and international standards, supported by the Association for Educational Communications and Technology (AECT), Association for Talent Development (ATD), International Association for K-12 Online Learning (iNACOL) standards and the International Society for Technology in Education (ISTE) standards. The IDET Program offers current professional grade technology tools and uses current design models with service outlet opportunities. The program's goal is to enable graduates to solve learning and performance problems by means of applying instructional design principles, emergent technology applications and software, learning theories, best practices, and relevant research. These projects are supported and encouraged to involve community and international collaborators and allows students a considerable amount of flexibility to explore areas of personal interest. IDET students work with their faculty advisor to develop a program of study emphasizing the aspects of Educational Technology they wish to focus on, fitting to each student's learning and career goals.

Students acquire skills and knowledge in the following areas:

- describing the historical and theoretical underpinnings of the field;
- applying current mobile and computing applications and Internet resources useful in diverse learning environments;
- conducting project-based learning and associated learning events;
- applying learning theories and instructional strategies appropriate for given categories of human capabilities;
- using instructional design theory, models, principles, and processes;
- designing and developing instructional materials in a variety of technology-based formats;
- designing and developing instructional hypermedia with the latest course authoring tools;
- exploring emerging technology including virtual and augmented reality development;
- developing online instruction;
- exploring current STEM related technology and engineering applications, strategies, and pedagogies.

All students must successfully complete the IDET 5397 Instructional Design and Educational Technology Practicum (3 sch), including a program-progressive electronic portfolio and oral defense prior to graduation. Elective courses may not be taken. However, students who have earned appropriate graduate credit hours from a duly accredited college or university may be allowed to transfer a maximum of nine previous semester of graduate-level credit hours based upon approval by an assigned faculty advisor. Transferred courses may not be more than seven years old on the day of the student's graduation.

Students in this program experience local and global collaboration through project-based learning with meaningful community service learning outcomes. Some of these projects involve partnerships with K-12, higher education, and local learning environments. The IDET. space platform, formerly interconnect.tamucc.edu, highlights some of those past and ongoing projects and opportunities.

Student Learning Outcomes

The IDET Master's Program is driven by three major Student Learning Outcomes (SLOs). Graduates will:

- Plan and develop effective, efficient instruction and related assessments using instructional design processes and principles to solve 21st century learning and performance problems.
- Design and develop complete, effective instruction for online learning environments in an active learning management system.
- Demonstrate knowledge, skills, and application of the field's underlying theories, knowledge base, and tools in an electronic portfolio, or website.

For Additional Information

Website:

https://gradschool.tamucc.edu/degrees/education/instr_design_ed_tech.html

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Admission Requirements

Students are eligible to pursue graduate-level course work in Instructional Design and Educational Technology if they meet COEHD graduate admission requirements as specified in the COEHD's Graduate Policies and Regulations (<https://catalog.tamucc.edu/graduate/education-human-development/>) section of this catalog.

Program Requirements

Prerequisites

Applicants entering into the program will be required to take an online module that assists learners in use of the learning management system at TAMU-CC.

Required Courses

Code	Title	Hours
Foundation Courses		
ERST 5302	Studies in Equity of Educational Opportunities **	3
IDET 5317	The Design and Development of Instructional Design Research	3
Core Courses		

IDET 5300	Instructional Design and Educational Technology Foundations	3
IDET 5302	Computer Applications in Education *	3
IDET 5303	Instructional Hypermedia *	3
IDET 5304	Instructional Design *	3
IDET 5305	Instructional Design Applications *	3
IDET 5310	Internet Resources in Education and Training	3
IDET 5320	Project Based Learning and Related Strategies for Technology Integration *	3
IDET 5397	Instructional Design and Educational Technology Practicum	3

Specialization Courses

IDET 5360	Design Strategies for Online Instruction and Learning Management Systems *	3
IDET 5365	Instructional Materials Development for Learning Management Systems	3

Total Hours 36

* Online offering

^ Blended offering

TXVSN Professional Development Award

All students who successfully complete IDET 5360 Design Strategies for Online Instruction and Learning Management Systems (3 sch) and IDET 5365 Instructional Materials Development for Learning Management Systems (3 sch) complete the professional development required to design and teach courses on the Texas Virtual School Network. A TAMUCC College of Education Professional Development Award will be granted to each student successfully completing those courses as documentation for TxVSN networks or other agencies. See <http://txvsn.tamucc.edu/> for more information.

Code	Title	Hours
IDET 5360	Design Strategies for Online Instruction and Learning Management Systems *	3
IDET 5365	Instructional Materials Development for Learning Management Systems	3
Total Hours		6

* Online offering

Comprehensive Examination, Portfolio, and Exit Survey

All students are required to pass a comprehensive examination taken during their final semester of enrollment. All students must also develop and submit a professional portfolio which meets provided criteria. Students must also complete an exit survey prior to graduation.

Courses

IDET 5300 Instructional Design and Educational Technology Foundations

3 Semester Credit Hours (3 Lecture Hours)

Conceptual foundations of the field of Instructional Design and Educational Technology. Considers historical factors that contributed to the development of the field. Considers underlying systems concepts. Introduces major publications and professional organizations in the field. Includes a research project.

IDET 5302 Computer Applications in Education

3 Semester Credit Hours (3 Lecture Hours)

Introduces the uses of technology in classroom environments. Examines and practices technology integration within classroom environments, using various applications, instructional and productivity software, as well as evaluation tools and resources. Addresses development of integrated instructional activities and a collaborative final project related to selected instructional goals.

IDET 5303 Instructional Hypermedia

3 Semester Credit Hours (3 Lecture Hours)

Application of a variety of computing applications integral to effective hypermedia development. Study of hypermedia design research. Production of a series of hypermedia objects in audio, video, and graphic production, as well as a final project related to selected instructional goals.

IDET 5304 Instructional Design

3 Semester Credit Hours (3 Lecture Hours)

Provides an introduction to instructional design theory, principles, and techniques and related learning theories. Considers various instructional design models including the Instructional Systems Development Model. Includes development of a final instructional design project. While there is no prerequisite for this course it is recommended that IDET 5304 be completed first.

IDET 5305 Instructional Design Applications

3 Semester Credit Hours (3 Lecture Hours)

Specification of research-based instructional strategies for various categories of learning outcomes. Applied use of educational technologies to design and develop instructional materials that are consistent with research findings in the field.

IDET 5310 Internet Resources in Education and Training

3 Semester Credit Hours (3 Lecture Hours)

Surveys uses of Internet resources for instruction. Considers design standards and software tools for web development. Considers instructional strategies involving use of Internet resources to support learning.

IDET 5317 The Design and Development of Instructional Design Research

3 Semester Credit Hours (3 Lecture Hours)

This fully online graduate course is designed to immerse students pursuing studies in instructional design and educational technology into a post-positivist perspective concerning the planning and execution of qualitative, quantitative, and mixed-method research endeavors. Within this context, students specializing in instructional design and educational technology will navigate and critically evaluate a myriad of methodological, paradigmatic, and ontological viewpoints pertinent to research, design, and development. The course begins by guiding students in crafting a researchable question, with ongoing guidance and input from the instructor. Subsequently, students embark on a comprehensive exploration of the pertinent literature, encompassing methodological aspects and literature relevant to their unique research inquiries. Fundamental to this course is the recognition that there is no universally superior research methodology; rather, certain techniques are better suited to specific situations. The overall objective is to introduce instructional design and educational technology students to the diverse spectrum of mixed-methodological approaches available and the distinctive requirements particular to instructional design researchers, setting this field apart from more generalized research disciplines. By the conclusion of this course, students will have not only produced a draft research manuscript but will also have acquired an introductory understanding of multiple research processes necessary for future iterative studies in the instructional design and educational technology field.

IDET 5320 Project Based Learning and Related Strategies for Technology Integration

3 Semester Credit Hours (3 Lecture Hours)

A course designed to enable participants to thoughtfully plan for integration of computers and other media in instruction. Examines the Project-Based Learning Model to engage learners in projects requiring investigation, analysis, synthesis, and presentation in real-world situations. Considers a rationale for technology integration, learning theory, evaluation of interactive media, strategies for technology integration, and related student assessment.

IDET 5360 Design Strategies for Online Instruction and Learning Management Systems

3 Semester Credit Hours (3 Lecture Hours)

This course is designed to provide educators with an overview of the instructional and programmatic factors that should be considered when designing, developing, and delivering an online course. Incorporates research-based knowledge consistent with International Association for K-12 Online Learning (iNACOL) and Texas Virtual School Network (TxVSN) standards. This course considers the specific needs of online students as well as the pedagogical and technical skills necessary to succeed when teaching online. Aspects of course website usability and accessibility are also addressed.

IDET 5365 Instructional Materials Development for Learning Management Systems

3 Semester Credit Hours (3 Lecture Hours)

A course addressing research and best practices related to the development of instructional activities and materials for online instruction within a learning management system environment. Incorporates research-based knowledge consistent with International Association for K-12 Online Learning (iNACOL) and Texas Virtual School Network (TxVSN) standards. Consistent with those standards, researches sound instructional strategies for promoting student success. Covers legal, ethical, and safe behavior related to technology use. Considers research on the development and delivery of assessments and assignments that meet standards-based learning goals. Reviews research on assessment and measurement of learning and use of data from assessment and other sources to formatively modify content.

IDET 5390 Professional Seminar

3 Semester Credit Hours (3 Lecture Hours)

Contemporary issues in educational technology; topics vary with professional interests and needs of participants.

IDET 5391 Professional Experience - Development Pathways

1-3 Semester Credit Hours

This course will provide Graduate Instructional Design and Educational Technology students with supervised applied hands-on experiences and on-the-job training. The apprenticeship professional experience includes faculty and on-the-job supervision. The field setting is first approved by the designated Instructional Design and Educational Technology faculty Coordinator. Students will work with agencies, communities, businesses, and other client partners under a site-supervised condition, including an agreed-upon statement of work (SOW) funding and work deliverables contract. Format: Instructional innovation development under the direction of a faculty member. This course is outside the IDET Doctoral Emphasis course requirements and is for students seeking continuation of their funded master's graduate assistantships.

IDET 5394 Professional Experience - Research & Development Pathways

1-3 Semester Credit Hours

This course will provide Graduate Instructional Design and Educational Technology students guided learning innovation artifact development culminating in potential doctoral research under the supervision of a faculty member. The professional experience includes faculty and on-the-job supervision. The field setting is first approved by the designated Instructional Design and Educational Technology faculty coordinator. Students will work with agencies, communities, businesses, and other client partners under a site-supervised condition, including an agreed-upon statement of work (SOW) funding and work deliverables contract. This course is outside the IDET Masters course requirements and is for select master's graduate assistants currently enrolled or applying to the doctoral Instructional Design and Education Technology (IDET) emphasis in the Ph.D. program in Curriculum and Instruction.

Prerequisite: EDFN 5301.

IDET 5397 Instructional Design and Educational Technology Practicum

3 Semester Credit Hours (3 Lecture Hours)

Students will design and assemble their IDET Masters journey professional portfolio and complete a service-based, on-the-job guided practice in the planning and use of educational technologies and instructional design skills within a program-approved learning environment.

IDET 5696 Directed individual Study

1-6 Semester Credit Hours (1 Lecture Hour)

May be repeated when topics vary.

IDET 6301 Foundations of Instructional Design**3 Semester Credit Hours (3 Lecture Hours)**

Explores theoretical, conceptual, technological and historical foundations of instructional design and educational technology. Examines the historical development of using technology for educational purposes. Includes intensive examination and application of contemporary learning theories and instructional design principles and processes related to use of technology in instructional environments.

IDET 6315 Project-Based Learning Types and Emerging Technologies**3 Semester Credit Hours (3 Lecture Hours)**

This course takes a deeper look regarding emerging technologies and research-based practices in project-based and related learning environments. Students will be invited into a project-based experiential process that includes a local service outlet. Extension of Web 2.0, web conferencing, audio, emerging technologies and pedagogical practices are explored and integrated into their research of their project. Students review research on project-based and related learning environments, critically analyze the research, and develop a related theoretically-based paper for submission to a professional publication or conference.

IDET 6345 Visual Literacy**3 Semester Credit Hours (3 Lecture Hours)**

This fully online course acquaints learners with a blend of instructional design, development, and production competencies that will contribute to their visual literacy. Visual literacy is the ability to understand and use images, including the abilities to describe cultural and psychological meanings of images one encounters, as well as to think, learn, and express oneself with images. Instructional design and development skills learned will be based on theoretical and research issues related to visual literacy. Because the course is taught via the Web at a distance, learners will have to provide their own PowerPoint, graphics development, spreadsheets, and word processing software or use those provided in public spaces. Computer labs at TAMU-CC have the necessary software. Any work may be done in this class in collaboration with others from the class. Students are expected to work with others as much as time permits and are expected to learn from and teach each other about visual literacy. The course is available at <http://Bb9.tamucc.edu>.

IDET 6375 Theoretical Foundations and Frameworks of Learning Environments**3 Semester Credit Hours (3 Lecture Hours)**

This fully online course introduces foundational andragogical and learning science principles for the design of paradigmatic learning environments and innovative instructional artifacts. Learners analyze and explore a survey of contemporary learning theories forming the foundational design of student-centered learning environments, innovation-based design, and applied frameworks for efficacious implementation of educational technologies. Consequently, readings in this course will focus on design theory, both in general and those related to instructional design. The products of the course include an instructional artifact and substantial written work; detailing a broader context that can be elaborated on for data collection, future research, dissertation work, and the grant proposal writing process.

IDET 6385 Design-Based Research Methods**3 Semester Credit Hours (3 Lecture Hours)**

This course is an introduction to design-based research (DBR). An overview of the history, philosophy, principles, and practice of DBR will be covered. This course is primarily meant for those who are either pursuing doctoral studies or who wish to do so in the Instructional Design and Education Technology (IDET) emphasis in the Ph.D. program within Curriculum and Instruction. Theory and research are usually the focus of such students. There is a constant balancing between research, theory, and practice in educational research. Theory and practice are each grounded in the other, with research both guiding and archiving the wisdom gained through practice. However, understanding DBR also requires that you try to see yourself as a designer. Therefore, this course will provide you with some experiences to do some design work, if only on an informal level. Students must be in doctoral study.

IDET 6390 Special Topics in Instructional Design and Educational Technology**3 Semester Credit Hours (3 Lecture Hours)**

Application of research regarding contemporary theoretical and applied issues in instructional design and educational technology. Topics vary with professional needs and interests and participants.

IDET 6391 Professional Experience - Development Pathways**1-3 Semester Credit Hours**

This course will provide Graduate Instructional Design and Educational Technology students with supervised applied hands-on experiences and on-the-job training. The apprenticeship professional experience includes faculty and on-the-job supervision. The field setting is first approved by the designated Instructional Design and Educational Technology faculty coordinator. Students will work with agencies, communities, businesses, and other client partners under a site-supervised condition, including an agreed-upon statement of work (SOW) funding and work deliverables contract. Format: Instructional innovation development under the direction of a faculty member. This course is outside the IDET Doctoral Emphasis course requirements and is for students seeking continuation of their funded master's graduate assistantships.

IDET 6394 Professional Experience - Research & Development Pathways**1-3 Semester Credit Hours**

This course provides doctoral Instructional Design and Educational Technology (IDET) students with guided innovation artifact development culminating in doctoral research under the supervision of a faculty member. The professional experience includes faculty and on-the-job supervision. The field setting is first approved by the designated Instructional Design and Educational Technology faculty coordinator. Students will work with agencies, communities, businesses, and other client partners under a site-supervised condition, including an agreed-upon statement of work (SOW) funding and work deliverables contract. This course is outside the IDET Doctoral Emphasis course requirements and is for select doctoral graduate assistants currently enrolled or applying to the doctoral Instructional Design and Education Technology (IDET) emphasis in the Ph.D. program in Curriculum and Instruction.

Prerequisite: IDET 6385.