DEPARTMENT OF ADMINISTRATION, LEADERSHIP AND TECHNOLOGY
Christopher Hoadley, Ph.D. *Associate Professor*
Programs in Educational Communication and Technology • Digital Media Design for Learning • Games for Learning

August 15, 2013

Dear Colleague:

For the last two years, I've had the privilege of being program director for the educational technology graduate programs at NYU. We've been working incredibly hard on some exciting new efforts, and I'm delighted to finally be able to share our big news with you and other members of the learning sciences community.

NYU's programs in Educational Communications and Technology date back to 1946, and we have been innovating ever since with cutting edge curriculum and research in the design of media and technology. We recently renamed our Master of Arts degree program "Digital Media Design for Learning" to better reflect its design focus on learning in all settings: not only to address traditional problems of learning in primary, secondary, and postsecondary schooling, but also international development, public health, museums, libraries, and most recently, videogames.   Our PhD program in Educational Communication and Technology has increased its learning sciences focus and is a founding member of the International Society for the Learning Sciences' NAPLES network; and we recently committed to a full-funding policy for full-time doctoral students. These changes have been accompanied with tremendous growth in applications and remarkable growth in our programs' size. It has also given us the opportunity to bring in more adjunct faculty from professional practice to teach design, including new faculty affiliates from Sesame Workshop, Center for Children and Technology at the Educational Development Corporation, the New York Hall of Science (NYSCI), Google, and others. (For example, our introductory-level web design course was most recently taught by a web designer with two Webbies, an Effie, and a Cannes Gold Lion to her name.)

This fall, in parallel to our existing program in Digital Media Design for Learning, we are launching a **Master of Science degree in Games for Learning.** We believe this is the first degree in the world specifically in Games for Learning , and it draws on strengths not only in our own program but others across NYU. Our faculty member Jan Plass and NYU Computer Science professor Ken Perlin have codirected the Games for Learning Institute (headquartered at NYU, with partners at universities across the Americas) and we have benefitted from G4LI's partnership with the Games For Change conference in New York City. In addition, we are coordinating curriculum with a new Master of Fine Arts in Game Design created by NYU's Tisch School of the Arts in their NYU Games Center, and a new computer science minor in Games Engineering. Our Games for Learning degree offers our students the opportunity to take classes from all of these games programs, as well as relevant courses from media studies, music technology, and digital design.

These new degrees are thrilling by themselves, but we are also proud to announce that we will be housed in a **brand-new, state of the art facility called MAGNET, the Media And Games Network, in downtown Brooklyn**. This facility will include almost all of the digital media design and games-related programs at NYU, including all of the educational technology programs from the Steinhardt School of Culture, Education, and Human Development; the Integrated Digital Media and Games Engineering programs from NYU Poly, our school of Engineering; and Game Design from NYU's Tisch School of the Arts. In addition, the facility will have some presence of NYU's Courant Institute (Computer Science) and the new Center for Urban Science + Progress (CUSP). All of this will be located in a facility that is in the heart of a burgeoning media, culture, technology, and entrepreneurship scene in downtown Brooklyn. Our boxes are being packed in Manhattan as I write this, and by the time you receive this letter we will have moved to MAGNET.

As you know, I have been personally committed to the productive relationship between design and research on learning for my entire career, and I can honestly say, I believe MAGNET will be one of the preeminent places to explore that connection in the 21st century. I do hope if you have occasion to pass through New York City, that you will visit us at MAGNET and come see for yourself.

Sincerely,

Chris Hoadley

p.s., Our new address is:

2 Metrotech Center #869
Brooklyn NY 11201
+1 917 997 0734
email: ectdmdl@nyu.edu

MAGNET (Media and Games Network) Leadership Team

R. Luke Dubois (Assistant Professor, Integrated Digital Media, NYU Poly; joint appointment with ITP, Tisch School of the Arts; and with Music Technology, Steinhardt School of Culture, Education, and Human Development) is program director for NYU Poly's Integrated Digital Media program and director of the Brooklyn Experimental Media Center. He is a composer, artist, and performer whose work has been shown at Sundance, the Smithsonian, and whose writings have appeared in the *New York Times, National Geographic,* and *Esquire.*

Christopher Hoadley (Associate Professor, Educational Communications and Technology, Steinhardt School of Culture, Education and Human Development) is program director for NYU's educational technology programs and director of dolcelab, the lab for design of learning, collaboration, and experience. He was the first president of the International Society for the Learning Sciences, was a Fulbright Scholar to India and Nepal in 2008-2009 and is an Affiliated Scholar at the National Academy of Engineering's Center for the Advancement of Scholarship in Engineering Education.

Katherine Isbister (Associate Professor, Computer Science and Engineering, NYU Poly; joint appointment with Integrated Digital Media, NYU Poly, and Interactive Telecommunications Program, NYU Tisch School of the Arts) is director of the Game Innovation Lab at NYU. She was listed as one of *Technology Review*'s Young Innovators in 1999, and was awarded the Humboldt Foundation Experience Researcher Award in 2011.

Frank Lantz (Associate Arts Professor, Tisch School of the Arts) is director of the NYU Game Center and chairperson of the Tisch Games department. Dubbed "reigning genius of the mysteries of games" by the *New York Times,* Lantz founded the game studio area/code, which later became Zynga New York. He previously worked on a wide variety of games as the Director of Game Design at Gamelab, Lead Game Designer at Pop & Co, and Creative Director at R/GA Interactive.

Ken Perlin, (Professor, Computer Science, School of Arts and Sciences) is the director of the Games for Learning Institute and the Media Research Labs at NYU. He received an Academy Award for Technical Achievement, the 2008 ACM/SIGGRAPH Computer Graphics Achievement Award, and the NYC Mayor's award for excellence in Science and Technology and has been a featured artist at the Whitney Museum of American Art.

MAGNET (Media and Games Network) Key Facts

Academic programs housed in MAGNET
- Steinhardt School of Culture, Education, and Human Development
    - M.A., Digital Media Design for Learning
    - M.S., Games for Learning
    - Ph.D., Educational Communication & Technology
    - Advanced certificate in Digital Media Design for Learning
- Tisch School of the Arts
    - M.F.A. Game Design
- NYU Poly School of Engineering
    - B.S. Computer Science concentration in Games Engineering
    - B.S. Integrated Digital Media
    - M.S. Integrated Digital Media
- Center for Urban Science + Progress
    - M.S. in Applied Urban Science and Informatics

Research labs and centers located in MAGNET
- dolcelab: Lab for the Design of Learning, Collaboration, and Experience (Steinhardt)
- NYU Games Center (Tisch School of the Arts)
- Media Research Lab (Courant Institute, Computer Science)
- BxMC: Brooklyn Experimental Media Center (NYU Poly)

Affiliated labs and centers
- CREATE: Center for Research and Evaluation of Advanced Technologies in Education (Steinhardt)
- GIL: Game Innovation Lab (NYU Poly)
- G4LI: Games for Learning Institute (Courant Institute of Mathematical Sciences, Steinhardt)

Facility facts
- 40 000 square feet of classrooms, labs, and studios
- NYU Games Center Games Library
- Black box theatre for events, research studies, and motion capture
- Video and digital mastering suites
- Data center
- Maker space
- Ubiquitous projection
- In the heart of Brooklyn's innovation corridor

Department of Administration, Leadership, and Technology

Games for Learning | M.S.

The graduate program in Games for Learning prepares you to create, use, and evaluate digital games for change: we train people to use serious games for learning in informal and formal settings. We build on research in games studies, cognitive science, the learning sciences, and design research to prepare students to invent and understand the future of games that impact learning.

What makes our program unique?

› First degree program to focus on games for learning
› Emphasizes both game development and educational design and the intersection of the two
› Studio-based learning format supports learning while doing
› Small classes
› Year-long final capstone project
› Builds on cutting-edge research at the Games for Learning Institute and the NYU Games Center
› Located with programs in games engineering, game design, and interactive digital media at NYU's flagship MAGNET center (Media And Games Network)
› Active student and alumni community
› Connections to the New York City entrepreneurial, media, and gaming sectors
› Full- or part-time study

What can I do with an M.S. in Games for Learning?

This new program prepares graduates to work with game developers and educational practitioners wherever games support learning and other serious purposes. Our alumni are ready to work as media designers, producers, researchers, and educators in technology firms, game development companies, training and non-profit agencies, museums, schools, and cultural centers. Graduates are prepared to connect the diverse fields of game design, educational theory and instructional design, learning sciences and human-computer interaction research, and games studies to provide learning solutions through the innovative format of interactive games.

Do G4L students come from a particular academic or professional background?

Our students come from a variety of disciplines. The majority are either switching fields or building new competencies within their chosen career. While prior experience in teaching, technology, psychology, media, or design may be relevant, no specific prior background is required. All of our students share a passion for making a difference through design for learning. Students can gain experience in games studies, games engineering, learning theory, educational technology, and design according to their interests.

For further information, visit:
www.steinhardt.nyu.edu/alt/ect/ms/,
email **ectdmdl@nyu.edu**, or call **212 998 5520.**

Program Requirements

Learning Foundations : 6 credits

Two seminars teach the latest research in psychology and sociocultural learning with media and technology.

Gaming Foundations: 12 credits

Four courses emphasize every aspect of games for learning, with courses on games and play in education; designing games and simulations for learning; social science research on games and simulations for learning; and the role of narrative in digital media and learning.

Specialization Courses: 12 credits

Choose electives in studio-based design of educational environments, game design, game development and engineering, research on games in society and aesthetics, and education.

Optional Internship

Students can take up to six credits of their specialization requirement in field-based internships in the games for learning or serious games field.

Final project: 6 credits

In the capstone course, students design or research a final technology or media project for two semesters. Students interested in research or doctoral study can undertake a research study on learning games, such as evaluating an existing technology's impacts in a classroom. Design-oriented students conduct a project in which they prototype technology or media for a real-world learning need. See **www.steinhardt.nyu.edu/alt/ect** for examples of recent student projects.

Total 36 Credits

Games for Learning is housed in a facility called MAGNET, the Media And Games Network, along with the other Steinhardt Educational Technology programs (MA in Digital Media Design for Learning and the PhD in Educational Communication and Technology). Other programs at MAGNET include Game Design (MFA, NYU Tisch School of the Arts), Integrated Media Design (BS/MS, NYU Poly), and the minor in Games Engineering (Computer Science minor, NYU Poly).

NYUSteinhardt

Steinhardt School of Culture, Education, and Human Development

Digital Media and Design for Learning | M.A.

Program Director: Dr. Christopher Hoadley

The graduate program in Digital Media Design for Learning prepares you to create, use, and evaluate media and technology for learning, from software and websites, to video and mobile phone applications. DMDL connects cutting-edge research from the cognitive and learning sciences with practice in designing and researching digital learning tools for varied contexts—K–12 schools, colleges and universities, workplaces, museums, nonprofits, and international development.

www.steinhardt.nyu.edu/alt/ect | **ectdmdl@nyu.edu** | **212 998 5520**

NEW YORK UNIVERSITY

What sets us apart from other degree programs exploring topics in learning sciences, technology, and instructional design?

› Emphasis on high-impact learning in all contexts, including museums and libraries, workplaces, and schools, in the U.S. and globally
› Research labs and internationally renowned faculty
› Small class sizes; coursework culmintes in a year-long final capstone project
› Studio-based learning format supports learning while doing
› Linkages between research and design to prepare you to select, evaluate, and invent the learning technologies of the future
› Connections with New York's educational media, research, and gaming industries, as well as nonprofits and international organizations
› Optional advanced technology development/programming courses
› Internship opportunities throughout New York City
› Active student and alumni community
› Full- or part-time study

What can I do with an M.A. in Digital Media Design for Learning?

Our graduates find jobs wherever technology and media support learning. They work as educational media designers and producers in technology design companies, educational video and television programming, corporate training, non-profit advocacy and international development organizations, health and medical education institutions and companies, and in museums and other cultural centers. They also work in K-16 educational institutions as technology coordinators, technology integration specialists, and academic technology professionals. Many eventually continue on to doctoral study.

Do DMDL students come from a particular academic or professional background?

Our students come from a variety of academic disciplines. The majority are either switching fields or building new competencies within their chosen career. While prior experience in teaching, technology, psychology, media, or design may be relevant, no particular prior background is required. All of our students share a passion for making a difference through design for learning.

Program Requirements

Learning Foundations: 6 credits
Two seminars teach the latest research in psychology and sociocultural learning with media and technology.

Design Foundations: 9 credits
Hands-on learning in instructional design, interaction design, and learning environments. Students learn how to analyze learning needs, and to design media content, computer interfaces, and activities that support desired learning outcomes.

Specialization Courses: 9 credits
Choose electives in studio-based hands-on design (such as media for museums, games for learning, or global educational technology); research; technical skills such as programming for the Internet or video production; or internships.

Optional Games for Learning Concentration
Take courses in Games and Play in Education, Research on Games and Simulations for Learning, Designing Games and Simulations for Learning, or Narrative Digital Media and Learning.

Cognate Courses: 6 credits
Choose courses from the breadth of NYU's offerings, including computer science and psychology, K-12 or higher education, journalism, media, and communication, and interactive arts and media design.

Final Project: 6 credits
In the capstone course, students design or research a final technology or media project for two semesters. Students interested in research or doctoral study can undertake a research study on learning media or technology, such as evaluating an existing technology's impacts in a classroom. Design-oriented students conduct a design project in which they prototype technology or media for a real-world learning need. See www.steinhardt.nyu.edu/alt/ect for examples of recent student projects.

Total 36 Credits

ECT/DMDL Program Alumni: Our alumni work in…

…the educational technology industry

- Education Director, MOUSE, Inc.
- Director Learning Solutions, ClearPoint
- Senior Product Manager, Blackboard Collaborate
- Instructional Designer, Kaplan Test Prep
- Vice President of Instructional Design, Evaluation and Studies, K12.com
- Director and Founder, Primer Learning Solutions Pvt Ltd, Bangalore India

"I've most recently completed a work on an avatar-based flash simulation that trains emergency department staff on how to recognize and screen patients that may be at-risk for suicide and/or substance abuse."

—Instructional Designer, Kognito Interactive

…media and publishing

- Director of Digital Strategy, McGraw – Hill Education
- Sr. Instructional Designer, The New York Times/Knowledge Network
- Technical Director, Pixar Animation Studios, Walt Disney Studios
- Director of Interaction Design and User Experience, Sesame Workshop
- Children's Book Author
- Director of User Experience, John Wiley & Sons

"I've worked with the Pearson Foundation since 2006 and am a member of the Next Generation Learning Program team. I manage and deliver project-based programs integrating literacy skills and technology into educational settings. I co-lead the Model Classroom Program developed with the Council of Chief State School Officers (CCSSO) Teacher of the Year program. The Model Classroom aims to create exemplars of promising classroom practices. I serve in such roles as project manager, educator, education technology specialist, and media producer."

—President, Burnett Media Productions

…government and policy

- Senior project manager for student data quality, NYC Department of Education, Division of Academics, Performance, and Support
- Educational Media Producer, US Department of Education
- Information Management Officer, United Nations, Department of Public Information, News and Media Division

"I research and facilitate the infusion of emerging technologies, including online learning, educational gaming, social media and Web 2.0 applications, into the policies and practices of the NJDOE and NJ schools. Professional service includes serving on the board of directors of the State Educational Technology Director Association; the Teaching Channel Educational Advisory Board; the Thirteen/WNET Educational Services Advisory Committee; and the NJ Edge.net Board of Trustees."

—Director, Office of Educational Technology, New Jersey Department of Education

...nonprofits and community organizations

- *Interactive eLearning Consultant, Girl Scouts of America*
- *Global Network Associate, VitalSmarts*
- *Research Manager, The Institute of Play*
- *Minister to Younger Adults and Discipleship, The First Baptist Church of Austin, Texas*
- *Head, Strategic Communication Projects, Aid Operations, Afghanistan, International Committee of the Red Cross*
- *Research Associate, Educational Development Corporation's, Center for Children & Technology*
- *Director, Institute for Relationship Intelligence, NYC*

> "With my team, we are designing a political and civic activism educational program targeting more than half a million of Egyptian youth. Also, I am in the process of developing a proposal for a youth development accredited program in the MENA region… 3aber "Express" will start next month; youth will be given equipment and tools to digitally express and reflect on their community problems and initiatives."
>
> *—Senior Programs Specialist, Etijah, Youth and Development Consultancy Institute, Egypt*
>
> "I am currently working on a diagnosis of the social and educational situation of Casma, a city in Peru. My focus is in the relationship between people - children especially - and their local history. Based on the diagnosis, I will write different educational projects to address the problems I find. I definitely use what I learned in the instructional design course and about educational theories."
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> *— Coordinator, Public Archaeology, Chankillo Archaeological Project, Peru*

...the corporate sector

- *Director, Global HR Portal, Johnson & Johnson*
- *HR Manager, General Electric*
- *Business Analyst, Marsh McLennan*
- *Business Analyst, CIBC Canada*
- *Business Counselor and Trainer, Business Outreach Center/Women's Business Center*
- *Instructional Designer, Affinion Group*

> "I work for a software company in the capacity of Product Manager, where I study the market environment for our products and guide the development of new software releases based on the needs and trends I see in the marketplace. This position requires an understanding of who our customers (current and potential) are and what they need to do, how we make our products (including the technological underpinnings), and how we market and sell our products. My education at NYU in the ECT program has provided me with a deep understanding of how people consume information so that I can guide the development of visual tools to help people solve problems in their workplace."
>
> *—Product Manager, OSISoft, LLC*
>
> "I have global responsibility for systems learning strategy, innovation and delivery to the world's leading art business. Christie's systems learning catalogue consists of the customer relationship management, property and financial systems as well as numerous ancillary systems."
>
> *—Global Systems Training Manager, Christie's*

...museums and libraries

- *Digital Services Librarian/Assistant Professor, Seton Hall University Libraries*
- *Online library instructor, American Library Association*

"I produce online and mobile interactives related to our exhibits, as well as for a broader citizen science audience. I also help create educational programming that uses digital media design and production to engage youth in core science skills of inquiry and experimentation."

—Digital Media Producer, Museum of Science and Industry, Chicago

...K-12 schools and districts

- *Technology Integrator, UNIS (United Nations International School)*
- *Technology Integration Coach, Philadelphia School District*
- *Coordinator and Lead Teacher, Technology Academy at Foshay High School, Los Angeles Unified School District*
- *Director of Technology, The Birch Wathen Lenox School*
- *Technology Specialist, Convent of the Sacred Heart*
- *Spanish Teacher, K-6; Technology Trainer, Oceanside School District*
- *Educational Technology Team Director, Hewitt School*
- *Public High School Teacher, Adolescent Education, Social Studies, Brooklyn College Academy HS*

"I teach Biology in the district's International Baccalaureate Program which focuses on 21st Century Skills: critical thinking, technology integration and STEM [Science, Technology, Engineering, and Mathematics]."

—High School Biology Teacher, Schenectady City Schools

"I oversee the development, implementation, operation, monitoring, and evaluation of the technology program for City and Country School. I provide leadership in identifying hardware and software purchases, ensuring that they are consistent with the technology plan. I ensure that… administrative technology needs are met. This includes system administration, planning and budgeting, and overseeing technology staff. I also coordinate and oversee staff development on technology competencies needed for teaching at the school. I work collaboratively with other staff members to use technology and include technology applications as an integral part of the instructional program. I ensure compliance with the Internet use policy and am responsible for updating and implementing of the school's Technology Plan."

—Director of Technology, City and Country School

...higher education (both faculty and staff)

- *Professor and Chair, Department of Computer Educational and Instructional Technology, Faculty of Education, Sakarya University, Turkey*
- *Professeur des Universités, The University of Picardie Jules Verne (Ministry of Education)*
- *Chair, French Studies Department, York University, Canada*
- *Associate Professor, Faculty of International Relations; and Assistant Director, Language and Communication Research Center, The University of Shizuoka (Shizuoka, Japan)*
- *Assistant Professor, New York University School of Medicine*
- *Associate Professor of Communication, National Chung Cheng University, Taiwan*
- *Assistant Professor, University of Cincinnati, Education*
- *Assistant Professor and Mentor, Empire State College/SUNY, Metropolitan Center - Corporate College*
- *English Teacher, Department of Languages, Medical Faculty, Charles University, Hradec Kralove, Czech Republic*
- *Director of Educational Technology, Assistant Professor, Program Chair in Special Education, Long Island University Rockland Graduate Campus*
- *Director, Administrative Services and Information Technology, Steinhardt, New York University*
- *Director of Medical Education, Medical Education, Saint Michael's Medical Center, School of Health and Medical Sciences, Seton Hall University*
- *Instructional Designer, Montclair State University*
- *Technical Coordinator, Cinema Studies Department, New York University*
- *Faculty Technology Specialist, NYU Ustream*

> "I do teaching and scholarly writing in human rights education using participatory media, documentary practice, photography, and youth media. In spring 2011 I was awarded a Guggenheim Fellowship for my documentary film work."
> *—Adjunct Associate Professor, New York University and the New School*

> "I teach language educators at the Master's level, courses in second language acquisition, teaching of reading and writing, and integration of technology in K-12 teaching. Current research projects include the development of virtual fieldwork for K-12 teacher candidates and the assessment of digital storytelling in adult language learning classrooms."
> *—Assistant Professor of TESOL, Hunter College*

> "The main focus of my work is to help faculty understand how learners are engaging in collaborative and individual meaning-making and product-making in informal environments (YouTube, forums, blogs, etc.) and how to bring those learning opportunities into the classroom. I also design the physical spaces of the institution so the technology fits the practice of the faculty (rather than have faculty change their practice to work with awkward or non-intuitive set ups)."
> *—Manager of Instructional Technology Services, Bank Street College of Education*
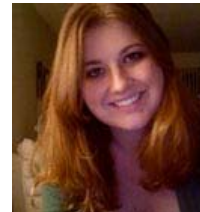
ECT/DMDL/G4L Internships

Interns work in: after-school programs, children's media, the educational tech industry, educational institutions, media and design companies, non-profits, the videogame industry, higher education, international organizations, museums, publishing, and science and technology centers.

Recent internship hosts:

- *American Museum of Natural History*
- *American Museum of the Moving Image*
- *Art:21 (PBS)*
- *Asia Society*
- *Bank Street College of Education*
- *Blues Clues*
- *Children's Museum of Manhattan*
- *Classroom Inc.*
- *E-Line Media*
- *Education Video Center*
- *ESI*

- *Girls Inc.*
- *iEARN-USA*
- *Kognito Interactive*
- *Lucky Duck Productions*
- *McGraw Hill Publishing*
- *Museum of Chinese in the Americas*
- *National Museum of American Indian*
- *NBC*
- *New Museum of Contemporary Art*
- *New York Hall of Science*
- *New York Historical Society*

- *Nickelodeon*
- *NYC City Charter School for Excellence*
- *NYU*
- *On Television*
- *Oxford University Press*
- *Ross School*
- *Scholastic Entertainment*
- *Sesame Workshop*
- *Taskstream*
- *UN Global Action on Aging*
- *UNICEF*
- *Vision Education and Media*

Sesame Workshop, Education and Research
Meagan Bromley

During my time at Sesame Workshop, I was involved throughout the development and production process of Sesame Street shows, interactive digital games and activities, and various outreach projects. While working with the Education and Research team, I saw how Sesame content is informed by research, from preliminary development to curriculum design, to the iterative process of production, with multiple phases of testing and evaluation. I contributed to a new extension of the "Healthy Habits for Life" nutritional outreach initiative, usability testing with preschoolers for a new online platform featuring Abby's Flying Fairy School, and a PBS research study, in cooperation with the Joan Ganz Cooney Center, "Children's Perceptions of Mobile Technologies". I'm very excited to be staying on with Sesame Workshop as a freelance researcher.

E-line Media
Katya Hott

My internship experience at E-line Media was rewarding, inspiring, and fun. I spent much of my internship working on a video game called Gamestar Mechanic that teaches kids systems thinking through game design. I ran numerous focus groups with kids, worked on promotional material intended for teachers, and wrote a short curriculum to be used in conjunction with the game in classrooms, after school programs, and camps. The theories I have been studying in my courses applied directly to my work at E-line, especially those regarding cognitive science. I am thrilled to be staying on at E-line as a part-time employee under the title of Educational Media Specialist.