Program Guidebook

Master of Education, Education Technology and Instructional Design

The Master of Education, Education Technology and Instructional Design is a competency-based degree program designed for professionals looking to create experiences that enable learners to achieve desired outcomes in a human-centered, goal-oriented way. Intended to be practical and application-based, the program incorporates seven cross-cutting themes: Design Thinking; diversity, equity, and inclusion (DE&I); social and emotional learning (SEL); learning analytics; learning technology; Universal Design for Learning (UDL); and accessibility. The program offers two specialization options,

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pre-assessments are there to help your program mentor form a profile of your prior knowledge and create a personalized Degree Plan.

'Requirement Satisfied' (RS) in some cases. Refer to your specific program transfer guidelines to determine what can be satisfied by previously earned college credits. In most cases, WGU does not accept college transfer credits at the graduate (master's) level. Students entering graduate programs must have their undergraduate degree transcripts verified before being admitted to WGU. In addition to a program's standard course path, there may be additional state-specific requirements.

Click here for the Student Handbook

WGU does not waive any requirements based on a student's professional experience and does not perform a "résumé review" or "portfolio review" that will automatically waive any degree requirements. Degree requirements and transferability rules are subject to change in order to keep the degree content relevant and current.

Remember, WGU's competency-based approach lets you take advantage of your knowledge and skills, regardless of how you obtained them. Even when you do not directly receive credit, the knowledge you possess may help you accelerate the time it takes to complete r er Ħ ﻋﻤﻲ l D ő

required to demonstrate your skills and knowledge by completing the assessment(s) for each course. In general there are two types of assessments: performance assessments and objective assessments. Performance assessments contain, in most cases, multiple scored tasks such as projects, essays, and research papers. Objective assessments include multiple-choice items, multiple-selection items, matching, short answer, drag-and-drop, and point-and-click item types, as well as case study and video-based items. Certifications verified through third parties may also be included in your program. More detailed in ע ץ ן ף ֫ ק ע ס M ט Q ע ן m w̃ w ט q ʾ M ט ח ח

any transfer units would look similar to the one on the following page. Your personal progress can be faster, but your pace will be determined by the extent of your transfer units, your time commitment, and \ R X U G H W H U P L Q D W L R Q W R S U R F H H G D W D I D V W H U U D W H

Areas of Study for Master of Education, Education Technology and Instructional Design

The following section includes the areas of study in the program, with their associated courses. Your specific learning resources and level of instructional support will vary based on the individual competencies you bring to the program and your confidence in developing the knowledge, skills, and abilities required in each area of the degree. The Degree Plan and learning resources are dynamic, so you need to review your Degree Plan and seek the advice of your mentor regarding the resources before you purchase them.

Foundations of Learning Design

instructional problem and goals. There are no prerequisites for this learning experience design course.

This course covers the following competencies:

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The learner explains standard instructional design process models and how incorporating Design Thinking activities into those models can result in more meaningful, human-centered learning experiences.*
- *The learner examines various approaches to learning, the learning theories that inform those approaches, and the instructional frameworks that can be used to facilitate those approaches.*
- *The learner conducts a learner analysis that demonstrates empathy for targeted learners and their backgrounds, experiences, and learning levels.*
- *The learner conducts a needs analysis that defines the instructional problem, the goal of the instruction, existing gaps in knowledge and skills, and a list of learning objectives.*

Learning Experience Design Foundations II

Learning Experience Design Foundations II is the second of two foundational courses that provide the foundational knowledge and skills learning experience designers need to create human-centered, goal-oriented learning experiences. Continuing to the third, fourth, and final phases of the Design Thinking Process, this course teaches the process and importance of ideation as well as rapid prototyping. It includes techniques for creating e-learning storyboards, which communicate content plans and instructional design strategies and “look and feel” mockups, which incorporate visual design principles and usability best practices. Finally, this course introduces usability testing methods and provides guidelines for planning usability tests for e-learning solutions. Learning Experience Design Foundations I is a prerequisite for this course.

This course covers the following competencies:

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The learner ideates solutions to an instructional problem using Design Thinking and practical application of learning theories.*
- *The learner creates a storyboard that communicates the intended instructional design strategy and content for an e-learning solution.*
- *The learner creates a low-fidelity mockup of an e-learning module that incorporates visual design principles and usability best practices.*
- *The learner plans a usability test that details how data will be collected and analyzed and how the usability of an* L Q V W U X F W L R Q D O V R O X W L R Q Z L O O E H H Y D O X D W H G S U L R U W R G H S O R \ P H Q W ï

K-12 Specialty

Designing and Facilitating E-Learning Experiences for K–12 Students

Designing and Facilitating E-Learning Experiences for K–12 Students is the first of two courses in the K-12 Learning Designer pathway. This course teaches skills needed to plan units of study that leverage virtual settings and achieve academic standards while promoting digital citizenship. This course provides strategies for explaining essential concepts and demonstrating examples for students in K–12 virtual settings. It also provides strategies for using technology to facilitate meaningful collaboration among K–12 students. Finally, this course explains how to design effective practice and assessment opportunities for K–12 students in virtual settings and provides strategies for ensuring students get the feedback they need to improve learning. Learning Technology is a prerequisite for this course.

This course covers the following competencies:

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The learner plans e-learning units of study informed by technology standards that achieve learning goals while promoting digital citizenship for K–12 students.*
- *The learner designs e-learning experiences for K–12 students in which essential concepts are explained and examples are demonstrated.*
- *The learner designs collaborative e-learning experiences to improve learning for K–12 students.*
- *The learner designs opportunities for assessment and feedback in e-learning experiences for K–12 students.*

Quality and Impact of K–12 E-Learning Solutions

Quality and Impact of K–12 E-Learning Solutions is the second of two courses in the K–12 Learning Designer pathway. This course provides an introduction to the challenges K–12 students face in e-learning environments. It also directs learners to professional and academic resources where they can find current research related to issues and innovations learning experience designers implement to solve challenges to K–12 students in e-learning environments. This course also outlines a quality framework for evaluating e-learning solutions for K–12 students and provides opportunities for learners to apply that framework. Lastly, this course provides examples of how learning analytics can be used to determine the impact of e-learning for K–12 students. Through this course, learners will analyze data about K–12 learners to determine the impact an e-learning solution has had on engagement, effort, and learning. This course teaches learners how insights gained from data about K–12 learners can be used to optimize e-learning. Designing E-Learning Experiences for K–12 students is a prerequisite for this course.

This course covers the following competencies:

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The learner recommends solutions to challenges K–12 students experience in e-learning environments.*
- *The learner plans e-learning solutions for K–12 students that adhere to quality standards for online courses.*
- *The learner measures the impact of e-learning solutions for K–12 learners based on data about learners' interactions and the environment in which learning occurs.*

Adult Learner Specialty

Designing E-Learning Experiences for Adults

Designing E-Learning Experiences for Adults is the first of two courses in the adult learning designer pathway. This course teaches best practices for supporting adult learners as they acquire knowledge and learn new skills and dispositions. This course explains effective approaches to designing learning experiences for adult learners that are collaborative, experiential, and transformative in nature. This course also explores problem-based and competency-based approaches to designing learning experiences for adults. Each evidence-based approach is defined and supported by theory and research. The course also includes best practices for d competehIretency-basedv5 evidencniDysed0es examples of how learning analytics can be used t orted by theorxcice43t3p Td<3d bdarning solution has had onong echnoloaorted by ivironments. This course also outlines gf10->BDCde a

Accessibility and Accommodations

Western Governors University is committed to providing equal access to its academic programs to all qualified students. WGU's Accessibility Services team supports this mission by providing support, resources, advocacy, collaboration, and academic accommodations for students with disabilities and other qualifying conditions under the Americans with Disabilities Act (ADA). WGU encourages student to complete the Accommodation Request Form as soon as they become aware of the need for an accommodation. Current and prospective students can reach the Accessibility Services team Monday through Friday 8:00 a.m. to 5:00 p.m. MST at 1-877-HELP-WGU (877-435-7948) x5922 or at ADASupport@wgu.edu.

Need More Information? WGU Student Services

WGU's Student Services team is dedicated exclusively to helping you achieve your academic goals. The Student Services office is available during extended hours to assist with general questions and requests. The Student Services team members help you resolve issues, listen to student issues and concerns, and make recommendations for improving policy and practice based on student feedback.

Student Services team members also assist with unresolved concerns to find equitable resolutions. To contact the Student Services team, please feel free to call 877-435-7948 or e-mail