EMDT 5050: Instructional Media Design

Credits: 3

In this course students examine digital media and how it can be leveraged in educational applications. Along with understanding the mechanisms of digital content, students explore various software and technologies used to create instructional media and how to support their designs with established academic theories. Students engage in project-based learning activities to produce content and assets for their educational portfolio, which serves as an applied demonstration of their knowledge and skill in understanding media design as it relates to instruction. At the conclusion of this course, students will produce content that showcase sound instructional design practices to enhance overall instruction.

Prerequisites: EMDT 5020: Multiple Learning Theories and EMDT 5040 Education Design + Evaluation

Course Learning Outcomes:	Exceeding	Meeting	Developing	Not meeting	Program Outcomes	Institutional Outcomes
Understand the cognitive process involved in sensory encoding	Using current research, the learner can explain the cognitive process involved in sensory encoding as well as how to apply that understanding in daily instruction.	Learner can explain the cognitive process involved in sensory encoding as well as how to apply that understanding in daily instruction.	Learner can explain the cognitive process involved in sensory encoding at a basic level as well as how to apply that understanding in daily instruction at a basic level.	Learner does not demonstrate an understanding of the cognitive process involved in sensory encoding or cannot apply that understanding to daily instruction.	EMDT 2	Cultural competence
Identify media formats that support learning objectives	In choosing media formats for learning, learner provides an accurate assessment that is supported by educational research, logic, and practical experience. Learner can communicate an opinion respectfully and demonstrates a nuanced understanding of best practices in designing and implementing curriculum.	In choosing media formats for learning, learner provides an accurate assessment that is supported by educational research, logic, and practical experience.	In choosing media formats for learning, learner provides a relatively accurate assessment that is supported by educational research, logic, or practical experience.	In choosing media formats for learning, learner provides insufficient analysis of the format and how it connects to educational research, logic, or practical experience.	EMDT 4	Critical thinking
Design effective visuals to enhance instruction	Instructional media demonstrates exceptional creativity and critical thinking as well as an in-depth understanding of cognitive science. Products support student learning through thoughtful, incremental, and creative instruction. Design is visually interesting and builds engagement.	Instructional media demonstrates creativity and critical thinking as well as an understanding of cognitive science. Products support student learning through thoughtful, incremental instruction.	Instructional media demonstrates a basic understanding of cognitive science or design principles. Products support student learning.	Instructional media lack application of cognitive science and design principles. Significant revision required to meet learning needs. .	EMDT 1	Design competence
Combine media elements to maximize message	Learner skillfully combines media elements. Instructional media demonstrates exceptional creativity and critical thinking as well as an in-depth understanding of cognitive science. Products support student learning through thoughtful, incremental, and creative instruction. Design is visually interesting and builds engagement.	Learned combines media elements. Instructional media demonstrates creativity and critical thinking as well as an understanding of cognitive science. Products support student learning through thoughtful, incremental instruction.	Learner combines media elements at a basic level. Instructional media demonstrates a basic understanding of cognitive science or design principles. Products support student learning.	Learner does not combine media effectively. Instructional media lack application of cognitive science and design principles. Significant revision required to meet learning needs. .	EMDT 1	Design competence