

Education Studies: Learning, Design, and Media Informal Concentration Area (ICA)

Every second, 1.7 megabytes of data are created for *every person* on Earth. How do people transform and select information so that it may become knowledge that guides their thinking, decision making, problem solving, and understanding? The answer lies in *understanding how people learn*. Our courses in the *Learning, Design, and Media ICA* include a variety of opportunities for you to understand how people learn and use that understanding to design, implement, and evaluate formal and informal learning environments, using an iterative process that includes selecting, using, and creating media when appropriate.

The content studied in *Learning, Design, and Media ICA* will augment how you understand complimentary areas of study and position you to distinguish yourself from your peers. Complimentary areas include information sciences (e.g., business analytics or data science), business (e.g., entrepreneurial management or marketing), social sciences (e.g., psychology or linguistics), computer science or engineering, and a variety of licensure programs (e.g., geographic information science, global health studies, or teaching). The *Learning, Design, and Media ICA* also provides opportunity for practical application of content gained in other ESHR ICAs such as *Diversity Education* and *Learning and Development*. Combining our courses with one of these or another discipline will deliver a skill set that prepares you to work at the interface between media and human learning.

Career opportunities for individuals with this complementary training include technology firms, educational testing firms, learning companies, K-12 and higher education, healthcare, counseling, business, and not-for-profit organizations. Job titles include human factors engineer, learning and education director, learning strategist, field coach, research and evaluation associate, coordinator of research, director of technology and business development, instructional designer, learning solutions designer, and museum exhibit designer. In addition, students with this focus in ESHR will be positioned for graduate work in a Learning Sciences, Instructional Design, or Educational Psychology program.

Course suggestions

EDTL:2122 Create, Imagine, Play, Human Dev in Arts

Theories related to human development and visual arts; use of visual arts to make meaning from experience; ways to integrate visual arts into everyday life; cognitive and physical processes involved in making, understanding, and looking at visual art through studio experiences; theories of cognitive development; role of visual art in education; introduction to art production, history, criticism, and aesthetics.

EDTL:3002 Teaching and Learning Technologies

Operation and application of computer, video, and audio equipment in schools; evaluation and selection of instructional software, and use of the Internet and other communication tools are examined

EDTL:3715 Experiential Teaching and Learning

Introduction to practice of experiential learning and teaching; students create and lead experiential activities in formal and informal learning environments; exploration of factors that impact the value of an experience and assess impact; integration of multiple disciplines and perspectives in a collaborative manner; skills for processing and guiding reflection to determine outcomes of experiences; work collaboratively to design, plan, execute, and determine outcomes of an experience for a target population.

PSQF:4760 Participatory Learning and Media

Teaching and learning with 21st-century digital media; pedagogical approaches characterized by participatory learning that expands and blurs boundaries of the classroom; remixing educational, social, and entertainment-based media toward pedagogical ends that meet instructional goals; engagement with social media, web-based video, interactive media, podcasts, games, and simulations.

PSQF:4281 Cognitive Principles for How People Learn

We use the word learning to refer to a diversity of experiences. What ideas from cognitive science might help us unify diverse experiences such as learning to tell time or tie your shoes with experiences such as the disciplinary learning undergraduates must develop in college courses. By enrolling in this course, you will determine the nature of how cognition leads to learning.

PSQF:3333 Special Topics in Psych & Quant Foundations (when topic is Design Principles for How People Learn)

Designing effective instruction, whatever the learning environment, the characteristics of the learners, or the format of delivery, is best accomplished through a systematic and iterative process. By enrolling in this course, you will engage in a process used to design instructional experiences that build on principles of learning, cognition, and instructional design.