Student Program Manual

Instructional Design & Educational Technology (IDET) Program

Department of Educational Psychology
University of Utah

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Contents

Purpose of this Program Manual

The purpose of this program manual is to provide you with helpful information about the IDET program, including policies, procedures, and necessary steps toward graduation. Many of the answers to typical questions that IDET students have about the program can be found in this manual. However, please do not hesitate to contact the Department of Educational Psychology's Academic Coordinator, JoLynn Yates (jo.yates@utah.edu) or the IDET program director, Kirsten Butcher (kirsten.butcher@utah.edu) if you have additional questions. We want to see you succeed and we are here to help you!

General Program Information

Program Overview

What is the IDET program?

The Instructional Design and Educational Technology (IDET) program at the University of Utah is a master's degree program in the Department of Educational Psychology. The goal of the program is to prepare students to analyze, design, evaluate, and to develop/implement technology-based instruction for educational contexts. The faculty in the IDET program believe strongly that a theoretical foundation in cognition and learning best prepares students to implement technology in meaningful ways, even as technological tools and educational contexts change over time. For this reason, the IDET program seeks to integrate theory with practice, helping students understand how, when, and why certain technology designs and interactions are best-suited to particular learning goals.

As its name may indicate, the IDET program focuses both on "instructional design" and "educational technology" as foundational elements for cyber-enabled educators and for developers who are creating materials and systems for technology-based learning. Effective technologies for learning must be designed to support relevant learning processes and meaningful learning outcomes. At the same time, the unique affordances and capabilities of modern technologies should be leveraged to provide meaningful and interactive experiences for learners. The IDET program seeks to educate students about this fundamental balance between cognition and technology; we expect our graduates to be thoughtful and knowledgeable about how, when, and why technology can be used to improve and support meaningful learning experiences in diverse educational and instructional contexts.

Will I learn how to be a programmer?! Do I already need to be a technology whiz?!

It should be noted that although the IDET program seeks to provide you with as many practical development skills as possible, IDET courses are not designed as programming courses per se. Some technologies require significant background knowledge (e.g., prior knowledge in programming) in order to be implemented in advanced ways. However, prior programming or technology experience is not required for the IDET program. We recognize that your prior expertise will play a role in determining how advanced your skills can become during a five-semester master's program. The IDET program will provide you with the knowledge you need to analyze, evaluate, design, and develop educational technology according to your own unique abilities and goals. We seek to tailor the program to work for diverse groups of students, which

is one of the reasons that we keep cohorts small (around 15-20 students). If you are a classroom teacher who mainly uses email, by the end of the program you should expect that you will be able to implement web content, evaluate the educational potential of new and existing technologies, and develop polished multimedia materials and trainings for your students or other learners. If you are a professional programmer who spends the day working with code, you should expect that the program will help you decide when, how, and why to implement certain materials, designs, and interactions within the systems that you are developing.

Program Model
Cohort Model

The IDET program operates on a cohort model. Each fall, the IDET program starts a new cohort that will graduate in five semesters (two academic years and the intervening summer semester). The IDET program purposefully keeps its cohort small (around 15-20 students) in order to provide individualized attention and customized instruction, feedback, and support across the program. Most cohorts are comprised of students with a range of backgrounds, diverse experiences/expertise, and different academic/professional goals. IDET graduates report that working on group projects with diverse colleagues proved to be a very valuable part of their education and enriched the quality of their learning during the IDET program. Cohorts tend to become quite close knit over the course of the program; graduates frequently stay in touch even after completing the program.

Another benefit of the cohort model is that the Department of Educational Psychology schedules its IDET courses according to cohort needs. By enrolling in the fall semester and completing two courses per semester (as per the cohort schedule), IDET students earn their M.Ed. degree in only five semesters. Because the Department of Educational Psychology schedules the necessary cohort classes each semester that they are needed, IDET students will not be faced with the situation of needing only one more class to graduate but having to wait a semester or two until it is offered. Class availability can be a concern at large universities, but not for IDET students. IDET students are able to earn their M.Ed. degrees on time!

Why isn't the program fully online?

Although it may seem like a natural fit for a program with "technology" in its name to become an online degree program, the IDET faculty have found that students benefit from close, individualized, in-person mentoring and support in the IDET program. In our experiences, this mentoring is best provided via frequent, face-to-face contact. Some courses in the IDET program choose to operate on a hybrid basis (i.e., mixing face-to-face and online sessions). However, in order to ensure the highest possible quality experience and education for our students, the IDET program has not yet chosen to become a fully online degree program.

IDET Degrees
M.Ed. degree

The M.Ed. is a Master's of Education degree. The M.Ed. degree requires 30 credit hours of work. Each cohort takes two 3-credit classes per semester, allowing the M.Ed. degree to be earned in five semesters. Students entering the IDET program automatically are accepted to the M.Ed. degree track.

The M.Ed. is a good choice for practicing teachers, professionals, and others who wish to enhance their knowledge and earn their master's degree as part of their personal and professional development. Most of our IDET students choose to earn the M.Ed. degree.

M.Ed. students will follow the IDET course sequence and steps listed below.

Year 1, fall

- Classes
  - ED PS 6451: Foundations of Learning
  - ED PS 6430: Foundations of Instructional Design

Year 1, spring

- Classes
  - ED PS 6440: Human Computer Interaction & Emergent Technologies
  - ED PS 6560: Multimedia Learning

Summer between Year 1 and Year 2

- Classes
  - ED PS 6446: Integration of Educational Technology
  - ED PS 6447: Introduction to Web-Based Tools and Applications

Year 2, fall

- Classes
  - ED PS 6030: Introduction to Research Design
  - ED PS 6431: Advanced Instructional Design
- Additional Activities
  - Submit "Application for Graduate Degree" form BEFORE November 1
  - Complete the Program of Study form BEFORE spring semester

Year 2, spring

- Classes
  - ED PS 6445: Leadership in Instructional Design and Educational Technology
  - ED PS 6750: Advanced Projects in Instructional Design (Capstone)
- Additional Activities
  - Present capstone project to IDET/LS faculty

M.S. degree

The M.S. degree is a Master's of Science degree and requires 36 semester hours of credit for completion. As you can see by the list of requirements and activities at the end of this section, the M.S. degree has a significant research focus and requires a *great deal* more time and effort than the M.Ed. degree. For most IDET students, the M.Ed. degree best matches their career and academic interests. However, students who have a strong and clearly defined interest in moving into a research-based Ph.D. program after the IDET program may be well-served by earning the M.S. degree. Students who are most successful in earning the M.S. degree have specific interests in an area of learning and technology, have clear academic goals that require research experience, and have *significant* additional time (at least 15 hours per week *in addition* to the time required for IDET classes and homework) to devote to M.S. research and activities.

Most IDET students who pursue the M.S. degree have found that the additional requirements mean that they must spend an additional 2-3 semesters enrolled at the University. Although these students often walk with their cohort during convocation, they usually do not earn their M.S. degree until the fall or spring *after* the M.Ed. students finish their degrees. If it is important that you complete your master's program in five semesters (e.g., you are moving to Peru after five semesters), we would *strongly* encourage you to stay in the M.Ed. degree track.

Many times, IDET students are interested in the M.S. degree because they have general long-term goals that may include additional academic study (e.g., "Someday I'd like to earn a Ph.D.). Our experience has been that these students tend to struggle in completing the M.S. degree in a timely manner and often wind up dropping out of the M.S. track altogether, particularly if the student is working full-time during the academic year. You should note that earning an M.Ed. rather than an M.S. does not prevent you from entering a Ph.D. program in the future. Therefore, it is important to consider if the M.S. is the right degree for you given your current time commitments and professional goals/needs. The IDET and Learning Sciences faculty will be able to provide you with helpful advice about whether or not the M.S. program seems to be a good fit for you. We want all IDET students to be successful, so our advice often is based upon your needs/goals at the present as well as the time that you have available to dedicate to M.S. degree study. Advising students against the M.S. degree is not a judgment on your academic potential or long-term abilities. It simply may not be the right degree for you at the current time, given your present circumstances.

If you think you may be interested in the M.S. degree, you must meet with at least two members of the IDET faculty by the end of your first semester in the program. You must have a thesis advisor secured from the faculty before you apply to switch to the M.S. track in the spring of your first year. *Please note*: the faculty member must agree to supervise your thesis work and to take you on as an M.S. student. Serving as an M.S. advisor to an IDET student is a significant time investment for a faculty member. At times, a faculty member may be unable to work with you due to their existing advising/mentoring responsibilities. The IDET program director may encourage you to select a specific advisor in order to balance student loads across the IDET faculty. This is for your benefit, as it helps to ensure that your faculty advisor will have adequate time to devote to helping you develop your research and thesis.

M.S. students will follow the IDET course sequence and steps listed below.

Year 1, fall

- Classes
    - ED PS 6451: Foundations of Learning
    - ED PS 6430: Foundations of Instructional Design
- Additional Activities
    - Meet with IDET program faculty about M.S. interests
    - Secure a thesis advisor from IDET faculty

Year 1, spring

- Classes
    - ED PS 6440: Human Computer Interaction & Emergent Technologies
    - ED PS 6560: Multimedia Learning

- Additional Activities
  - Take GRE if no current scores on file (scores must be on file before you can apply to switch degree tracks)
  - Apply to switch to M.S. degree track
  - Begin to meet with your mentor to identify a topic

Summer between Year 1 and Year 2

- Classes
  - ED PS 6446: Integration of Educational Technology
  - ED PS 6447: Introduction to Web-Based Tools and Applications
  - ED PS 6010: Introduction to Educational Statistics
- Additional Activities
  - Work with thesis advisor to identify a specific research project
  - Complete literature review and begin thesis proposal

Year 2, fall

- Classes
  - ED PS 6431: Advanced Instructional Design
  - ED PS 6970: Graduate Thesis Hours (3 credits)
- Additional Activities
  - Complete thesis proposal (including literature review and methods)
  - Secure a thesis committee (3 members)
  - Formally propose thesis to faculty thesis committee
  - Submit IRB application for thesis research
  - Conduct thesis research (e.g., collect data)
  - Work with advisor to determine likely graduation date. If spring graduation is anticipated:
    - Submit "Application for Graduate Degree" form BEFORE November 1
    - Complete the Program of Study form BEFORE spring semester

Year 2, spring

- Classes
  - ED PS 6445: Leadership in Instructional Design and Educational Technology
  - ED PS 6750 Advanced Projects in Instructional Design (Capstone)
  - ED PS 6970: Graduate Thesis Hours (3 credits)
- Additional Activities
  - Present capstone project to IDET/LS faculty
  - Conduct statistical analyses and finalize research results for thesis
  - Complete thesis write-up
  - Once your advisor agrees you are ready, schedule thesis defense date and time with your committee
  - Ask JoLynn Yates to book you a room in SAEC for your thesis defense
  - Defend thesis to faculty thesis committee
  - Make thesis revisions following defense; advisor signs-off on revisions

- Following advisor sign-off, submit final thesis to graduate school office (graduate school must review and pre-approve formatting)

Teaching Endorsements

State of Utah Educational Technology Endorsement

Licensed teachers who have completed the IDET M.Ed. degree are qualified for the State Educational Technology Endorsement. Please visit the following website to find more information about how to apply for the State Educational Technology Endorsement: http://www.schools.utah.gov/cert/Endorsements-ECE-License/Educational-Technology.aspx

State of Utah Multimedia Endorsement

Licensed teachers who have completed the IDET M.Ed. degree need to take two additional courses to qualify for the State Multimedia Endorsement.

- ED PS 6561 Advanced Multimedia Design and Development (3)
- ED PS 6562 3D Modeling and Animation (3)

These courses are offered on an as-needed basis, in response to student demand. If you are interested in enrolling in these additional courses, please contact the IDET program director (Dr. Kirsten Butcher: kirsten.butcher@utah.edu) to indicate your interest as soon as possible. These courses typically are offered in the summer semester and should be taken in the summer following graduate from the IDET program.

Please visit the "Endorsement" section of the following website to find more information about how to apply for the State Multimedia Endorsement and to access the application and instructions for the Multimedia endorsement: http://schools.utah.gov/CTE/it/Educator-Licensing.aspx

Capstone Projects

IDET students often have lots of questions about the capstone project. The capstone project is a year-long project in which you design, develop, implement, and evaluate a technology-based system or tool for learning/education. Although it can seem daunting, the capstone project is the chance for you to synthesize, integrate, and apply what you learned during the course of the IDET program. You should expect the capstone project to be challenging and to require significant effort, but the program will provide you will lots of support along the way.

What form should the capstone presentation take?

A capstone project can take many different forms, as appropriate for different learning goals, for different learners, and for IDET students with different technical capabilities. Some students have created instructional websites, others have designed interactive training and learning modules, and others have designed mobile apps. The faculty will work with you to identify and refine a project that makes sense for you and/or your team.

What are the required elements of a capstone project?

The capstone project must target some form of learning or education. That is, after working with the system/site produced during your capstone presentation, your user should know and/or be able to do something that they couldn't before using your system/site. Your system/site also should be

something that you are capable of implementing (whether alone or as a group) and it should incorporate the knowledge and skills that you gained during your IDET courses. It also should represent a significant development effort (e.g., a project worthy of a year's worth of work) and should be a usable system/tool at the end of the spring semester.

Can I work in a group for my capstone project?

Yes! In fact, we strongly encourage students to work in a group for the capstone project. The different skills and perspectives on a team – as well as having multiple team members among whom the work load can be distributed – usually results in a much stronger capstone project. Across the history of the IDET program, the faculty consistently have found group projects to be more successful and better learning experiences than capstone projects pursued by students working alone. For this reason, we strongly encourage you to work with a group for your capstone project.

When will I start my capstone project?

You'll identify a capstone project topic, form a team (or decide to work alone if absolutely necessary), and engage in preliminary design activities during your Advanced Instructional Design class (ED PS 6431, during fall semester of your second year). You'll continue to develop, refine, and implement your capstone project during your Advanced Projects in Instructional Design class (ED PS 6750, during spring semester of your second year). In both classes, you'll receive faculty and peer feedback to help you in the conceptualization, development, and evaluation of your project.

I need to see some examples of capstone projects!

We do not like to provide examples of past projects because we find that this tends to limit students' creativity and exploration. Moreover, there are few truly good examples of educational technology in the world at large. When working professionally to design and implement educational technology, you'll find a dearth of good examples to model. Thus, it is a more realistic and useful educational experience to identify a learning goal/need and to decide (on your own and from scratch) how to apply your IDET knowledge and skills to achieve that goal via the creation of technology-supported tools and activities.

I'm terrified of presenting my capstone project to the committee. What if they fail me?

By the time you are ready to present your capstone project to your committee, you will have had a full year of feedback and guidance from the IDET faculty as well as your cohort. It is not *impossible* to fail the capstone presentation, but anyone in danger should have had plenty of advance warning based on IDET faculty feedback. A surprise failure at the last moment when you have responded faithfully to a year of feedback is highly unlikely. That being said, take the capstone presentation very seriously. Prepare a polished and professional presentation that shows off your system/site and how it incorporates what you learned in the IDET program. Practice and time your presentation to fit within your allotted appointment. Be prepared for some thoughtful (and maybe tough) questions about your project – this is what happens when you get a bunch of interested and intelligent people in a room together: they like to ask challenging and insightful questions.

If you are concerned about your progress or performance in the IDET program at any time, please ask a core IDET faculty member to meet with you and discuss your concerns. The IDET faculty are here to help and we want to see you succeed in the program.

Policies, Procedures, and Deadlines

Transfer Credit

As per Graduate School policies at the University of Utah, up to 6 graduate credits may be transferred into the IDET program from another college/university. For course credit to be eligible for transfer into the IDET program, the following criteria must be met:

- The credits were taken at an accredited college or university
- The courses were graded ("credit" courses are not acceptable for transfer credit at the University of Utah) and the student received a letter grade of B or higher
- The IDET faculty (and the instructor for the course(s) that the transfer credits will replace) have reviewed the transfer course syllabus and agreed that the content is of sufficient similarity to the University of Utah's relevant IDET course

If you have graduate course credit from another institution that you would like to be considered for transfer into the IDET program, please contact the IDET program director (Dr. Kirsten Butcher: kirsten.butcher@utah.edu) and provide a relevant syllabus from the course for review.

If you wish to transfer credit from non-IDET classes at the University of Utah, the course must have been at the graduate level, must have been graded, must pass a syllabus review by the IDET faculty and relevant course instructor, and *must not have been applied toward a previous degree.* That is, you cannot use courses that were taken as part of another earned degree for IDET program credit. If you need to replace an IDET course, please read the next section.

Course Replacement Policy

In special cases, the IDET program faculty will consider requests to replace a course in the standard IDET sequence with a different course for students who have *significant* prior knowledge or training in a certain area of IDET training. Course replacement requires testing out of the targeted IDET course (using an exam or activity selected by the course instructor) as well as identifying an appropriate replacement course (please supply a syllabus). If you believe you need to replace an IDET course during your program, please make an appointment to talk to the IDET program director (Dr. Kirsten Butcher: kirsten.butcher@utah.edu) as early as possible. You should consult the University online catalog (http://www.utah.edu/students/catalog.php) to identify possible replacement courses and obtain relevant syllabi from potential instructors.

Graduation Requirements and Deadlines
Grading Policies

As per Graduate School rules at the University of Utah (http://gradschool.utah.edu/graduate-catalog/grading-and-credit-policies/), IDET students must maintain a 3.0 or higher overall grade point average in their IDET coursework. As per IDET policies, students must pass EACH class in the IDET course of study with a C- or greater in order to count it toward their IDET degree. IDET classes must be taken for letter grades; no IDET courses counted toward the degree may be taken as credit/no-credit.

Graduate Status in the IDET Program

All students must be enrolled in two IDET courses (as appropriate to their current position in the IDET Program of Study) during each semester of the program. Students who need to deviate from the prescribed IDET Program of Study must meet with the IDET Program Director and must receive (in writing) permission to follow a customized course plan and/or credit load. Written permission must be in place no later than the first day of the semester during which deviation from the IDET Program of Study will occur.

If necessary, students can file a formal request for a leave of absence to postpone their studies for up to one year. Please see official guidelines and forms on the University of Utah's website: http://registrar.utah.edu/handbook/leave.php. Please consult with the IDET Program Director and file the required paperwork with the Graduate School if you need to take a leave of absence to postpone your studies.

Students who are not enrolled in IDET courses by the "census deadline" in a semester (and have not filed for a formal leave of absence) and/or who have failed to maintain required academic standards (e.g., overall GPA of less than 3.0) may be discontinued from the IDET program for failure to make adequate degree progress. The IDET Program Director will attempt to contact you if your graduate standing in the IDET program is at risk. However, it is your responsibility to be aware of enrollment deadlines and to ensure that you are making adequate progress in your courses and in the IDET Program as a whole. Students may appeal their discontinuation in the IDET program as outlined in the University of Utah's Code of Student Rights and Responsibilities.

Final Capstone Project

In addition to successfully completing their coursework according to the criteria above, IDET students must successfully pass a Capstone presentation to their committee at the end of their degree program. Your Capstone committee must approve your final project as being of sufficient quality and depth for your IDET degree. Please see the section on "Capstone Projects" in this manual for additional information about capstone project expectations and requirements.

Program of Study (Required Form) – PLEASE NOTE DEADLINE!

In the fall of your last year in the IDET program, you should download, print out, and complete the Program of Study form for a Master's Degree. This form is available on the Department of Educational Psychology's website: http://ed-psych.utah.edu/sac/program-of-study-masters.pdf

The Program of Study form must be filled out with the IDET classes you've taken so far and that you plan to take in the spring semester. Unless you have prior permission to deviate from the established IDET program, your program of study should be identical to the classes listed in the M.Ed. Degree or M.S. Degree section of this handbook.

Deadline: The Program of Study form must be completed and submitted to the Department of Educational Psychology's Academic Coordinator, JoLynn Yates (SAEC 3220), by the start of the spring semester during which you intend to graduate. This should be the final semester of your IDET program. Next, you MUST apply to graduate (see below).

Application for Graduation (Required Form) – PLEASE NOTE DEADLINE!

All graduate candidates (both M.Ed. and M.S. degrees) must complete an application for graduation and submit it to the registrar's office before **NOVEMBER 1** to qualify for spring graduation. The application is available online and includes specific, step-by-step instructions about applying to graduate on page 2 of the PDF: http://registrar.utah.edu/_pdf/Graduate%20Student%20Graduation%20Application.pdf

If you do not apply to graduate by the deadline, your degree may not be awarded on time and your name won't appear in the convocation program at the College of Education ceremony. Not seeing your name in the convocation program tends to make your friends and family very sad. Don't make your friends and family sad – ***remember to apply for graduation on time!***

Practical Information for New Students

Registering for classes

The University of Utah uses an online registration system – you'll need your university ID number (usually referred to as your uNID) in order to log in and register. Visit the registrar's website (http://registrar.utah.edu/register/) for more information and to get started.

If you have trouble enrolling in courses or need help in navigating the system, please contact the Department of Educational Psychology's Academic Coordinator, JoLynn Yates (email: jo.yates@utah.edu, phone: 801/581-7148).

Where are my classes?

Most IDET classes are held in Milton Bennion Hall (MBH), room 106. You may access to this computer lab after hours to work on assignments. If you would like after-hours access once the semester has begun, let one of the IDET faculty know and they can request access for you from our technical support staff. MBH is located on Campus Center Drive near the Huntsman Center (see map: http://bit.ly/1pCBiR4).

Some IDET classes may be taught in other rooms and/or buildings, depending upon University scheduling. We are working to move the IDET program into the new College of Education building (Sorenson Arts and Education Complex: SAEC). Please be sure to note class locations during registration. Use the online campus map to find other locations: http://www.map.utah.edu/index.html

Can I Ignore the UMail Account that the University Set Up for Me?

No, this is not a good idea! In fact, it's a bad idea. Please be aware that the Department of Educational Psychology's Academic Coordinator (JoLynn Yates) will send important email announcements and reminders to your University email address (your UMail account). Each year, there are a few students who miss critical reminders (e.g., deadlines to apply for graduation) because they have not read important emails. If you do not regularly check your official University of Utah email address, be sure that it forwards to an email address that you use frequently. Instructions about accessing and forwarding your UMail can be found here: http://www.cmes.utah.edu/students/UMail%20Tutorial.pdf

Where are the Department of Educational Psychology and IDET Professor Offices?

The new College of Education building – the Beverly Taylor Sorenson Arts and Education Complex (SAEC) – is where you can find the Department of Educational Psychology (see map: http://bit.ly/1FrFwWX). JoLynn Yates can be found on the third floor of SAEC, in suite #3220 (take the elevator or the stairs to the third floor and turn right). If you are on the third floor and can't find the Educational Psychology department or suite #3220, you might be in the half of the building that houses the Tanner Dance program. Exit the building and head northwest (away from Campus Center Drive) to enter the College of Education in the other half of the building. For the safety of children attending programs in the Tanner Dance section of SAEC, interior doors between Tanner Dance and the College of Education typically are locked. The only way to enter the College of Education is through an exterior door.

IDET professors' offices are located on the third floor of SAEC:

- Dr. Kirsten Butcher: SAEC 3248
- Dr. Eric Poitras: SAEC 3245
- Dr. Robert Zheng: SAEC 3250

Class Times and Days

IDET classes meet in the evenings, from 5-8pm. Each class meets once a week and (along with the rest of your cohort) you should be enrolled in two classes each semester. This means you will have an evening class two times during the week for the duration of the program. The days of the week on which your classes will be held vary by semester – class dates are affected by room availability, instructor availability, course conflicts, etc. The University catalog is online and you can check course schedules as soon as they are available, about 3 months before the semester begins. (Click the correct semester under "Class Schedules" on this website: http://www.utah.edu/students/catalog.php).

Parking and Transportation

Parking on campus

Like any other university campus, parking at the University of Utah can be challenging. At the time this manual was written, parking in "U" and "E" lots was free after 6pm on weekdays and all day on Saturday and Sunday. Parking in an "A" lot is trickier – some lots allow parking after 6pm, some don't. You'll need to look for signs to be sure. Some "A" lots become "U" lots after 3pm (again, look for signs).

Since IDET classes generally begin at 5pm, you will need a permit if you wish to park on campus. The permits that you can purchase as a student can be found here: http://commuterservices.utah.edu/permit-types/students.php

Look for lots corresponding to the permit you purchase in the following map. Milton Bennion Hall is building #65: http://bit.ly/1kVbEVa

The University of Utah also operates a helpful shuttle system to get you around campus. You even can use your mobile device to find when the next shuttle will arrive. For more information, see the "Free Campus Shuttles" page on the Commuter Services website: http://commuterservices.utah.edu/mass-transit/shuttles/

Parking off campus

Many of our IDET students have told us that they park at the Institute of Religion adjacent to campus (1780 E South Campus Drive). At the time that this guide was written, parking permits were not required after 4pm in the Institute's lot. However, some spots are reserved until after 7pm. Watch for signs! Please remember that the Institute parking is not an official campus option, therefore we cannot guarantee that this will remain an option for IDET students and we will not be informed of any changes to parking regulations in this lot. Parking at off-campus locations is at the student's sole discretion and the IDET program does not officially endorse or advocate any off-campus or private parking options.

Mass transit options

Your uNID card provides you with **free access** to Utah Transit Authority (UTA) mass transit options serving the University of Utah. Tap on and tap off to ride! Trax and UTA buses are good ways to commute to and from the University of Utah. Mass transit also is a good choice for your commute given the increasingly problematic air quality in our community. We encourage you to explore and to make use of this free option for getting to campus!

- **TRAX**
  - The University of Utah is served by the Trax Red line. (There are several connections to other Trax lines.) The closest stop to Milton Bennion Hall is the South Campus (1790 E South Campus Drive) stop.
  - Trax website: http://www.rideuta.com/mc/?page=UTA-Home-TRAX
- **BUS**
  - Several Utah Transit Authority buses serve the University of Utah campus, the nearest stop may depend upon the bus that you select.
  - University of Utah UTA map: http://www.rideuta.com/uploads/uofu_sys_map_aug_2013_large.jpg
  - General UTA website: http://www.rideuta.com/

Additional Questions and Comments

We invite you to check out the FAQ section of the IDET pages on the University website: http://ed-psych.utah.edu/instructional-design/faq.php. We welcome your additional questions, comments, and ideas. For help with administrative issues or academic registration, please contact JoLynn Yates, Academic Coordinator for the Department of Educational Psychology. JoLynn can be reached by phone: 801/581-7148 or by email: jo.yates@utah.edu

For questions about the IDET program, contact the IDET Program Director (Dr. Kirsten Butcher) or a core faculty member. Email usually is the best way to contact your professors. If you'd like to learn more about a faculty member, we invite you to browse faculty profiles on the Department of Educational Psychology's website: http://ed-psych.utah.edu/faculty/index.php

Faculty and Staff for the IDET Program

Academic Coordinator

JoLynn Yates

Academic Coordinator, Department of Educational Psychology
jo.yates@utah.edu

As Academic Coordinator for the Department of Educational Psychology, JoLynn can help you with registration issues, questions about professors and/or classes, scheduling rooms, documenting your program of study, and questions/issues about applying for graduation.

 JoLynn is very knowledgeable about the department and the university – she usually will know the answer to your question. If she doesn't, she'll know who to ask! JoLynn is a wonderful person who loves to get to know our students. Feel free to stop by SAEC 3220 to say "hi"!

Core IDET Faculty

Kirsten Butcher, Ph.D.

Associate Professor, Educational Psychology (IDET)
Director: IDET Program, CATE Center
Multimedia and Instructional Design (MInD) Lab
kirsten.butcher@utah.edu

The goal of Dr. Butcher's research program is to better understand how multimedia and educational technology support meaningful learning and knowledge transfer, with particular attention to the cognitive processes employed by learners and the learning outcomes that they achieve. Her work is particularly focused on the role that visual representations play in facilitating deep learning with educational technology. Dr. Butcher has received several research grants from the National Science Foundation to study issues of cyberlearning and multimedia comprehension. Dr. Butcher regularly works with collaborators from the Natural History Museum of Utah, faculty/researchers in computer science, and education specialists. She also is the Head Judge Advisor to the Utah First LEGO League, a science and robotics competition for 9-14 year olds.

Dr. Butcher received her Ph.D. in Cognitive Science and Psychology at the University of Colorado at Boulder. She completed postdoctoral research positions at the National Center for Atmospheric Research (working with large-scale visualization projects and digital libraries for education) and the Pittsburgh Science of Learning Center (at Carnegie Mellon University and the University of Pittsburgh). Dr. Butcher has worked in human factors research positions within the telecommunications and private consulting industries.

Eric Poitras, Ph.D.

Assistant Professor, Educational Psychology (IDET)
Advanced Instructional Systems and Technologies (ASSIST) Laboratory
eric.poitras@utah.edu

Dr. Poitras supervises the ASSIST laboratory at the University of Utah. The mission of the ASSIST laboratory (www.assistuofu.com) is to design, implement, and evaluate technology-rich learning environments that adapt to the specific needs of different learners. The activities of the laboratory are organized into three research thrusts: 1) domain-specific frameworks of self- and co-regulated learning; 2) instructional scaffolds designed as cognitive and metacognitive tools; and 3) educational data mining and learning analytics.

Dr. Poitras received his Ph.D. in Educational Psychology at McGill University. He is a member of Learning Environments Across Disciplines (LEADS), an international research partnership funded by the Social Sciences and Humanities Research Council of Canada. LEADS bring together 19 universities and 14 partners from the public and private sector that are devoted to fostering innovation by conducting interdisciplinary research that examines learning and engagement in the context of technology-rich learning environments.

Robert Zheng, Ed.D.

Associate Professor, Educational Psychology (IDET)
Director: Graduate Studies in the Department of Educational Psychology
robert.zheng@utah.edu

Dr. Zheng's research interests are multimedia and cognition, online learning, and technology integration in K-12 schools. Dr. Zheng collaborates with the Veterans' Administration as a research scientist studying learning with technology in aging populations.

Dr. Zheng received his Ed.D. in Educational Technology from Baylor University.

Additional Educational Psychology Faculty
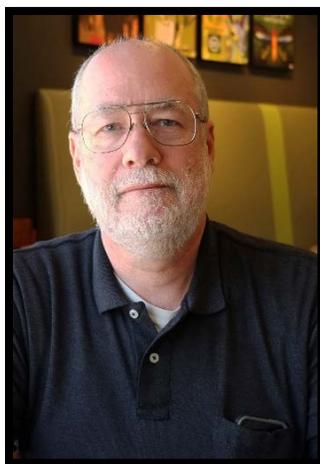
Michael Gardner, Ph.D.

Professor, Educational Psychology (Learning Sciences)
mike.gardner@utah.edu

Dr. Gardner's current research focuses on: (1) the perception of frequency of events, and its reporting in psychological instruments; (2) memory and aging, particularly memory for numeric information; (3) issues related to the validity of science achievement tests and educational tests in general; (4) connotative factors influencing interest in research, and (5) computerized polygraph-based screening systems for use in ports of entry. He also continues to have interests in human intelligence, individual differences, human memory, and reasoning and problem solving.

Dr. Gardner has a Ph.D. from Yale University, with a specialty in Cognitive Psychology.

Anne Cook, Ph.D.

Professor, Educational Psychology (Learning Sciences)
anne.cook@utah.edu

Dr. Cook's is Chair of the Educational Psychology Department, as well as being a Professor in the Learning Sciences program. Dr. Cook studies cognitive processes involved in complex tasks (e.g., reading, problem solving, web search, deception) via eye tracking technology. Dr. Cook manages the Eye Tracking Lab in the Department of Educational Psychology, housed in Milton Bennion Hall.

Dr. Cook has a Ph.D. in Cognitive Psychology from the University of New Hampshire. Following her Ph.D., Dr. Cook completed a NIMH Postdoctoral Trainee position at the University of Massachusetts.

Seung-Hee (Claire) Son, Ph.D.

Assistant Professor, Educational Psychology (Reading and Literacy)
s.claire.son@utah.edu

Dr. Seung-Hee Claire Son's research focuses on early childhood learning and development of early literacy, language, numeracy and self-regulation skills, especially for at-risk children in poverty and of ethnic minority. Dr. Son is interested in assessing home and preschool learning environments as predictors of early childhood development. Young children's literacy learning in diverse contexts, including informal learning environments of community, library, and museum, and from diverse materials (including traditional picture books and ebooks) is another area of her research program.

Dr. Son has a Ph.D. from University of Michigan, with a specialty in child development and early education.

Adjunct Faculty

Laura Hunter, Ph.D.

Chief Content Officer, Utah Education Network (UEN)
Station Manager, KUEN-TV
lhunter@uen.org

Dr. Hunter's team oversees the state's online education and telehealth services including the UEN.org award-winning web site, ed-tech professional development, educational media on demand, and online applications. Her experiences include 15 years as a public media leader, Adjunct Faculty in the Graduate School of Education at the University of Utah, State Internet Specialist for Utah, 8 years teaching in an elementary gifted/talented public magnet school. She holds numerous board positions with national public TV and education groups and is the principal investigator on several state and federal ed-tech grant projects. Laura has a teaching license in elementary education with technology and gifted endorsements, a Master's degree in elementary and gifted education, and a Ph.D. in teaching and learning. Her research interests include educational technology, multimedia learning, constructivist teaching, and school change. She tweets @lauhun

John Monson, Ph.D.

Director, Information Services, Seminaries and Institutes of Religion (S&I), Church of Jesus Christ of Latter-day Saints
john.monson@utah.edu

Dr. Monson's team overseas a variety of services for S&I, including student enrollment management and outreach, statistical records and reporting, communications and awareness, and research and assessment services.

Dr. Monson's experience includes over 20 years as classroom teacher, leader and administrator. He has served for 13 years as Adjunct Faculty in the College of Education at the University of Utah, and prior to that the University of Indianapolis. John has a B.A. in Political Science, M.S. in Educational Technology from Utah State University, and a Ph.D. in Instructional Systems Technology from Indiana University. His research interests include instructional design and development, educational technology, teaching and learning, and learning with social media.