



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, which allow candidates to learn best practices for designing learning experiences for students in K-12 education or adult learners in higher education, corporate, government, or healthcare sectors. Candidates may also choose to complete both specializations. The competencies in this program measure in-demand skills, preparing candidates for careers as instructional designers and technologists, learning experience designers, workforce development specialists, e-learning designers and developers, learning and development leads, and other related roles.

Understanding the Competency-Based Approach

Practically speaking, how do competency-based programs like those offered at Western Governors University (WGU) work? Unlike traditional universities, WGU does not award degrees based on completion of a certain number of credit hours or a certain set of required courses. Instead, you will earn your degree by demonstrating your skills, knowledge, and understanding of important concepts.

Progress through a degree program is governed not by the amount of time you spend in class but by your ability to demonstrate mastery of competencies as you complete required courses. Of course, you will need to engage in learning experiences as you review competencies or develop knowledge and skills in areas in which you may be weak. To help you acquire the knowledge and skills you need to complete your courses and program, WGU provides a rich array of learning resources. Your program mentor will work closely with you to help you understand the competencies required for your program and to help you create a schedule for completing your courses. You will also work closely with course instructors as you engage in each of your courses. As subject matter experts, course instructors will guide you through the content you must master to pass the course assessments.

The benefit of this competency-based system is that it enables students who are knowledgeable about a particular subject to make accelerated progress toward completing a degree, even if they lack college experience. You may have gained skills and knowledge of a subject while on the job, accumulated wisdom through years of life experience, or already taken a course on a particular subject. WGU will award your degree based on the skills and knowledge that you possess and can demonstrate—not the number of credits hours on your transcript.

Accreditation

Western Governors University is the only university in the history of American higher education to have earned accreditation from four regional accrediting commissions. WGU's accreditation was awarded by (1) the Northwest Commission on Colleges and Universities, (2) the Higher Learning Commission of the North Central Association of Colleges and Schools, (3) the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, and (4) the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges. The university's accreditation status is now managed by the Northwest Commission on Colleges and Universities (NWCCU), which reaffirmed WGU's accreditation in February 2020. The WGU Teachers College is accredited at the initial-licensure level by the Council for the Accreditation of Educator Preparation (CAEP) and by the Association of Advancing Quality in Educator Preparation (AAQEP). The nursing programs are accredited by the Commission on Collegiate Nursing Education (CCNE). The Health Information Management program is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). The College of Business programs are accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

The Degree Plan

The focus of your program is your personalized Degree Plan. The Degree Plan is a detailed blueprint of the courses you will need to complete in order to earn your degree. The Degree Plan also lays out the accompanying learning resources and assessments that compose your program. The list of courses in the Degree Plan is often referred to as the standard path. The amount of time it takes to complete your program depends on both the amount of new information you need to learn and the amount of time you plan to devote each week to study.

Students vary widely in the specific skills and information they need to learn. For example, some students may be highly knowledgeable in a particular subject matter and would not need to engage in new learning opportunities. Other students may find that portions of the program require them to learn new information and that they need to take an online class or participate in a study module to acquire the knowledge and skills needed to fulfill program competencies in that area. Some individuals may be able to devote as little as 15–20 hours per week to the program, while others may need to devote more time. For this reason,

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

How You Will Interact with Faculty

At WGU, faculty serve in specialized roles, and they will work with you individually to provide the guidance, instruction, and support you will need to succeed and graduate. As a student, it is important for you to take advantage of this support. It is key to your progress and ultimate success.

Upon your enrollment, you will be assigned a program mentor—an expert in your field of study who will provide you with regular program-level guidance and support from the day you start until the day you graduate. Your program mentor will set up regular telephone appointments (weekly at first) with you, which you will be expected to keep. The mentor will review program competencies with you and work with you to develop a plan and schedule for your coursework. Your program mentor will serve as your main point of contact throughout your program—helping you set weekly study goals, recommending specific learning materials, telling you what to expect in courses, and keeping you motivated. In addition to regular calls, your program mentor is available to help you resolve questions and concerns as they arise.

For many of the courses at WGU, you will be required to complete performance assessments. These include reports, papers, presentations, and projects that let you demonstrate your mastery of the required competencies. A separate group of faculty members, called evaluators, will review your work to determine whether it meets requirements. Evaluators are also subject matter experts in their field of evaluation. If your assessment needs further work before it “passes,” these evaluators, who review your work anonymously, will provide you with instructional feedback to help you meet evaluation standards and allow you to advance.

Connecting with Other Mentors and Fellow Students

As you proceed through your Degree Plan, you will have direct contact with multiple faculty members. These communications can take a variety of forms, including participation in one-on-one discussions, chats in the learning communities, and live cohort and webinar opportunities. As a WGU student, you will have access to your own personal MyWGU Student Portal, which will provide a gateway to your courses of study, learning resources, and learning communities where you will interact with faculty and other students.

The learning resources in each course are specifically designed to support you as you develop competencies in preparation for your assessments. These learning resources may include reading materials, videos, tutorials, cohort opportunities, community discussions, and live discussions that are guided by course instructors who are experts in their field. You will access your program community during your orientation course to network with peers who are enrolled in your program and to receive continued support through professional enrichment and program-specific chats, blogs, and discussions. WGU also provides Student Services associates to help you and your program mentor solve any special problems that may arise.

Orientation

The WGU orientation course focuses on acquainting you with WGU’s competency-based model, distance education, technology, and other resources and tools available for students. You will also utilize WGU program and course communities, participate in activities, and get to know other students at WGU. The orientation course must be completed before you can start your first term at WGU.

Transferability of Prior College Coursework

Because WGU is a competency-based institution, it does not award degrees based on credits but rather on demonstration of competency. WGU undergraduate programs may accept transfer credits or apply a

'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 your degree program.

Continuous Enrollment, On Time Progress, and Satisfactory Academic Progress

WGU is a "continuous enrollment" institution, which means you will be automatically enrolled in each of your new terms while you are at WGU. Each term is six months long. Longer terms and continuous enrollment allow you to focus on your studies without the hassle of unnatural breaks between terms that you would experience at a more traditional university. At the end of every six-month term, you and your program mentor will review the progress you have made and revise your Degree Plan for your next six-month term.

WGU requires that students make measurable progress toward the completion of their degree programs every term. We call this "On-Time Progress," denoting that you are on track and making progress toward on-time graduation. As full-time students, graduate students must enroll in at least 8 competency units each term, and undergraduate students must enroll in at least 12 competency units each term. Completing at least these minimum enrollments is essential to On-Time Progress and serves as a baseline from which you may accelerate your program. We measure your progress based on the courses you are able to pass, not on your accumulation of credit hours or course grades. Every time you pass a course, you are demonstrating that you have mastered skills and knowledge in your degree program. For comparison to traditional grading systems, passing a course means you have demonstrated competency equivalent to a "B" grade or better.

WGU assigns competency units to each course in order to track your progress through the program. A competency unit is equivalent to one semester credit of learning. Some courses may be assigned 3 competency units while others may be as large as 12 competency units.

Satisfactory Academic Progress (SAP) is particularly important to students on financial aid because you must achieve SAP in order to maintain eligibility for financial aid. We will measure your SAP quantitatively by reviewing the number of competency units you have completed each term. In order to remain in good academic standing, you must complete at least 66.67% of the units you attempt over the length of your program—including any courses you add to your term to accelerate your progress. Additionally, during your first term at WGU you must pass at least 3 competency units in order to remain eligible for financial aid. We know that SAP is complex, so please contact a financial aid counselor should you have additional questions. *Please note: The Endorsement Preparation Program in Educational Leadership is not eligible for federal financial aid.

Courses

Your Degree Plan includes courses needed to complete your program. To obtain your degree, you will be

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 information about each assessment is provided in each course of study.

External Content & Basic Skills Exams

Western Governors University requires that candidates pass the state-mandated content exam that aligns with their WGU program in addition to a basic skills exam (initial licensure programs only). Specific information regarding required content and basic skills exams required for each program and state can be found in the WGU Student Handbook. In many cases, it is the candidates' responsibility to register and pay for the required exams and submit their official passing score reports to WGU.

State Licensure Requirements

Many states have specific licensure requirements that are not part of WGU programs that you will have to fulfill in addition to the degree requirements of your program. These state licensure requirements might include, but are not limited to: subject-specific licensure exams, state-specific teacher performance assessments, course work related to state history, basic skills exams, and background clearances. The WGU Student Handbook outlines the credentialing requirements of each state. Teacher candidates should consult the applicable section to become familiar with their state's expectations regarding licensure.

Learning Resources

WGU works with many different educational partners, including enterprises, publishers, training companies, and higher educational institutions, to provide high-quality and effective learning resources that match the competencies you are developing. These vary in type, and may be combined to create the best learning experience for your course. A learning resource can be an e-textbook, online module, study guide, simulation, virtual lab, tutorial, or a combination of these. The cost of most learning resources are included in your tuition and Learning Resource Fee. They can be accessed or enrolled for through your courses. Some degree-specific resources are not covered by your tuition, and you will need to cover those costs separately. WGU also provides a robust library to help you obtain additional learning resources, as needed.

Mobile Compatibility:

The following article provides additional details about the current state of mobile compatibility for learning resources at WGU.

[Student Handbook article: Can I use my mobile device for learning resources?](#)

Standard Path

As previously mentioned, competency units (CUs) have been assigned to each course in order to measure your academic progress. If you are an undergraduate student, you will be expected to enroll in a minimum of 12 competency units each term. Graduate students are expected to enroll in a minimum of 8 competency units each term. A standard plan for a student for this program who entered WGU without

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 your determination to proceed at a faster rate.

Standard Path *for* Master of Education, Education Technology and Instructional Design: K-12 and Adult Learner Specializations

| Course Description | CUs | Term |
|---|------------|-------------|
| Learning Technology | 3 | 1 |
| Assessment and Learning Analytics | 3 | 1 |
| Learning Experience Design Foundations I | 3 | 1 |
| Learning Experience Design Foundations II | 3 | 2 |
| Designing and Facilitating E-Learning Experiences for K–12 Students | 3 | 2 |
| Quality and Impact of K–12 E-Learning Solutions | 3 | 2 |
| Designing E-Learning Experiences for Adults | 3 | 3 |
| Quality and Impact of Adult E-Learning Solutions | 3 | 3 |
| Learning Experience Design Lab | 3 | 3 |
| Identifying Learner Needs and a Research Problem | 3 | 4 |
| Developing an E-Learning Solution and Research Methodology | 3 | 4 |
| Implementing and Evaluating E-Learning Solutions | 5 | 4 |

Standard Path *for* Master of Education, Education Technology and Instructional Design: Adult Learner Specializations

| Course Description | CUs | Term |
|--|------------|-------------|
| Learning Technology | 3 | 1 |
| Assessment and Learning Analytics | 3 | 1 |
| Learning Experience Design Foundations I | 3 | 1 |
| Learning Experience Design Foundations II | 3 | 2 |
| Designing E-Learning Experiences for Adults | 3 | 2 |
| Quality and Impact of Adult E-Learning Solutions | 3 | 2 |
| Learning Experience Design Lab | 3 | 3 |
| Identifying Learner Needs and a Research Problem | 3 | 3 |
| Developing an E-Learning Solution and Research Methodology | 3 | 3 |
| Implementing and Evaluating E-Learning Solutions | 5 | 4 |

Standard Path *for* Master of Education, Education Technology and Instructional Design: K-12 Learner Specialization

| Course Description | CUs | Term |
|---|-----|------|
| Learning Technology | 3 | 1 |
| Assessment and Learning Analytics | 3 | 1 |
| Learning Experience Design Foundations I | 3 | 1 |
| Learning Experience Design Foundations II | 3 | 2 |
| Designing and Facilitating E-Learning Experiences for K–12 Students | 3 | 2 |
| Quality and Impact of K–12 E-Learning Solutions | 3 | 2 |
| Learning Experience Design Lab | 3 | 3 |
| Identifying Learner Needs and a Research Problem | 3 | 3 |
| Developing an E-Learning Solution and Research Methodology | 3 | 3 |
| Implementing and Evaluating E-Learning Solutions | 5 | 4 |

Changes to Curriculum

WGU publishes an Institutional Catalog, which describes the academic requirements of each degree program. Although students are required to complete the program version current at the time of their enrollment, WGU may modify requirements and course offerings within that version of the program to maintain the currency and relevance of WGU's competencies and programs. When program requirements are updated, students readmitting after withdrawal from the university will be expected to re-enter into the most current catalog version of the program.

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

Learning Technology

Learning Technology provides opportunities for learners to research emerging learning technologies and see how they are changing current teaching and learning practices. This course also teaches strategies for evaluating learning technologies and their ability to facilitate deep learning and help learners achieve their learning goals, as well as their ability to accommodate learner differences and ensure access for all learners. This course covers techniques that learning experience designers can use to implement technology safely, legally, and ethically in a variety of environments. Additionally, this course explores the types of learning analytics that various technologies generate and the ways in which they can be used to better understand learner progress and optimize the learning experience.

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 analyzes trends and impacts of emerging learning technologies discussed in current professional literature and professional learning networks.*
- *The learner evaluates the ability of learning technologies to facilitate the achievement of learning goals, foster deep learning, accommodate individual learning differences, and integrate with learning management systems.*
- *The learner analyzes potential safety, legal, and ethical issues when implementing and using learning technologies.*
- *The learner analyzes the learning analytics capabilities of learning technologies in order to optimize learning.*

Assessment and Learning Analytics

Assessment and Learning Analytics focuses specifically on applying assessment and learning analytics practices to gauge learner progress through e-learning products. This course is an introduction to assessment models, including competency and skills-based methods, as well as culturally responsive and Universal Design for Learning (UDL) approaches in assessment, rubric, and feedback design. Finally, this course introduces learning analytics, specifically how they can add an additional layer of validation and visibility on learner progress.

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 evaluates the alignment between assessment strategies and methods and intended learning goals and objectives.*
- *The learner determines how learning analytics can be used to understand and optimize learning and the environments in which it occurs.*
- *The learner evaluates the quality of feedback learners receive when completing online assessment activities.*
- *The learner recommends assessment modifications that ensure accessibility, remove barriers to fairness, and minimize bias.*

Learning Experience Design Foundations I

Learning Experience Design Foundations I provides an introduction to the field of learning experience design (LxD) and the role of the learning experience designer, which combines best practices from the fields of instructional design and user experience design, with the goal of creating human centered, goal-oriented learning experiences. This first of two foundational courses introduces Design Thinking and instructional design models, processes, and approaches. This course demonstrates how learning theories and instructional frameworks can be applied to facilitate deep learning, motivation, and engagement. This course also teaches the process for analyzing learners and their needs, as well as defining the

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 instructional solution will be evaluated prior to deployment.*

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 designing each type of learning experience and provides real examples of each approach. 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 designs inclusive collaborative e-learning experiences for adults.*
- *The learner designs inclusive experiential and transformative e-learning experiences for adults.*
- *The learner designs inclusive problem-based e-learning experiences for adults.*
- *The learner designs inclusive competency based, self-directed e-learning experiences for adults.*

Quality and Impact of Adult E-Learning Solutions

Quality and Impact of Adult E-Learning Solutions is the second of two courses in the Adult Learning Designer pathway. This course introduces the issues learning experience designers often encounter when designing e-learning experiences for adults. It also directs learners to resources about current research related to issues and innovations in designing online learning experiences for adults. This course also outlines a quality framework for evaluating e-learning solutions for adults 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 solutions for adults. Learners will analyze dashboard data and determine the impact an e-learning solution has had on learner engagement, effort, and learning and how insights gained from data about learners and the learning experience can be used to optimize learning and the environments in which it occurs. Designing E-Learning Experiences for Adults 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 adult learners experience in e-learning environments.*
- *The learner plans adult e-learning solutions that adhere to quality standards for online courses.*

- *The learner measures the impact of e-learning solutions for adult learners based on data about adult learners' interactions and the environment in which learning occurs.*

Design Lab

Learning Experience Design Lab

Learning Experience Design Lab requires learners to apply foundational learning experience design strategies to create an instructional solution in the form of an e-learning module. In the course, learners will identify an instructional problem and then design and develop a functional prototype of an e-learning solution. Learning Experience Design Lab provides an environment for learners to apply foundational knowledge and skills, experiment with various e-learning design tools and techniques, provide helpful quality feedback to peers, and receive quality feedback from peers about their own e-learning module. Finally, Learning Experience Design Lab teaches the importance of obtaining user feedback and incorporating that feedback to continuously improve the learning experience. Degree-seeking learners must complete the Learning Experience Design foundations series and two pathway courses prior to completing 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 creates an e-learning experience that addresses a specific instructional problem.*
- *The learner provides quality feedback and recommendations for improving an e-learning experience based on peer evaluation.*
- *The learner plans how to implement feedback and recommendations to improve an e-learning experience.*

Capstone

Identifying Learner Needs and a Research Problem

Identifying Learner Needs and a Research Problem is the first of three capstone courses in the program. This course provides an introduction to design-based research and focuses specifically on the first two phases of the design-based research process: identifying and analyzing the learning problem and reviewing the literature. This course also requires that learners continue applying Design Thinking as they empathize with learners and define the instructional problem that their research will help them understand and address. Finally, this course teaches learners how to conduct a literature review to determine what research has already been done and what is unknown about their research topic. Learning Experience Design Lab 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 defines an instructional problem based on learner analysis.*
- *The learner defines the purpose of research and the questions the research sets out to answer.*
- *The learner conducts a literature review to inform potential learning solutions for an instructional problem.*

Developing an E-Learning Solution and Research Methodology

Developing an E-Learning Solution and Research Methodology is the second of three capstone courses in the program. This course focuses on the next two phases of the design-based research process: designing and developing an e-learning solution and designing a research methodology to test how well the solution addressed the instructional problem. This course also requires that learners continue applying Design Thinking as they ideate potential solutions to the instructional problem and begin prototyping a module of instruction. Finally, this course teaches learners how to design research studies that ensure the safety of human subjects and the ethical collection, storage, and reporting of data. The course Identifying Learner Needs and a Research Problem 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 multiple potential solutions to an instructional problem.*
- *The learner creates a fully functional e-learning module that addresses an instructional problem.*

- *The learner plans the research methodology that will be used to evaluate the effectiveness of a learning solution.*
- *The learner plans how to ethically collect data about learners that will inform design decisions.*

Implementing and Evaluating E-Learning Solutions

Implementing and Evaluating E-Learning Solutions is the third of three capstone courses in the program. This course focuses on the final steps of the Design-Based Research process: implement, test, refine, reflect, and report. This course also requires that learners continue applying Design Thinking as they test and refine the solution identified during the prototyping phase. The course requires learners to test and refine their implementation strategies, use data to evaluate the effectiveness of their e-learning solution, redesign or enhance their e-learning design based on their interpretation of the data, and summarize their design-based action research study. Developing an E-Learning Solution and Research Methodology 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 how to improve a Design-Based Research methodology.*
- *The learner analyzes data collected during their research study.*
- *The learner discusses research findings, contributions, and recommendations after conducting a design-based action research study.*

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 studentservices@wgu.edu. We are available Monday through Friday from 6:00 a.m. to 10:00 p.m. and Saturday and Sunday, 10:00 a.m. to 7:00 p.m., mountain standard time.

If you have inquiries or concerns that require technical support, please contact the WGU IT Service Desk. The IT Service Desk is available Monday through Friday, 6:00 a.m. to 10:00 p.m. and Saturday and Sunday, 10:00 a.m. to 7:00 p.m., mountain standard time. To contact the IT Service Desk, please call 1-877-HELP-WGU (877-435-7948) or e-mail servicedesk@wgu.edu. The support teams are generally closed in observance of university holidays.

For the most current information regarding WGU support services, please visit "Student Support" on the Student Portal at <http://my.wgu.edu>.