LDT 6010   FOUNDATIONS OF LEARNING DESIGN AND TECHNOLOGY   3 US CREDITS

Designed to introduce and orient students to the learning design profession and the roles and expectations of the learning design professionals, the course presents the foundations of learning design and technology. Students become familiar with ID theories and models, design frameworks, and delivery methodologies while they get an opportunity to practice introductory design-related skills and make connections to current practice. The course also explores current and emerging uses of information and communication technology in schools and universities as well as the factors associated with their successful implementation. Research and practice related to educational and technological innovations in the K-12, Higher Ed and professional training sectors are examined.

LDT 6015   THEORIES AND STRATEGIES OF LEARNING   3 US CREDITS

In this course, students will be presented with historical views and core perspectives of learning and cognition as they apply to a variety of contexts, such as learning environments, learning technologies, and emerging field directions. A combination of analysis, discussion, and practical application will lead to the development of skills needed to design successful learning experiences with meaningful technology integration. Examining how the understanding of learning has evolved and is currently viewed helps designers predict and support the needs of current and future learners.

LDT 6020   LEARNING DESIGN AND DEVELOPMENT   3 US CREDITS

This hands-on course guides students through a dual learning design development and project management process. Students will work on needs analysis and design objectives, strategies, and assessments that are aligned with the target training module or course. They will justify the choice of strategies, media, and tools, and develop related original materials that incorporate technology meaningfully. They will also reflect on planning for resource development, delivery, implementation, project management, and evaluation of the learning design. The course aims at helping students produce authentic learning-based solutions while implementing ID and project management models and theories.

LDT 6025   RESEARCH METHODS IN EDUCATION AND TRAINING   3 US CREDITS

In this course, learners explore the qualitative, quantitative and mixed research methodologies of the learning design and technology field, focusing on a practice-led, knowledge-applied learning in their area of education and training and ultimately using data to inform program and learning design decisions. Through formulating research problems and questions, learners will develop an understanding of key analytic skills either in qualitative, quantitative or mixed designs, apply relevant methods and their use in the research process, explore statistical testing, identify threats to validity and reliability, and other challenges in research and scholarly inquiry. Evaluation is critical both in the development of effective training programs, and in the human performance technology. The course will cover the core knowledge and skills involved in program and training evaluation, facilitate hands-on experiences in evaluation design, and provide exposure to some of the ethical and philosophical issues current in evaluation research.

LDT 6030   MULTIMEDIA ENVIRONMENTS   3 US CREDITS

In this course, learners will examine multimedia design principles and tools that developers and learning designers typically use to deliver computer-based, innovative solutions. Learners will apply principles of visual literacy and visual communication, thus gaining practical experience with text, graphics, and web design (with audio, video, and screen capturing) for the creation of authentic, interactive learning experiences. Accessibility and inclusive design, as well as multimedia issues (including copyright and licensing for Open Educational Resources) will be discussed, and there will be numerous opportunities for students to perform evaluations of digital media technologies.

LDT 6035   ONLINE TEACHING AND LEARNING   3 US CREDITS

The course presents fundamental concepts, principles, models and research-based best practices for the effective instructional design, and the use of technology in online education and training programs. It focuses on the knowledge, skills, and dispositions of the online teacher, as well as the characteristics and needs of the online learner. The design, implementation and assessment of online learning is addressed through various case-based opportunities and innovative pedagogical approaches. Current trends and future directions in online teaching and learning research are also shared.

LDT 6040   DEVELOPING LEARNING EXPERIENCES WITH DESIGN THINKING   3 US CREDITS

This hands-on course provides an overview of the powerful, creative process of design thinking as a problem-solving approach within the context of learning. Participants will be exposed to the principles of design thinking and will explore the effectiveness of this process when the goal is innovation. Real-world examples will be discussed, revealing how the design thinking process can enhance learning while addressing systemic change. Students will have the chance to implement design thinking at their own work settings, in order to solve a problem in their own community.

LDT 6145   MANAGING DISTANCE EDUCATION   3 US CREDITS

In this course, learners will explore the concepts, technologies, and issues related to the design, development, and delivery of distance education courses and programs. Specifically, they will gain knowledge on distance education theories and they will focus on effective delivery techniques for teaching and learning within a distance education system. The course aims to provide a good understanding and hands-on experience in elements of designing, developing and delivering high quality distance education courses using evidence-based approaches and high-end technology tools. In turn, students will have the opportunity to adapt and/or develop content for courses online focusing on distance education for adult learners in higher education, for students in K-12 settings or for any other professionals engaged in human resources training. Finally, the course will address foundational multimedia learning theories and research-based principles guiding both the transformation of print curriculum into digital, and the design of effective digital learning content for K12 and Higher Education purposes.

LDT 6150   LEARNING ANALYTICS   3 US CREDITS

In this course, learners explore the theoretical foundations and practical use of learning analytics in educational and training contexts. Through the deep understanding and interpretation of learning data, learners assess student engagement and learning outcomes, improve curriculum design, and enhance teaching practices. Learners gain hands-on experience as they focus on understanding the ways in which learning analytics can be used to develop experiences, support learners, predict success, and aid in knowledge retention.

LDT 6380   CAPSTONE PROJECT IN LEARNING DESIGN AND TECHNOLOGY   3 US CREDITS

This course is the culminating experience of the program. Learners are provided with the opportunity to exhibit their knowledge, skills, and creativity in an authentic situation. They are expected to demonstrate their ability to synthesize and integrate knowledge and practical skills in Learning Design and Technology, in order to generate appropriate applications of processes and technologies toward solving a real-world learning or performance problem. Their peer-evaluated, final product is meant to demonstrate educational growth, showcase proficiency, and be utilized beyond the end of the program as a manifestation to prospective employers of integrated learning from their coursework, and of the level and range of professional skills and practice.

OR

LDT 6385   THESIS IN LEARNING DESIGN AND TECHNOLOGY   3 US CREDITS

The thesis is undertaken by students working individually and in consultation with an instructor who acts as their thesis advisor. The thesis must convey scholarly and/or professional analysis informed by appropriate application of methodology. The thesis is a significant analytical piece of work and provides an opportunity for students to draw on their methodological, analytical and substantive learning in a comprehensive written study in the field of Learning Design and Technology.