

MASTER OF ARTS (MA) IN LEARNING DESIGN AND TECHNOLOGY

LDT 6010 Foundations of Learning Design and Technology

Designed to introduce and orient students to the learning design profession and the roles and expectations of 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

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

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

In this course, learners explore the qualitative, quantitative and mixed methods research methodologies commonly used in the learning sciences and training, focusing on the integration of theory and practice, and ultimately drawing on data to arrive at research-informed decisions both as research designers, and as consumers of research. Students delve into a comprehensive exploration of several research paradigms, focusing on the processes and intricacies of research

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design, from formulating research questions, surveying the literature, and grappling with ethical considerations, to selecting appropriate methodologies, data collection methods, and analysis techniques relevant to the learning sciences. Students gain practical skills in scholarly writing, interpreting, and presenting research findings, with a focus on applying research insights to real-world challenges in educational and training settings. Collaborative projects foster teamwork, ensuring students develop the expertise needed to contribute meaningfully to the field of learning sciences.

LDT 6030 Multimedia Environments

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

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

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

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LDT 6145 Managing Distance Education

In this course, learners will explore core concepts, technologies, and issues related to the design, development, and delivery of adult learning and training at a distance. Specifically, they will gain knowledge on factors that influence learning and training in adults and the relationship of these factors to distance education theories. Learners will also focus on effective leadership and change management techniques and they will consider strategy, planning, policy, and resourcing issues to lead change in distance learning and training environments.

LDT 6150 Learning Analytics

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 LDT

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.

LDT 6385 Thesis in Learning Design and Technology

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 the 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.