LEARNING, DESIGN, AND TECHNOLOGY

Graduate Program Head
Roy Clariana

Program Code
LDT

Campus(es)
University Park (Ph.D., M.S., M.Ed.)
World Campus (M.Ed.)

Degrees Conferred
Doctor of Philosophy (Ph.D.)
Master of Science (M.S.)
Master of Education (M.Ed.)
Dual-Title Ph.D., M.S., and M.Ed. in Learning, Design, and Technology and Comparative and International Education

The Graduate Faculty
View (https://secure.gradsch.psu.edu/gpms/index.cfm?searchType=gradschool.psu.edu/graduate-education-policies)

This program provides advanced professional preparation in the development of effective, efficient instructional materials and the use of technology to support learning in a variety of educational settings. The program of study applies skill and knowledge from the fields of the learning sciences, instructional design, computer technologies, and research methodologies to study educational designs and their effect on learning. Graduates are employed as instructional designers by corporate, agency, and military training departments; entrepreneurial consulting companies; public school districts; museums, nature centers, and other informal learning settings; community college learning resource centers; and colleges and universities.

Admission Requirements
Applicants apply for admission to the program via the Graduate School application for admission (http://gradschool.psu.edu/prospective-students/how-to-apply). Requirements listed here are in addition to Graduate Council policies listed under GCAC-300 Admissions Policies (http://gradschool.psu.edu/graduate-education-policies).

Scores from the Graduate Record Examinations (GRE) (for master’s or doctorate) or Miller Analogies Test (for master’s), transcripts of reference, application letter, and writing assignment are required for admission.

Requests to waive the GRE requirement may be submitted by applicants for the M.Ed. who have successfully completed coursework for the Postbaccalaureate Certificate in Educational Technology Integration with a GPA greater than 3.5. However, GRE scores will be required to apply to the doctoral program.

Degree Requirements
Master of Education (M.Ed.)
Requirements listed here are in addition to Graduate Council policies listed under GCAC-700 Professional Degree Policies (http://gradschool.psu.edu/graduate-education-policies).

At least 18 credits must be taken at the 500 level or above, with at least 6 credits at the 500 level. Students in the M.Ed. program are required to complete a program of a minimum of 30 approved credits including:

<table>
<thead>
<tr>
<th>Code</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>LDT 401</td>
<td>Gaming 2 Learn</td>
<td></td>
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<tr>
<td>LDT 433</td>
<td>Teaching and Learning Online in K-12 Settings</td>
<td></td>
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<td>LDT 581</td>
<td>Theoretical Foundations of Learning, Design, and Technology</td>
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<tr>
<td>LDT 832</td>
<td>Designing e-learning Within Course Management Systems</td>
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Culminating Experience
All students will compile a portfolio as they move through the courses, and this portfolio will be presented to the adviser as the capstone experience (students do not need to enroll in any additional courses to complete the capstone experience).

Total Credits 30

Master of Science (M.S.)
Requirements listed here are in addition to Graduate Council policies listed under GCAC-600 Research Degree Policies (http://gradschool.psu.edu/graduate-education-policies)

At least 18 credits must be taken at the 500 level or above, with at least 6 credits at the 500 level. Students in the M.S. degree program are required to complete a minimum of 36 approved credits including:

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<tr>
<td>LDT 415A</td>
<td>Systematic Instructional Development</td>
<td>3</td>
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<tr>
<td>or LDT 415B</td>
<td>Systematic Instructional Development for Teachers</td>
<td>3</td>
</tr>
<tr>
<td>LDT 467</td>
<td>Emerging Web Technologies and Learning</td>
<td>3</td>
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<tr>
<td>LDT 527</td>
<td>Designing Constructivist Learning Environments</td>
<td>3</td>
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12 credits chosen in consultation with an adviser. These courses can be chosen from, but are not limited to:

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LDT 581 Theoretical Foundations of Learning, Design, and Technology
LDT 832 Designing e-learning Within Course Management Systems

Research Methods Courses
6 credits of research methods courses with adviser approval, which can include, but are not limited to:
- STAT 500 Applied Statistics
- STAT 800 Applied Research Methods
- ADTED 550 Qualitative Research in Adult Education
- LDT 574 Applied Qualitative Research for Work Practice, Innovation, and Systems Design
- LDT 575 Designing Experimental Research in Learning, Design, and Technology
- LDT 576 Design-based Research Methods, Applications for Educational Research
- EDPSY 406 Applied Statistical Inference for the Behavioral Sciences
- EDPSY 575 Seminar in Educational Psychology
- EDPSY 505 Statistical Applications in Educational Research

Culminating Experience
- LDT 594 Research Topics (to conduct their research project) 3 credits
- LDT 600/610 Thesis Research (to write and produce a master’s thesis) 6 credits

Total Credits 36

Doctor of Philosophy (Ph.D.)
Requirements listed here are in addition to Graduate Council policies listed under GCAC-600 Research Degree Policies. (http://gradschool.psu.edu/graduate-education-policies)

Credit and course requirements: Ph.D. students in LDT must complete a set of core competencies in instructional design, learning sciences and technology, research methodology, and research apprenticeship. Doctoral students must complete a minimum of 30 LDT credits to include 9 credits of LDT doctoral core courses, 9 credits of LDT 594, and at least 12 credits of 500-level graduate LDT courses based on competency selection.

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<td>Theoretical Foundations of Learning, Design, and Technology</td>
<td>3</td>
</tr>
<tr>
<td>LDT 583</td>
<td>Survey of Research in Learning Sciences and Technology</td>
<td>3</td>
</tr>
<tr>
<td>LDT 505</td>
<td>Integrating Mobile Technologies into Learning Environments</td>
<td>3</td>
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<tr>
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<td>Learning Design Studio</td>
<td>3</td>
</tr>
<tr>
<td>LDT 586</td>
<td>Diffusion and Adoption of Innovations and Change</td>
<td>3</td>
</tr>
<tr>
<td>LDT 544</td>
<td>Video for Instruction, Training, and Research</td>
<td>3</td>
</tr>
<tr>
<td>LDT 549</td>
<td>Current Topics in Emerging Technologies</td>
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Research Courses
- LDT 594 Research Topics 9 credits

Total Credits 30

1 As an example, a doctoral student interested in the instructional design core competency might be advised to take LDT 550, LDT 551, and LDT 832, while a student interested in learning sciences and technology might be advised into LDT 505, LDT 574, LDT 576, and LDT 544. The 12 credits of core competencies plus additional course work for the doctoral program will be determined in consultation with the Ph.D. committee.

All Ph.D. students must also complete a communication requirement consisting of one course in applied statistics, and either one course in advanced statistics or one course in advanced qualitative analysis. Course work offered by outside departments may be scheduled as part of the student’s program with approval of the student’s Ph.D. committee and the Director of Graduate Studies.

To complete the residency requirements as defined by Graduate Council, the Ph.D. student must spend at least two consecutive semesters enrolled as a full-time student at the University Park campus.

Doctoral exams and committees
The qualifying exam is recommended to be taken early in a student’s program, after a minimum of 18 credits of post-baccalaureate work, and within three semesters (not including summers and assuming full-time study) of entry into the doctoral program. Students must submit an application to take the qualifying exam, and the LDT faculty must approve the application. In order to complete the qualifying exam, students must be registered either full- or part-time during the semester in which it is completed and show no deferred or failing grades in courses related to the degree program on their graduate transcript.

Prior to the comprehensive exam, the student, in consultation with his or her adviser, will convene a Ph.D. committee that meets all Graduate Council requirements (http://gradschool.psu.edu/graduate-education-policies/gcac/gcac-600/phd-dissertation-committee-formation). After the completion of all course work, the doctoral student must complete a comprehensive examination. All doctoral candidates must produce and write a doctoral dissertation and hold a final oral examination in defense of the dissertation.

Dual-Titles
Dual-Title M.Ed., M.S., and Ph.D. in Learning, Design, and Technology and Comparative and International Education
Requirements listed here are in addition to requirements listed in GCAC-208 Dual-Title Graduate Degree Programs (http://gradschool.psu.edu/graduate-education-policies/gcac/gcac-200/gcac-208-dual-title-graduate-degree-programs).
Admission Requirements

Students must apply and be admitted to the graduate program in Learning, Design, and Technology and The Graduate School before they can apply for admission to the dual-title degree program. After admission to their primary program, students must apply for admission to and meet the admissions requirements of the Comparative and International Education dual-title program. Refer to the Admission Requirements section of the Comparative and International Education Bulletin page (http://bulletins.psu.edu/graduate/programs/majors/comparative-international-education). Doctoral students must be admitted into the dual-title degree program in Comparative and International Education prior to taking the qualifying examination in their primary graduate program.

Degree Requirements

To qualify for the dual-title degree, students must satisfy the degree requirements for the degree they are enrolled in Learning, Design, and Technology. In addition, students must complete the degree requirements for the dual-title in Comparative and International Education, listed on the Comparative and International Education Bulletin page (http://bulletins.psu.edu/graduate/programs/majors/comparative-international-education).

The qualifying examination committee for the dual-title Ph.D. degree will be composed of Graduate Faculty from Learning, Design, and Technology and must include at least one Graduate Faculty member from the Comparative and International Education program. Faculty members who hold appointments in both programs’ Graduate Faculty may serve in a combined role. There will be a single qualifying examination, containing elements of both Learning, Design, and Technology and Comparative and International Education. Dual-title graduate degree students may require an additional semester to fulfill requirements for both areas of study and, therefore, the qualifying examination may be delayed one semester beyond the normal period allowable.

In addition to the general Graduate Council requirements for Ph.D. committees (http://gradschool.psu.edu/graduate-education-policies/gcac/gcac-600/phd-dissertation-committee-formation), the Ph.D. committee of a Learning, Design, and Technology and Comparative and International Education dual-title Ph.D. student must include at least one member of the Comparative and International Education Graduate Faculty. Faculty members who hold appointments in both programs’ Graduate Faculty may serve in a combined role. If the chair of the Ph.D. committee is not also a member of the Graduate Faculty in Comparative and International Education, the member of the committee representing Comparative and International Education must be appointed as co-chair. The Comparative and International Education representative on the student’s Ph.D. committee will develop questions for and participate in the evaluation of the comprehensive examination.

Students in the dual-title program are required to write and orally defend a dissertation on a topic that is approved in advance by their Ph.D. committee and reflects their original research and education in Learning, Design, and Technology and Comparative and International Education. Upon completion of the doctoral dissertation, the candidate must pass a final oral examination (the dissertation defense) to earn the Ph.D. degree. The dissertation must be accepted by the Ph.D. committee, the head of the graduate program, and the Graduate School.

Student Aid

Graduate assistantships available to students in this program and other forms of student aid are described in the Tuition & Funding (http://gradschool.psu.edu/graduate-funding) section of The Graduate School’s website. Students on graduate assistantships must adhere to the course load limits (http://gradschool.psu.edu/graduate-education-policies/gsad/gsad-900/gsad-901-graduate-assistants) set by The Graduate School.

A limited number of graduate assistantships are available to students in this program.

Courses

Graduate courses carry numbers from 500 to 699 and 800 to 899. Advanced undergraduate courses numbered between 400 and 499 may be used to meet some graduate degree requirements when taken by graduate students. Courses below the 400 level may not. A graduate student may register for or audit these courses in order to make up deficiencies or to fill in gaps in previous education but not to meet requirements for an advanced degree.

Learning Design and Technology (LDT) Course List (https://bulletins.psu.edu/university-course-descriptions/graduate/ldt)

Learning Outcomes

Master’s Degrees

1. Know/Think: Graduates will demonstrate practical knowledge of the core theories and best practices in the field of learning, design, & technology (LDT).
2. Apply/Create: Graduates will be able to design and develop educational resources in accordance with the core theories and best practices in LDT.
3. Apply/Create: Graduates will demonstrate the ability to analyze and integrate teaching/learning technologies to unique educational contexts in accordance with the core theories and best practices in LDT.
4. Communicate/Think: Graduates will be able to convey ideas or arguments in clear, concise, well-organized papers, proposals, and portfolios as well as in formal, oral presentations.
5. Professional practice: Graduates will demonstrate knowledge of the professional standards, and values, integrity, and ethics in the LDT field and at Penn State through written or oral products, and professional interactions with colleagues.

Doctor of Philosophy (Ph.D.)

1. Know/Think: Graduates will demonstrate in-depth knowledge of the core theories and research methods in the field of learning, design, & technology (LDT). The core demonstration will include the comprehension of theories of learning sciences and LDT to conceptualize problems of educational practice.
2. Apply/Create: Graduates will be able to formulate and execute an independent research project that significantly furthers knowledge and theories in LDT.
3. Apply/Create: Graduates will demonstrate the ability to apply theories to inform/develop unique designs and solutions to educational problems.
4. Communicate/Think: Graduates will be able to convey ideas or arguments in clear, concise, well-organized papers and proposals as well as in formal, oral presentations.
5. Professional practice: Graduates will demonstrate knowledge of the professional standards, and values, integrity, and ethics in the field and at Penn State through written and oral products, and professional interactions with colleagues.
## Contact

### University Park

**Graduate Program Head**
Roy Clariana

**Director of Graduate Studies (DGS) or Professor-in-Charge (PIC)**
Priya Sharma

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**Program Website**
View (http://ed.psu.edu/lps/ldt)

### World Campus

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Roy Clariana

**Director of Graduate Studies (DGS) or Professor-in-Charge (PIC)**
Priya Sharma

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(814) 865-0473

**Program Website**
View (http://www.worldcampus.psu.edu/degrees-and-certificates/instructional-systems-educational-technology-masters/overview)