

LEARNING DESIGN AND TECHNOLOGY (LDT)

LDT 99: Foreign Studies

1-12 Credits/Maximum of 12

Courses offered in foreign countries by individual or group instruction

International Cultures (IL)

LDT 100: World Technologies and Learning

3 Credits

LDT 100 World Technologies and Learning (3) (GS;IL) explores the role of technology in learning across international contexts and the impact of these new learning technologies on world cultures. LDT 100 examines the sociocultural impacts of various learning technologies on learning, education, and culture. The course will examine several international cases of learning technologies (both contemporary and historical), as they are used for education and learning and implemented in several world cultures such as the US, UK, India, China, Africa, Europe, and Oceania. The primary objective of the course is to help students understand how learning technologies impact other cultures, and their own; how learning technologies hold the potential to bring change to education and new forms of learning; and how these changes can be predicted, understood, and planned for. The course may offer an important introduction to the area of Learning, Design, and Technology, but it is otherwise not related to specific programs of study. It contributes to the General Education requirements for undergraduates.

International Cultures (IL)

General Education: Social and Behavioral Scien (GS)

GenEd Learning Objective: Effective Communication

GenEd Learning Objective: Global Learning

GenEd Learning Objective: Integrative Thinking

LDT 101: Effective Communication and Teaching Strategies for Corporate and Community Educators

3 Credits

LDT 101 introduces the principles of pedagogical communication to students interested in education programming for community-based, corporate, non-profit, healthcare, museum, or cultural settings. Students will learn skills related to crafting engaging lesson plans, persuasive speaking, and developing interactive educational presentations. This course will address issues of civic engagement, social justice, and broad concepts of learning communication focused on educational issues found in out-of-school-time settings. Included will be the design and presentation of social media, new media, video- or digital photography, or other forms of emerging educational communications technologies.

Prerequisite: CAS 100

LDT 110N: Making with Art and Learning Technologies

3 Credits

This course surveys the intersection of art and technology for making in regard to content creation for learning. Topics covered include maker

spaces, DIY communities, online content creation as well as creativity, art, STEM, coding and engineering, and equity and inclusion. Examples include how people learn through creative computing, user-created art content, and livestreaming of making activities. Students will explore academic literature, popular news articles, and other media content. Activities include coding, creativity, crafting, and teaching peers. No programming or prior experience with digital or physical maker toolkits is required. Course materials are designed to be accessible to all levels. The course offers an important introduction to the area of Learning, Design, and Technology, but it is otherwise not related to specific programs of study. It contributes to the General Education requirements for undergraduates.

General Education: Arts (GA)

General Education: Social and Behavioral Scien (GS)

General Education - Integrative: Interdomain

GenEd Learning Objective: Creative Thinking

GenEd Learning Objective: Integrative Thinking

GenEd Learning Objective: Key Literacies

LDT 199: Foreign Studies

1-12 Credits/Maximum of 12

Courses offered in foreign countries by individual or group instruction.

International Cultures (IL)

LDT 215: Creating Designs for Learning

3 Credits

This general education course introduces students to basics of the learning design field. The course introduces theories, processes, and techniques that students need to create designs for educational and training programs for formal and informal contexts (including after school clubs, higher education, corporate settings, museums, and non-profit organizations). Students interested in how to design educational artifacts should take this course. This is a hands-on course where students will learn basic skills, ethics, and practices of the learning design field via discussions, activities, writing, and presentations. Throughout the course, students will create a series of products, which can be used in their portfolios for later job searches. There are no prerequisites or technological skills required.

General Education: Social and Behavioral Scien (GS)

GenEd Learning Objective: Effective Communication

GenEd Learning Objective: Creative Thinking

GenEd Learning Objective: Key Literacies

LDT 299: Foreign Studies

1-12 Credits/Maximum of 12

Courses offered in foreign countries by individual or group instruction.

International Cultures (IL)

LDT 399: Foreign Studies

1-12 Credits/Maximum of 12

Courses offered in foreign countries by individual or group instruction.

International Cultures (IL)

LDT 401: Gaming to Learn

3 Credits

LDT 401 Gaming to Learn explores role of gaming, video gaming, gamification, and simulations in educational contexts including K-12 schools, corporations, cultural organizations, and higher education settings. LDT 401 includes a focus on how games can support learning according to various educational perspectives and what people can learn and gain from game play. The course also covers the integration of gaming and gamification strategies into learning environment design and considering how to create accessible and equitable educational environments with simulations, games, and game-like elements.

LDT 410: Advanced Learning Experience Design Lab

3 Credits

This course provides students with advanced, practice-based experience in learning experience (LX) design. Students will learn advanced strategies in LX (including requirements, design, and evaluation) as well as situate LX within broader conversations about the role of design in society. The course places a strong focus on application through a design cycle that repeats itself over three collaborative projects, each increasing in scope and sophistication. Students who complete the course will reflect on their design work in a culminating portfolio assignment.

Prerequisites: LDT 215, LDT 310

LDT 415A: Systematic Instructional Development

3 Credits

Preparation in the use of a nine-step model for systematically analyzing instructional problems and developing validated, practical solutions. LDT 415A Systematic Instructional Development (3) LDT 415A introduces the instructional design process and then focuses on each step of the model using a project-based approach. It prepares instructional designers and trainers in the corporate, higher-education, and non-profit sectors to apply the instructional design process to create instructional materials, or to modify, alter, or re-design existing materials as needed, for example, to suit a particular context or audience.

Prerequisite: Bachelor's degree or equivalent; or 5th semester standing; or permission of program

LDT 433: Teaching and Learning Online in K-12 Settings

3 Credits/Maximum of 3

Explores uses of online technologies for K-12 settings including cybercharter and blended settings. In this course, Teaching and Learning Online for K-12 Educators, students will receive an overview of the current status of K-12 Online Education, including criticisms of the movement and how cyber charter schools are impacting the general educational movement. Students will explore the complexities of school choice movement, the place of cyber charters in that movement and the ways that this movement can help and harm general educational progress. Students will critically examine the cyber charter school money trail so that they may identify various financial implications for the cyber charter movement on public schooling and learn how funding flows from the federal level to states to districts and finally to cyber charters. Students will be guided through the process of transforming their teaching when moving from traditional face-to-face classrooms to online settings.

Prerequisite: Bachelor's degree or equivalent; or 5th semester standing; or permission of program
Cross-listed with: INSYS 433

LDT 440: Educational Technology Integration

3 Credits

Technology integration in educational settings. EDTEC 440 Educational Technology Integration (3) This course introduces educators to broad-based educational computing applications. This course introduces ideas, skills, concepts and strategies for integrating computers into classroom teaching. The focus of the course is on models for integration, but specific applications and how they can be used in the classroom will also be explored. This course is part of a graduate program of study for a Master's of Education (M.Ed.) in Instructional Systems or an M.Ed. in Educational Technology. Within educational settings, technology is not simply an independent curriculum – i.e., teaching about how to use technology. Rather it is a powerful means for addressing, and potentially redefining, everyday teaching and learning issues. The potential of technology is most effectively realized when considered in combination with views about how individuals think and learn best. The goal of this course, then, is not for you to become an expert in 'technology', but to become more of an expert in teaching and learning. Technology can be used as a vehicle to help you to further develop this expertise. This course is divided into five units which are based on the following areas of educational computing: (1) Technology Integration Concepts; (2) Productivity Tools; (3) Communication tools; (4) Interactive multimedia; and (5) emerging technologies. Each of these units is designed not only to provide you with the information you need in order to understand what the technology is about and how it functions, but more importantly to stimulate serious reflection upon how you as a teacher can make use of this resource and how using this resource relates to student learning.

Prerequisite: 6th semester standing

LDT 467: Emerging Web Technologies and Learning

3 Credits

This course examines emerging Web technologies and explores their application to learning and education.

Prerequisites: 5th Semester standing or Graduate Status or Non-degree GRAD status

Cross-listed with: EDTEC 467

LDT 495: Internship in Learning, Design, and Technology

1-18 Credits/Maximum of 18

Supervised off-campus, non-group instruction including field experiences, practica, or internships. Written and oral critique of activity required.

LDT 496: Independent Studies

1-18 Credits/Maximum of 18

Creative projects, including research and design, which are supervised on an individual basis and which fall outside the scope of formal courses.

LDT 497: Special Topics

1-9 Credits/Maximum of 9

Formal courses given infrequently to explore, in depth, a comparatively narrow subject which may be topical or of special interest.