

LEARNING, DESIGN & TECHNOLOGY (LDT)

LDT 605: Learning Theory and Science (3 credits)

Learning theories have been guiding the development of learning experiences for decades. Whether we are focusing on the knowledge, skills and abilities of our students, the performance of task-oriented teams, or the adaptability of organizations to their constantly changing environments, theories abound based upon volumes of research. Cognitivism and Constructivism represent two of the more popular lenses for us to use as we design learning systems. But there is much to be gained by understanding the evolution of learning theory and, very importantly, the degree to which neuro-science and neuro-psychology are beginning to shape our thinking; reinforcing much of our theories, but challenging us to consider new paradigms as well. This course provides students with a solid understanding of the nature and scope of Learning Theory and Science.

LDT 610: Design for Learning (3 credits)

Designing for learning is an iterative process. Using desired outcomes as our starting point, we consider a variety of learning experiences and a wide range of resources in order to achieve these outcomes. Very importantly, we recognize that with each iteration of our learning experiences, we, too, are learning. This course helps us write appropriately challenging and measurable learning outcomes. It helps us to select appropriate learning theories as we design learning experiences for different audiences. And it helps us to understand how formative as well as summative assessments, when used properly, can greatly enhance the learning experience over time.

LDT 620: Learning Technology (3 credits)

Our designs for learning are grounded in learning theory, but are heavily dependent upon our ability to facilitate the learning process effectively. In this digital age, emerging technology can often enhance our effectiveness by making it easier for students to become actively engaged in the learning process. Learning technology includes computer-based learning and multimedia materials and the use of networks and communications systems to support learning. This course focuses on leading tools, applications and best practices for the use of available technology to enhance a wide range of learning challenges.

LDT 625: Adaptive Learning (3 credits)

Adaptive learning uses computer-based or online learning to meet the needs of students by presenting material over time in response to student performance. This course focuses on leading edge platforms that capture data and use learning analytics to enable human tailoring of responses. Students will learn best practices for designing adaptive learning modules, creating measurable content and learning experiences and utilizing available analytics to enhance the learning over time.

LDT 626: Educational Game Design (3 credits)

Well-designed educational games are often built upon a foundation of adaptive learning principles allowing the learning to be tailored to the needs and skill level of the learners. By adding multi-media technology, relatable aesthetics and a competitive theme to the learning process, learners are motivated to persist through increasing levels of difficulty until mastery is achieved. This course provides a framework for designing educational games that build upon all prior learning in this program and encourage the development of intrinsic motivation. Advanced designs for the development of problem solving, decision-making skills and collaboration are examined.

LDT 627: Optimizing Digital Portfolios (e-Portfolio) (3 credits)

e-Portfolios bring educational portfolios into the 21st Century. Students store and retrieve digital examples of their work in the e-Portfolios and reflect upon their learning throughout the learning process. In addition, e-Portfolios provide a window into each learner's progress allowing leaders/facilitators of learning to provide student-centered formative assessment in a timely manner. Evidence of progress toward institutional learning outcomes is captured on a real time basis, allowing an organization to make mid-course or program corrections as needed to enhance the learning process. This course focuses on best practices for weaving an e-Portfolio into the learning process, encouraging leaders/facilitators to utilize the e-Portfolios for formative as well as summative assessment, and helping students to understand the long term benefits of e-Portfolios to the near term and longer term learning and career development process.

LDT 630: Learning Assessment and Analytics (3 credits)

Learning assessment has been an integral part of the learning process for many years, but the digital age has made it possible to collect, analyze and report data more systematically than ever before. While learning outcomes are at the heart of most assessment programs, it is now possible to unobtrusively measure progress throughout the learning process. Dashboards and other visualization tools can be used to inform leaders/facilitators of the relative progress of individuals, teams, even entire organizations vs their learning outcomes - often on a real time basis. This course clarifies the best practices in Learning Assessment and Analytics and allows students to explore ways of incorporating these processes and capabilities into their learning design and processes.

LDT 640: Organization Development (3 credits)

This course is designed to help LDT students assess the readiness of their organizations to embrace LDT as an emerging discipline and framework for designing and developing more impactful learning experiences, i.e., courses, programs, co-curricular activities and even organizational learning. Resistance to change is a natural reaction to new theories and practices like LDT; especially when they encourage professionals to modify legacy courses, programs and practices. Students will be introduced to some of the fundamental principles of organization development that can mitigate resistance to change and encourage collaboration. Learners will be provided with the opportunity to utilize best OD practices from this course (assessing, contracting, developing a shared vision, planned change strategies) to prepare for their Studio I & II projects/capstones.

LDT 650: Learning, Design and Technology Studio I (3 credits)

Students will complete two or more LDT projects in which they design solutions for real life learning challenges for clients at Bay Path University or other institutions. One of these projects will serve as a Studio Capstone for the program (see LDT 670).

LDT 670: Learning Design and Technology Studio II (Capstone) (3 credits)

Students will select one of their applied LDT projects as their Studio Capstone for the programs. Students will provide a thorough analysis of their Studio Capstone, including references to literature and learning from this program that informed each step in their project. In addition, students will complete their ePortfolios, providing evidence of their ability to use LDT and reflections on their learning from each of the ten content courses in the program.