Master of Education in Learning, Design, and Technology Student Handbook

For World Campus and University Park Students

This document serves as the handbook for all master of education degree and postbaccalaureate certificate students in the Learning, Design, and Technology program in Penn State's College of Education. Students are asked to review this handbook carefully upon entrance into program, and consult with your assigned advisor regarding any questions that arise.

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Program Description

About our Programs

The Learning, Design, and Technology (LDT) program at Penn State University offers courses in two "locations", the University Park campus, and online via Penn State World Campus. Our programs are aimed to provide professional development to current K-12 educators, and to learning design professionals working in higher education, corporate, nonprofit, community, and military settings. Courses delivered on campus and online are equivalent. University Park and World Campus courses are developed, maintained, and taught by the same faculty members, allowing the LDT program to provide the same content to both our online and on-campus students. While the course content is the same, the courses offered at each "location" are separate and distinct: World Campus courses are online and asynchronous, allowing World Campus students to work at their own pace with weekly deadlines; and University Park courses typically meet in a classroom for 3 hours per week.

The Master of Education in Learning, Design, and Technology degree and the Postbaccalaureate Certificates in Educational Technology Integration are the two largest enrollment offerings by our program. Our Postbaccalaureate Certificates in e-Learning Design and Teaching and Learning Online in K-12 Settings are quickly growing. Students may either enroll in the degree program online (World Campus) or residentially (University Park). Certificate programs are available to students registered with World Campus. All completed coursework, whether taken as a certificate student or as a degree student, is able to be applied toward the M.Ed. degree as long as the certificate student is offered (and accepts) admission to the degree program. The LDT faculty also offer doctoral degrees, which are discussed in other publications.

LDT Program	Location Offered
Master of Education in Learning, Design, and Technology	World Campus, University Park Campus[1]
Postbaccalaureate Certificate in Educational Technology Integration	World Campus
Postbaccalaureate Certificate in eLearning Design	Coming in 2017 to World Campus
Postbaccalaureate Certificate in Teaching and Learning Online in K-12 Settings	Coming in 2017 to World Campus

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[1] Many LDT program courses are delivered only in online format via World Campus. Students enrolled in the M.Ed. in LDT degree program at the University Park Campus will still be required to take six to eight of the courses online.

Master of Education Degree

The 30-credit Master of Education in Learning, Design, and Technology degree (known as the *M.Ed. in LDT*) is the cornerstone of our graduate programs. The majority of our master's students balance full-time careers with part-time studies, and complete the degree by taking one to two courses per semester. Those professionals with additional time available during the summer term sometimes opt to take two or more courses during that term. While not required, the LDT program does have students who choose to complete the degree by taking three or more courses per term.

The Master of Education in Learning, Design, and Technology (M.Ed. in LDT) is designed to improve learning through the use of technology in your professional setting. It also aims to give you the skills and abilities to apply sound technology practices in a way that will positively impact learning processes. The concentrated 30-credit program is intended for current and future education professionals who are interested in developing their understanding of how to design, develop, implement, and evaluate technology-based learning experiences for their professional context.

The 30 credits required for the M.Ed. degree include foundational courses and advanced coursework. Closely-related electives offered by other programs are also possible with prior approval by the student's academic advisor. Students are able to choose from a selection of 400-, 500-, and 800-level courses. The 400-level courses are considered foundational to the field of LDT, while the 500 level courses involve more theory, and the 800-level courses focus on professional practice. Note that 800-level courses are not more difficult than 500-level courses, but rather the two types of courses focus on different methods, theoretical versus practical.

By a significant margin, most students pursuing the M.Ed. in LDT degree are completing coursework at a distance, via Penn State World Campus. While it is possible to register as a University Park student for the on-campus M.Ed. in LDT, students should be aware that six to eight courses of the M.Ed. program are offered solely online—meaning that some of our courses do not have an on-campus equivalent. A University Park M.Ed. student may take only two to four courses in the face-to-face classroom format, depending upon the course plan developed and approved in advance with her/his assigned academic advisor.

Postbaccalaurete Certificates

The LDT Program offers three postbaccalaureate certificates via Penn State World Campus, including the Postbaccalaureate Certificate in:

- Educational Technology Integration
- e-Learning Design
- Teaching and Learning Online in K-12 Settings (launching early 2018).

The vast majority of students who choose to study in the LDT program first enroll in one of our Postbaccalaureate Certificate programs. One reason for the popularity of our postbaccalaureate certificate programs is that the credits earned while completing this certificate can transfer directly into the M.Ed. in LDT program described above. The LDT program is in the process of developing additional postbaccalaureate certificate programs.

It is sometimes advantageous to begin your graduate studies by enrolling in a postbaccalaureate certificate program. First and foremost, the stakes are lower for the student. A student can test their abilities to successfully complete graduate coursework without the expectations that come from full admission to The Graduate School at Penn State. Secondly, M.Ed. in LDT degree applicants who have completed a certificate with an overall grade point average (GPA) of 3.5 or higher are able to request a waiver of the requirement to submit GRE or MAT test scores at the time of application. Given that the coursework for the certificate applies directly to the coursework for the M.Ed. in LDT, students hoping to avoid taking a standardized test can complete the certificate and then apply for the M.Ed. program. **Please** carefully note that completing a certificate **does not guarantee acceptance** into the M.Ed. in LDT program.

Admission into the Program

Admission to The Graduate School at Penn State

Students applying for a graduate degree at Penn State must first be admitted to The Graduate School. Admission to The Graduate School is a separate, preliminary process, and does not guarantee admission into the M.Ed. in LDT or any postbaccalaureate certificate programs. The Graduate School at Penn State requires applicants to have certain basic qualifications before entering graduate programs. More information regarding the minimum criteria of the Graduate School can be found here.

Once admission to The Graduate School has been granted, the student's application will be reviewed and considered for the M.Ed. in LDT degree program via one of the two options below:

Option 1: Direct Admission into the M.Ed. in LDT Program

Admission into the M.Ed. in LDT program is similar to many other graduate programs available at Penn State. Applicants are required to file an online application, and submit items such as GRE or MAT scores, transcripts from previous institutions, and personal letters of recommendation. Once admitted, students begin their coursework.

Program Criteria for Application to the M.Ed. in LDT Program

For admission into the program, an applicant must hold either **a baccalaureate degree** from a regionally accredited U.S. institution, or a postsecondary degree that is deemed comparable to a four-year bachelor's degree from a regionally accredited U.S. institution. This degree must be from an officially recognized degree-granting institution in the country which it operates.

A copy of an official transcript from each institution the applicant previously attended will need to be submitted with the application, regardless of the number of credits or semesters completed. Transcripts not in English will need to be accompanied by a certified translation. Applicants who are Penn State alumni do not need to request transcripts for credits earned at Penn State, but they must list Penn State as part of their academic history. Upon admission into the program, students will be asked to have official transcripts sent directly to Penn State.

A current resume or curriculum vitae is required as part of the application to the program. This document should summarize career and educational history, highlight skills relevant to the study of Learning, Design, and Technology, and present the candidate in a competent and professional manner.

A Statement of Purpose is required of all applicants. For this, applicants will be asked to submit a 750-word or less explanation as to why they wish to study with the LDT program. This statement should include:

- Your career goals and an explanation of how your prospective degree in Learning, Design, and Technology will help you to achieve your goals
- How your professional and academic backgrounds qualify you for acceptance to the program
- How your professional interests correspond with the curricula strands and faculty expertise

- Your professional background and your reasons for seeking a graduate degree in Learning, Design, and Technology
- Any other information that may help us to consider your applications

A writing sample is required. This task is typically completed through choosing an approximately 300-word review of an article or report published in a recent *scholarly* journal of your choice. This article or report should deal with a contemporary educational issue related to your academic interests. Please be sure to include the article that is being reviewed with writing sample.

Three professional recommendations are required. You will need to initiate the recommendation process through the online application by entering the names and email addresses of each of your three references. Upon submission of your application, an email will be sent to each recommender requesting they complete a brief online recommendation regarding your commitment towards success in a graduate program. Please inform all recommenders they must submit the form in order for your application to be complete and considered.

A recent GRE or MAT score is required in order to apply to the M.Ed. in Learning, Design, and Technology. For the GRE, Penn State's Institution code is 2660, and the Department Code is 3901. For the MAT, you do not need to use an institutional code. Use the Learning and Performance Systems Department code, 4123. You will need to take these codes to the testing sites as they will not be provided at the site.

In limited circumstances, students are able to waive the requirement of the GRE/MAT score. If you have already completed the Postbaccalaureate Certificate in Educational Technology Integration with a GPA of 3.5 or above, the GRE/MAT score requirement for acceptance into the M.Ed. program can be waived. If you have completed the ETI certificate please see Option 2 below.

English proficiency is required of all international applicants since the language of instruction at Penn State is English. All international applicants must take and submit scores for the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS), with some exceptions. Minimum tests scores and exceptions are found in the English Proficiency section of the [Graduate School's "Requirements for Graduate Admission" page](#).

International applicants are exempt from the TOEFL/IELTS requirement if they have received a baccalaureate or a graduate degree from a college/university/institution in any of the following: Australia, Belize, British Caribbean and British West Indies, Canada (except Quebec), England, Guyana, Republic of Ireland, Liberia, New Zealand, Northern Ireland, Scotland, the United States, and Wales.

Once all materials have been received, applicants will be notified about their status and be provided with guidance in regards to the next steps required to becoming a Penn State student.

Individuals interested in applying can begin by filling out the [graduate school application](). If you intend to complete the degree without attending any courses at the University Park campus, please select "World Campus" as the campus of admission.

Option 2: Completion of an LDT Postbaccalaureate Certificate

Students may start taking courses without full admission into the M.Ed. in LDT program by applying and being accepted into the Postbaccalaureate Certificate in Educational Technology Integration (ETI). Interested applicants must already hold a baccalaureate degree from a regionally accredited university, or a postsecondary degree that is deemed comparable to a four-year bachelor's degree from a regionally accredited U.S. institution. This degree must be from an officially recognized degree-granting institution in the country which it operates.

Students in the ETI Certificate program complete a total of 15 credits (five courses) in order to complete the certificate. Of these courses, there is only one required class for the certificate (LDT 415A or LDT 415B), and then students get to choose four courses they are interested in, out of a total of six options (LDT 440, LDT 467, LDT 505, LDT 527, LDT 550, LDT 566). These course descriptions can be found in [Appendix A](). Students enrolled in the ETI certificate program, who intend to apply to the M.Ed. in LDT program may wish to complete the core courses for the M.Ed. program: LDT 415A or B, LDT 467, and LDT 527.

Three advantages to being a certificate student include:

1. Certificate students receive a professional credential after completing 15 credits in the program,
2. Certificate students will have an assigned academic adviser in the program, and
3. Students earning a 3.5 GPA after completing 15 credits in the certificate program will likely not need to take the GRE or MAT tests when they apply to the Master's program, thereby reducing time and cost related to admission.

Whether seeking admission into the M.Ed. in LDT program by applying directly to the M.Ed. program (Option 1 above) or by first completing the ETI certificate (Option 2), the admission criteria are almost identical. The only difference is that students who complete the ETI certificate with a GPA of 3.50 are able to request a waiver of the GRE or MAT score submission requirement when they submit their application for admission to the master's degree program.

Students who complete the ETI Certificate successfully, and are in good academic standing then may wish to apply for entrance into the M.Ed. in LDT program. As previously noted, Option 2 applicants may request to have the GRE/MAT score submission requirement waived, however they still will need to complete all of the program criteria requirements. Also, international applicants who have already completed the TOEFL and IELTS tests will not need to retake the English proficiency tests.

Students who complete the ETI Certificate and are applying to the M.Ed. in LDT program should state that they have completed the certificate program in the "Notes" section of the application. More information on applying as a non-degree graduate student can be found on the World Campus program application page.

Deadlines and Important Dates

Your degree application, including all of the previously stated items, should be received by the following deadlines to be considered complete.

- April 1st for summer semester admission
- July 15th for fall semester admission
- November 15th for spring semester admission

Transfer Credits

If a student aims to transfer credits into the M.Ed. in LDT degree program, a preliminary consultation and review of the transfer credits must be conducted. This will first take place through a pre-admission discussion with the lead faculty member for the program. Students seeking to transfer in credits should ask about the process before applying and make no assumption that their credits will transfer.

The Graduate School at Penn State upholds policies in relation to transfer credits from outside institutions that are relevant to many LDT program applicants. First, the institution where the credits were earned must be regionally accredited. Second, the number of credits that can be transferred in is limited to ten credits maximum. Third, the credits must have been earned within the past five calendar years at of the time of application. And fourth, all transfer credits are accepted according to the discretion of the degree program, particularly the student's assigned faculty advisor. When evaluating potential transfer credits, the LDT program faculty will consider reviewing one or more of the following: transcripts, syllabi, instructor curriculum vitae, coursework of the applicant, and possibly additional supporting documentation from the original university. More information regarding the Graduate School's transfer credit policies can be found here.

Credits from outside institutions may not be transferred into a postbaccalaureate certificate program. When the student completes the certificate program, s/he may request to transfer their graduate credits at the time of application to the M.Ed. in LDT. All of the policies mentioned above must be satisfied at the time of the application to the M.Ed. program, including the requirement for credits to have been earned no more than five years prior to the application.

Application Decision

Acceptance into the Learning, Design, and Technology Program

Once the deadline has passed for applications in a given semester, the LDT faculty will meet in order to decide on the prospective applicants. Both residential and World Campus applicants who are accepted into the LDT program for either the M.Ed. degree of the ETI Certificate will receive an offer for admission via email.

Students who are accepted into the M.Ed. program will receive an email congratulating them on their acceptance, and the email will include who their assigned advisor is, as well as directions on how to register for their first class among many other details. Accepted residential students will automatically be added to the L-INSYS mailing list, and accepted World Campus students will be added to the L-EDTEC mailing lists. These mailing lists keep students informed of important news circulating the department.

Students who are accepted into the ETI Certificate program will also receive an email congratulating them. Their email will also include their assigned advisor as well instructions on how to register for their first course. ETI Certificate students will also be added to the L-EDTEC mailing list.

Rejection of Application into the Learning, Design, and Technology Program

Due to the popularity of both the M.Ed. and ETI Certificate in the LDT program at Penn State, the application process is rather competitive. If an applicant is rejected after the admission committee has reviewed all applications, the applicant will receive a notice of that decision. The admissions committee does their best to match applicants' skills with the expectations of the program and interests of the faculty in the program.

The faculty does not usually comment on individual application decisions, however if the applicant plans to apply again to the LDT program in the future, they are encouraged to ask for advice on how to improve the strength of their application.

Degree Completion

Length of the Learning, Design, and Technology Program

Both residential and World Campus students take varying amounts of time to complete the M.Ed. in LDT. However, the program is set up in such a way that students are able to take one or two courses per semester. The total time it takes for a student to complete the program depends entirely upon their availability, but they must complete the program within eight years of their start date. Some students choose to take one course during the fall and spring semester, while taking two or three courses during the summer semester. Other students choose to take one course per semester for the entire program, and others who look to complete the program quickly take two to three courses per semester. It is encouraged that students propose and discuss their overall degree timeline with their assigned faculty advisor.

Course offerings are projected two terms in advance, and they are finalized 2-3 months prior to the scheduled start of the term. Course offerings are subject to change.

Full Time vs. Part Time Status

In the LDT program, both residential and World Campus students can either enroll as full time or part time students. A full time student is one who takes at least 9 credit hours' worth of courses per semester. Part time is considered to be anything under 9 credit hours per semester. A majority of both residential and World Campus students are part time in the LDT program, due to the rigorous coursework required of LDT students.

This is not to discourage individuals from enrolling in full time study, as it is possible for certain students to enroll full time, as long as they are able to dedicate a significant amount of time to their coursework. For instance, some students are required by their employer to receive a master's degree in the LDT field within a certain time, and thus they enroll as a full time student. It is greatly encouraged that if a student wishes to enroll as a full time student that they coordinate their program of study with both their advisor and the LDT program leadership.

More information regarding full time and part time study can be found here.

Learning, Design, and Technology Courses

All available courses with the LDT, INSYS, or EDTEC prefix can be applied to the Master of Education in Learning, Design, and Technology degree. Currently the prefixes "INSYS" and "EDTEC" are being changed to "LDT". Given the transition in prefixes, students are asked to pay attention to the course number and title. For example *EDTEC* 467 – Emerging Web Technologies and Learning, is the same course as *LDT* 467 – Emerging Web Technologies and Learning.

The following links will provide the official course descriptions for courses offered by the LDT program:

- [Instructional Systems (INSYS) course list](#)
- [Educational Technology (EDTEC) course list](#)
- [Learning, Design, and Technology (LDT) course list](#)

For students interested in the LDT associated Postbaccalaureate certificate programs, course listings for the Postbaccalaureate Certificates in Educational Technology Integration and e-Learning Design can be found be visiting the following sites:

- [Educational Technology Integration Postbaccalaureate Credit Certificate Program](#)
- [E-Learning Design Graduate Credit Certificate Program (Available 2017)](#)

[Appendix A](#), at the end of this handbook, provides course descriptions written specifically for students, with additional information.

Electives outside of Learning, Design, and Technology
Students who are looking to take electives outside of the LDT program must first consult their adviser and receive prior approval. The general guidelines for electives require that students are taking courses which are relevant to the LDT field, as well as the student's current or future professional path.

Graduate School Policies regarding Program Completion
At Penn State, the Graduate School requires that students must complete at least 18 credits (6 courses) at the 500- or 800- level. This implies that no more than a total of four 400 level courses, including the ones which are required, should be taken by a student pursuing the M.Ed. in LDT degree.

Scholarship and Research Integrity (SARI) Training Requirement
All graduate students at Penn State are required to complete five hours of discussion related to scholarship and research integrity, also referred to as SARI. More information regarding SARI requirements can be found [here](#).

For University Park M.Ed. in LDT students: The SARI requirement is fulfilled through a total of five hours of discussion which takes place in the research apprenticeship course (LDT 594). The LDT 594 course is required of University Park students for M.Ed. completion. These topics for discussion revolve around ethical issues involving scholarship, and research.

For the World Campus M.Ed. in LDT students: The SARI training requirement is fulfilled through a three-week long non-credit online training that is offered during both the fall and the spring semesters. Throughout the three-week training, students will complete readings and then take part in activities that elicit important conversations on navigating the ethical and moral dilemmas which can arise while working as learning design professionals. Students are responsible for signing up for the three week training—contact the lead faculty member of the online programs for information. It is recommended that the training be completed early in the student's program of study, within the first three terms, as the SARI training must be completed before the program will clear a candidate for graduation. Please note that the SARI training is not offered during the summer term. Potential summer graduates must plan ahead accordingly.

More information regarding Penn State's SARI training can be found by navigating to the [SARI at Penn State research program portal](#).

Capstone Academic Portfolio Requirement

Students completing the Masters of Education in Learning, Design, and Technology must compile and submit a capstone academic portfolio to their program advisor prior to graduation. The portfolio will serve as evidence of the knowledge, skills, and fluencies in the field of Learning, Design, and Technology. The academic portfolio is typically a website that gathers and displays a series of final projects completed from select courses in the program, along with a descriptive personal statement that synthesizes the portfolio. Students may choose to develop their academic portfolio to promote their professional and technical skills in a manner that would be attractive to a potential employer; however, the primary goal of the capstone portfolio is to assess whether students have met the minimal criteria expected of a successful M. Ed graduate.

Deadlines for submission of the Academic Portfolio

Students will need to submit their final academic portfolio to their advisor by the date below that is closest to, and not after, the student's intended graduation date:

- April 10th for Spring graduates
- July 20th for Summer graduates
- November 10th for Fall graduates

Components of the Academic Portfolio

The portfolio will ultimately be comprised of five components: a Web site at sites.psu.edu or a personal web space, three of the student's best learning design projects of their own effort, and a personal reflective statement. Candidates for the M.Ed. are required to complete the Capstone Academic Portfolio towards the end of their study. This portfolio serves as an artifact which aims to exemplify the student's

understanding and skills in Learning, Design, and Technology. Completion of the portfolio is done through partnership between the student and their advisor. Upon completion of the portfolio, the student's advisor will review the artifact, and will ultimately sign of on it.

For the most up-to-date information on the Capstone Portfolio, students can navigate to this [webpage](#) which details the guidelines that students can follow.

Graduation Process

When it comes time for graduation, each student will need to activate her/his intent to graduate. The intent to graduate can be activated in the LionPATH student information system, and the LDT program support staff can help you through this step. Degree candidates should activate the intent to graduate at the beginning of the final semester in the program (which is the beginning of the semester when you intend to graduate). During this process, the student will go through a series of checkpoints with The Graduate School, and the LDT program will confirm that the graduation requirements have been or will be completed. Soon after the intent to graduate is filed, the program confirms that the student is likely to complete all of the requirements for graduation prior to the established deadlines. A second review about four (4) weeks prior to graduation will then confirm that all requirements have been met (pending successful completion of in-progress coursework). The Graduate School's graduation requirements include coursework, a minimum GPA of 3.00, 18-credits at the 500- or 800-level, as well as the SARI Training, and Academic Capstone Portfolio. Each of the requirements must be completed prior to The Graduate School's established deadlines.

Once approved to graduate, students will receive instructions via emails from the University. The instructions typically advise the student to visit [Penn State's Commencement Website](#) to finalize graduation details. World Campus students are welcomed and encouraged to come to the University Park graduation ceremony. With advance notice, it is possible for World Campus students to attend other Penn State campuses for their graduation ceremony, provided that the particular campus holds a graduate commencement ceremony during the term of graduation.

Note: During the graduation process, students will receive an email regarding their experiences at Penn State, and will be asked to complete a survey that provides feedback to the Learning, Design, and Technology Program. It is greatly encouraged and appreciated that this survey is completed by the LDT students.

Working with Your Advisor

In the Learning, Design, and Technology program, every student is assigned to an academic advisor. Certificate students all work with the lead faculty member of the LDT online programs, and master's degree students are assigned to other members of the LDT program's faculty. Your advisor is able to assist you in several important ways, including your course selection and guidance regarding university resources.

Your advisor is able to monitor your progress as you complete your degree or certificate. It is a good practice to build a working relationship with your assigned advisor early in your career so that you may comfortably discuss academic and program related concerns and questions. Please be aware that it is not the responsibility of the advisors of graduate students to seek out their assigned advisees. If you need assistance, please initiate the conversation with your advisor. If the matter is urgent, contact the program staff member listed at the end of this handbook.

How to register for your first course

Once admission has been offered and accepted by the certificate or degree student, the student's Penn State Access Account (the abc1234-style alias that is also the student's primary email address) will be activated. Once the access account is activated, students may register for their first course using LionPATH, Penn State's student information system found at https://lionpath.psu.edu.

Penn State's course management system, Canvas, is the primary delivery platform for all World Campus courses. Once your Penn State Access Account is activated, you will be able to log in to Canvas here. However, your new course will not appear in Canvas until after you have successfully registered for the course and you will not be able to access the course until the course's official opening date.

Contacts

Program Related Support

Laurie Heininger (Support Staff for the residential program at University Park)
Learning, Design, and Technology
301 Keller Building
University Park, PA 16802
Phone: (814) 863-2596
Fax: (814) 865-0128
Email: lah58@psu.edu

Jennifer McLaughlin (Support Staff for the online program via World Campus)
Administrative Support Assistant
Learning and Performance Systems Department
303 Keller Building
University Park, Pa 16802
Phone: (814) 865-0473
Email: jem73@psu.edu

World Campus Admission Counselors (For general Questions/WC related information)
Phone: (814) 863-5386
Email: wdadmissions@outreach.psu.edu

Technical Support

World Campus students must direct all technical support requests to the World Campus Help Desk. Links and information about multiple methods of contacting their team of support professionals can be found at:

http://student.worldcampus.psu.edu/technical-support/contact-usUniversity Park students must direct all technical support requests to the Penn State Service Management Portal at: http://itservicedesk.psu.edu/

Appendix A

The following course descriptions are not the official descriptions, but rather ones that are more descriptive with regard to student interests and needs.

LDT 401 Gaming to Learn

Gaming to Learn focuses on the uses of gaming in the classroom from preK-12 and nonprofits, as well as corporate, continuing education and non-formal/informal learning spaces. The primary goal is a clear orientation toward the potential uses of gaming and a grounding in gaming as one of many possible ways to deeper engagement with learners, particularly disenfranchised learners. Gaming is taken up as a form of engagement with an orientation toward commercial gaming and taking learners from where they are. Educational gaming and motivational gaming is briefly considered, as well as the foundations of play and game learning. The bulk of the course is focused on integration plans of commercial games learners are already playing to identify ways that games can be leveraged to meet traditional learning goals and classroom standards. Ultimately, learners in 401 will gain strong facility with the integration of games into their learning environments with an eye toward high learner engagement.

LDT 415A Systematic Instructional Development –or– LDT 415B Systematic Instructional Development for Teachers

The goal of INSYS 415A is to provide you with in-depth experience in using a systematic approach to instructional design and includes both foundational knowledge and practical skills. Students learn and apply design principles that can be used with any instructional delivery system as you consider each phase of instructional systems design. INSYS 415B is a basic course on the process of instructional design to prepare K-12 educators and staff to use a systemic approach to the creation of instructional materials for the elementary and secondary school classroom. 415A/B is a core course in the online masters program but will also be of great interest to adult educators, those in higher education, and anyone who wants to create effective learning environments. Ultimately, 415A/B will help students gain a facile ability to apply a model of instructional design to the creation of learning resources and settings. [LDT – A or B required; ETI – A or B required; ELD – A required; TLO – B required]

LDT 433 Teaching and Learning Online in K-12 Settings

This course focuses on the application of online learning in K-12 settings with a focus on cybercharter schools and virtual academies. It looks at the status of online K-12 education, including criticisms of the movement and how cyber charter schools are impacting the general educational movement. The main project is a microteaching experience online where students try out their online facilitation and design skills. Students will critically examine the cybercharter school money trail and learn how

the funding flows. This will include federal level, state level, and district level funding models as they impact online K-12 cyber charters. Students will be guided through the process of transforming their teaching when moving from traditional face-to-face classrooms to online settings. Topics explored include key principles of effective online instruction, tools for teaching online, setting the tone, collaboration and community building, strategies for online collaboration, facilitative effective online discussions, designing quality online lessons, supporting learners with special needs and special concerns in online learning environments. [TLO]

EDTEC/LDT 440 Educational Technology Integration

This course introduces foundational ideas, skills, concepts, and strategies for integrating technology into learning environments. Within learning environments of all types, technology is not simply an independent curriculum, such as teaching learners about how to use technology. Rather it is a powerful means for addressing, and potentially redefining, everyday teaching/facilitation and learning issues. The potential of technology is most effectively realized when considered in combination with views about how learners think and learn best. The goal of this course, then, is not for you to become an expert in "technology," but to improve your understanding of relationship between technology, teaching, and learning. [ETI]

LDT 467 Emerging Web Technologies and Learning

Web 2.0 tools and social media are becoming an increasingly more pervasive part of our daily lives. From online social networks such as Facebook, MySpace, Twitter, blogs, etc., to collaborative platforms such as Wikis, Diigo, Youtube, etc., technology tools are allowing individuals to move from consumers to prosumers of information, and allowing individuals to become active participants and creators of content and content dissemination. For educators, examining the tools, practices, and communities that form around specific interests can lead to fruitful methods of engaging the learners in practices and interactions that are familiar from their everyday engagement with these tools. [LDT, ETI, ELD, TLO]

LDT 505 Integrating Mobile Technologies into Learning Environments

This course takes a learning sciences and an educational technology perspective to examine how people use and learn with mobile device in their everyday life. Mobile devices include handhelds gaming consoles, tablets, smartphones, digital cameras, MP3 players, and other small digital technologies. Our goal is that you will understand the uses of mobile technologies and the possibilities of how people can use the tools as learning supports, so you can become an educated critic and a competent integrator of mobile computers in learning environments, as the technologies change and evolve

over time. The class will cover mobile technologies learning research from across the world. [ETI]

LDT 527 Designing Constructivist Learning Environments

This course emphasizes the design of learning environments based on constructivist principles of teaching and learning. The role of technology in the design and enhancement of learning environments has become a topic of great attention in educational research, technology, and practice. This course will explore issues related to the design of constructivist learning environments. This is an active area of educational research, and, at this time, research strategies and analytical techniques are still evolving. The increasing number of design efforts and technology advances call for establishing more formalized approaches. Course participants will work together to develop a better understanding of the principles involved in student-centered, constructivist learning. Participants will create "blueprint" designs of a variety of learning environments that are grounded in research and/or emerging theory of student-centered, constructivist learning. [LDT, ETI]

LDT 550 Design Studio

Design Studio is an environment for students to design and develop innovative ways of using technology to solve educational problems in diverse educational settings. These settings may include school, universities, businesses, or other informal learning environments. On the first day of class, you will be assigned a level according to your background and interests. Next, you will build a pathway of technology modules that you want to learn. During the course you will learn about the design process by reading contemporary design text and by participating in small group design activities. [ETI]

EDTEC/LDT 561 Measuring the Impact of Technology on Learning

This course is designed to prepare teachers and other educators to use basic quantitative methods to assess the effects of a variety of technology-related innovations in their own classrooms or professional settings. Using the skills and perspectives acquired in this course, you will be able to design and develop an implementation/evaluation project to examine the effectiveness of technology enhanced learning experiences in your classroom or school.

LDT 566 Computers as Learning Tools

Computers have a long history of supporting thinking and learning in and out of school settings. Technology can be used as more than a tool for providing content or direct instruction, it can provide students with opportunities for developing important thinking processes, directing their own learning, constructing of new knowledge, making

connections to previous knowledge, and developing social networks to collectively share, discuss, and make sense of new knowledge. In this class, we will explore the variety of ways that computers can serve as tools to support learning and we will make connections between technology use and different learning theories. We will read about and explore a range of technologies from hypermedia and virtual worlds, to technologies that support collaborative learning and those that provide expressive media for learners. We will examine the nature of knowledge construction, collaboration, and distributed cognition and its consequences by discussing the relevant literature, demonstrations of different examples of these technologies, and thinking critically about the role of education and technology in society. [ETI]

LDT 581 Theoretical Foundations of Learning, Design, and Technology

This is an advanced graduate level course where learners will read, reflect on, and discuss various historical and contemporary learning theories and frameworks within the area of Learning, Design, and Technology. The aim of the course is to help learners to construct their individual knowledge of theories as well as derive implications of those theories for their individual design toolkits, which includes identifying the implications of each theory/framework for learning, design, and assessment, and their particular importance for us as designers and researchers.

LDT 832 Design for Course Management Systems

This course is especially intended for professionals in corporate and non-profit settings, including those in online cyber schools, but is useful for anyone designing online learning. Varieties of course management systems meet the pressing need to safeguard students in online learning settings, and so mastering your CMS is a critical part of your professional expertise. In this course, you will learn to incorporate a wide assortment of resources into your CMS managed lessons, e-learning that you can use on Monday morning in your own professional setting! [ELD, TLO]

LDT 894 Supervised Field Experience in Online Instruction

Students seeking the Postbaccalaureate Certificate in Teaching and Learning Online in K-12 Settings (TLOK12), which includes the Pennsylvania Department of Education Online Instruction Endorsement for certificated teachers, must demonstrate their skill in facilitating online instruction for K-12 students according to the iNACOL standards for quality online teaching. Enrollment in this course is by permission only, and is available only to students who are enrolled in the TLOK12 certificate after they have completed prerequisite coursework. For more information about this course or the TLOK12 certificate, contact Dr. Joshua Kirby. [TLO]

Other Electives

Other elective courses from LDT, Adult Education, Workforce Education and Development, or other programs are possible. Students must consult with their advisor prior to enrolling for any course that is not listed above.

* ADTED 531 Course Design and Development in Distance Education

This course is offered in partnership with the Adult Education program for students enrolled in the e-Learning Design certificate. Students who earn the certificate and continue into the M.Ed. in LDT program will automatically have ADTED 531 applied toward their degree. Students who are not enrolled in the e-Learning Design certificate must have advance advisor permission to take ADTED 531 in order for it to be applied toward their M.Ed. degree.