University of Colorado Denver

School of Education and Human Development

Learning Design and Technology (LDT) Program

Annual Assessment Report for Summer 2018 through Spring 2019

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I. Educational Goals and Learning Outcomes

The Learning Design and Technology (LDT) program—previously known as the Information and Learning Technologies (ILT) program—prepares professionals in the design and use of technologies for learning. Students have a number of program choices:

* MA in Learning Design and Technology, Option: Instructional Design and Adult Learning
* MA in Learning Design and Technology, Option: eLearning Design and Implementation,
* MA in Learning Design and Technology, Option: Teacher Librarian Leadership with Teacher Librarian Endorsement
* Teacher Librarian Endorsement (without MA)
* MA in Learning Design and Technology, Option: K12 Digital Media for Teaching & Learning
* MA in Learning Design and Technology, Option: K12 Digital Media for Teaching & Learning with K-12 Instructional Technology (IT) Endorsement
* K-12 Instructional Technology (IT) Endorsement (without MA)
* Graduate Certificate, Highly Effective School Libraries. [Note: See separate HLC Report for this Certificate program.]
* Undergraduate minor in Digital Media and Learning [Note: The minor is available, but there are no students pursuing it yet.]

[See our [Plans of Study for LDT Master’s Programs](https://docs.google.com/document/d/1ElWV5z1TrZ2U62G47yuUjG42s6KiUOVls_El_VxRWh4/edit) for more information on graduate program options.]

The LDT program is designed to encourage students in the development and enhancement of relevant professional standards that they demonstrate throughout their work in the program. Until recently we have relied on our in-house LDT competencies modeled after the professional standards of AECT (Association for Educational Communications and Technology) and ISTE (International Society for Technology in Education)—professional organizations affiliated with our accrediting body. However, recently we reassessed the [ISTE Standards for Educators](https://www.iste.org/standards/for-educators) and determined that recent changes completed in 2017 significantly updated the standards so they were more professionally relevant. Therefore, starting in Fall 2019 we replaced the LDT competencies with the [ISTE Standards for Educators](https://www.iste.org/standards/for-educators) for purposes of assessing students’ preparation for the profession. The LDT program is also aligned with requirements for Colorado endorsements in Instructional Technology (Specialist level) and Librarianship (Teacher level).

Because this report is focused on a review of the 2018-19 academic year, we share the results of data collected to assess the original LDT competencies and share our plans for addressing the [ISTE Standards for Educators](https://www.iste.org/standards/for-educators) in our data collection throughout the 2019-20 academic year and beyond. Below are the original LDT competencies with supporting sub-competencies, followed by the [ISTE Standards for Educators](https://www.iste.org/standards/for-educators) with supporting sub-standards. Table 1 highlights how the [ISTE Standards for Educators](https://www.iste.org/standards/for-educators) align with the LDT competencies during our transition to exclusively using the [ISTE Standards for Educators](https://www.iste.org/standards/for-educators).

### LDT Competencies

1. ***Reflective practice*. Adopt a critical stance toward your work, promoting effective practice and responsible use of technology.**
* Build on previous experiences and existing literature as you critically reflect on your own practice
* Promote digital citizenship and responsible use of technology
* Demonstrate fully engaged human presence
* Equity, access, and social justice—help *all* learners succeed, especially those historically marginalized or lacking access
* Cultivate awareness of emerging trends and conditions in the field, to accurately weigh costs and benefits, forecast futures, and manage risk
* Ethical practice—maintain the highest professionalism in work and learning settings
1. ***Technology.* Become competent and confident in the use of various tools and technologies, related to learning, communication, and making things.**
* Be confident and competent in devices, platforms, and online tools and resources
* Be a self-directed, lifelong learner of new technologies
* Identify areas for new learning and grow your expertise in those targeted areas
1. ***Learning and instruction*. Drawing on learning and instructional theory, create instruction with well-aligned outcomes, activities, and assessments.**
* Use a procedural model (e.g., ADDIE or SAM) to guide planning, implementing, and evaluative functions
* Ensure that outcomes, activities, and assessments are aligned for well-balanced, validated instruction
* Use theories of learning and instruction to help frame learning needs and guide design decisions
1. ***Creative and social media*. Demonstrate proficiency with tools, platforms, and environments in the creation of media resources for learning and knowledge construction.**
* Apply visual, graphic, and multimedia design principles (e.g., CARP, visual thinking, message design)
* Experience design (XD)—Design quality learning experiences that fully engage and challenger learners
* Apply principles of social learning, open sharing, and knowledge construction
* Support learners in making their own resources
1. ***Inquiry and Change*. Engage in systematic processes of inquiry and change.**
* In collaboration with others and within time/resource constraints, complete an inquiry project designed to improve professional practice
* Participate in planning and/or execution of a change strategy
* Support top-down or bottom-up innovations, emphasizing openness, participation, and empowerment
1. ***Professional learning and leadership*. Demonstrate a commitment to lifelong learning and leadership within the profession.**
* Engage colleagues, peers, and students in creating and sharing knowledge
* Create a stable and visible professional presence online
* Contribute to professional learning networks as a collaborator, co-creator, and thought leader
* Work constructively with others to systematically plan, design, and solve problems

### [ISTE Standards for Educators](https://www.iste.org/standards/for-educators)

**ISTE-2017.1. *Learner* - Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning.**

* ISTE-2017.1.a. Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness.
* ISTE-2017.1.b. Pursue professional interests by creating and actively participating in local and global learning networks.
* ISTE-2017.1.c. Stay current with research that supports improved student learning outcomes, including findings from the learning sciences.

**ISTE-2017.2. *Leader* - Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning.**

* ISTE-2017.2.a. Shape, advance and accelerate a shared vision for empowered learning with technology by engaging with education stakeholders.
* ISTE-2017.2.b. Advocate for equitable access to educational technology, digital content and learning opportunities to meet the diverse needs of all students.
* ISTE-2017.2.c. Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning.

**ISTE-2017.3. *Citizen* - Educators inspire students to positively contribute to and responsibly participate in the digital world.**

* ISTE-2017.3.a. Create experiences for learners to make positive, socially responsible contributions and exhibit empathetic behavior online that build relationships and community.
* ISTE-2017.3.b. Establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency.
* ISTE-2017.3.c. Mentor students in the safe, legal and ethical practices with digital tools and the protection of intellectual rights and property.
* ISTE-2017.3.d. Model and promote management of personal data and digital identity and protect student data privacy.

**ISTE-2017.4. *Collaborator* - Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.**

* ISTE-2017.4.a. Dedicate planning time to collaborate with colleagues to create authentic learning experiences that leverage technology.
* ISTE-2017.4.b. Collaborate and co-learn with students to discover and use new digital resources and diagnose and troubleshoot technology issues.
* ISTE-2017.4.c. Use collaborative tools to expand students’ authentic, real-world learning experiences by engaging virtually with experts, teams and students, locally and globally.
* ISTE-2017.4.d. Demonstrate cultural competency when communicating with students, parents and colleagues and interact with them as co-collaborators in student learning.

**ISTE-2017.5. *Designer* - Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.**

* ISTE-2017.5.a. Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.
* ISTE-2017.5.b. Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning.
* ISTE-2017.5.c. Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning.

**ISTE-2017.6. *Facilitator* - Educators facilitate learning with technology to support student achievement of the 2016 ISTE Standards for Students.**

* ISTE-2017.6.a. Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings.
* ISTE-2017.6.b. Manage the use of technology and student learning strategies in digital platforms, virtual environments, hands-on makerspaces or in the field.
* ISTE-2017.6.c. Create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems.
* ISTE-2017.6.d. Model and nurture creativity and creative expression to communicate ideas, knowledge or connections.

**ISTE-2017.7. *Analyst* - Educators understand and use data to drive their instruction and support students in achieving their learning goals.**

* ISTE-2017.7.a. Provide alternative ways for students to demonstrate competency and reflect on their learning using technology.
* ISTE-2017.7.b. Use technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction.
* ISTE-2017.7.c. Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction.

Table 1. [ISTE Standards for Educators](https://www.iste.org/standards/for-educators) aligned to LDT competencies

[Note: Please see [**https://tinyurl.com/LDTmapISTEstandards**](https://tinyurl.com/LDTmapISTEstandards)for our continuing work on this alignment.]

|  |
| --- |
| ISTE-2017.1. **Learner** - Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning.Replaces:LDT Competency 1 ***Reflective practice***. Adopt a critical stance toward your work, promoting effective practice and responsible use of technology.LDT Competency 6 ***Professional learning and leadership***. Demonstrate a commitment to lifelong learning and leadership within the profession. |
| ISTE-2017.2. **Leader** - Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning. Replaces: LDT Competency 6 ***Professional learning and leadership***. Demonstrate a commitment to lifelong learning and leadership within the profession. |
| ISTE-2017.3. **Citizen** - Educators inspire students to positively contribute to and responsibly participate in the digital world. Replaces: LDT Competency 1 ***Reflective practice***. Adopt a critical stance toward your work, promoting effective practice and responsible use of technology.LDT Competency 6 ***Professional learning and leadership***. Demonstrate a commitment to lifelong learning and leadership within the profession. |
| ISTE-2017.4. **Collaborator** - Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.Replaces: LDT Competency 6 ***Professional learning and leadership***. Demonstrate a commitment to lifelong learning and leadership within the profession. |
| ISTE-2017.5. **Designer** - Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability. Replaces: LDT Competency 4 ***Creative and social media***. Demonstrate proficiency with tools, platforms, and environments in the creation of media resources for learning and knowledge Construction.LDT Competency 3 ***Learning and instruction***. Drawing on learning and instructional theory, create instruction with well-aligned outcomes, activities, and assessments.LDT Competency 2 ***Technology***. Become competent and confident in the use of various tools and technologies, related to learning, communication, and making things. |
| ISTE-2017.6. **Facilitator** - Educators facilitate learning with technology to support student achievement of the 2016 ISTE Standards for Students.Replaces:LDT Competency 3 ***Learning and instruction***. Drawing on learning and instructional theory, create instruction with well-aligned outcomes, activities, and assessments.LDT Competency 2 ***Technology***. Become competent and confident in the use of various tools and technologies, related to learning, communication, and making things.  |
| ISTE-2017.7. **Analyst** - Educators understand and use data to drive their instruction and support students in achieving their learning goals.Replaces:LDT Competency 5 ***Inquiry and change***. Engage in systematic processes of inquiry and change. |

Table 2 below indicates in which LDT courses and learning experiences (e.g., internships, base camp / portfolio development and review)—by program option—students have a significant opportunity to learn the skills or knowledge needed to achieve and effectively demonstrate each of the original LDT competencies. Table 3 below shows our efforts thus far to indicate in which LDT courses and learning experiences (e.g., internships, base camp / portfolio development and review)—by program option—students have a significant opportunity to learn the skills or knowledge needed to achieve and effectively demonstrate each of the [ISTE Standards for Educators](https://www.iste.org/standards/for-educators).

Table 2. LDT Competencies mapped to LDT courses and learning experiences[[1]](#footnote-1)

|  |  |  |
| --- | --- | --- |
| **Competency** | **K12 Digital Media for Teaching & Learning Track (Personalized MA)** | **eLearning Design and Implementation** and **Instructional Design and Adult Learning** |
| 1. ***Reflective practice***. Adopt a critical stance toward your work, promoting effective practice and responsible use of technology. | INTE 5665 Social Media and Digital CulturesBase camp /portfolio development and review | INTE 5665 Social Media and Digital CulturesINTE 6750 Trends and Issues in LDTBase camp /portfolio development and review |
| 2. ***Technology***. Become competent and confident in the use of various tools and technologies, related to learning, communication, and making things. | Self-assessment as part of base camp / portfolio reviewGain skills through the program, work, and prior experience | Gain skills through courses in the program (e.g., INTE 5660, 5670, 5680)Self-assessment as part of base camp / portfolio review |
| 3. ***Learning and instruction***. Drawing on learning and instructional theory, create instruction with well-aligned outcomes, activities, and assessments. | INTE 5200: Crafting eLearning ExperiencesINTE 5250 Teaching Strategies for Online and Blended Learning INTE 5711 Creative Designs | INTE 5711 Creative DesignsINTE 5320 Games and LearningGain skills through courses in the program (e.g., INTE 5660, 5670, 5680) |
| ***4. Creative and social media***. Demonstrate proficiency with tools, platforms, and environments in the construction of creative media resources for learning. | INTE 5320 Games and Learning INTE 5680 Producing Media for LearningINTE 5340 Learning with Digital StoriesINTE 5711 Creative DesignsINTE 5665 Social Media and Digital Cultures | INTE 5711 Creative DesignsINTE 5680 Producing Media for LearningINTE 5340 Learning with Digital StoriesINTE 5320 Games and Learning INTE 5665 Social Media and Digital Cultures |
| ***5. Inquiry and change***. Engage in systematic processes of inquiry and change. | INTE 6750 Trends and Issues in LDT (change)INTE 6720 Research in Learning Design and Technology (inquiry) | INTE 6750 Trends and Issues in LDT (change)INTE 6720 Research in Learning Design and Technology (inquiry) |
| ***6. Professional learning***. Demonstrate a commitment to lifelong learning and leadership within the profession.  | INTE 5665 Social Media and Digital CulturesINTE 6930 InternshipBase camp / portfolio development and review | INTE 5665 Social Media and Digital CulturesINTE 6999 Leadership for Technology InnovationINTE 5670 Creating Synchronous eLearning ExperiencesINTE 6930 InternshipBase camp / portfolio development and review |

Table 3. [ISTE Standards for Educators](https://www.iste.org/standards/for-educators) mapped to LDT courses and learning experiences[[2]](#footnote-2)

|  |  |  |
| --- | --- | --- |
| **Standard** | **K12 TeachingTrack (Personalized MA)** | **eLearning Design and Implementation** and **ID and Adult Learning** |
| ISTE-2017.1. **Learner** - Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning. | INTE 5665 Social Media and Digital CulturesINTE 6750 Trends and Issues in LDTINTE 6720 Research in Learning Design and TechnologyBase camp /portfolio development and review | INTE 5665 Social Media and Digital CulturesINTE 6750 Trends and Issues in LDTINTE 6720 Research in Learning Design and TechnologyBase camp /portfolio development and review |
| ISTE-2017.2. **Leader** - Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning.  | INTE 5665 Social Media and Digital CulturesINTE 6750 Trends and Issues in LDTBase camp /portfolio development and review | INTE 5665 Social Media and Digital CulturesINTE 6750 Trends and Issues in LDTINTE 5670 Creating Synchronous eLearning ExperiencesBase camp /portfolio development and review |
| ISTE-2017.3. **Citizen** - Educators inspire students to positively contribute to and responsibly participate in the digital world.  | INTE 5665 Social Media and Digital Cultures  | INTE 5665 Social Media and Digital Cultures  |
| ISTE-2017.4. **Collaborator** - Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems. | INTE 5665 Social Media and Digital Cultures | INTE 5665 Social Media and Digital CulturesINTE 5670 Creating Synchronous eLearning Experiences |
| ISTE-2017.5. **Designer** - Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.  | INTE 5200: Crafting eLearning ExperiencesINTE 5250 Teaching Strategies for Online and Blended LearningINTE 5711 Creative Designs  | INTE 5711 Creative DesignsINTE 5670 Creating Synchronous eLearning ExperiencesINTE 5660 CoursewareINTE 5680 Media |
| ISTE-2017.6. **Facilitator** - Educators facilitate learning with technology to support student achievement of the 2016 ISTE Standards for Students. | INTE 5665 Social Media and Digital CulturesINTE 5711 Creative DesignsINTE 5200: Crafting eLearning ExperiencesINTE 5250 Teaching Strategies for Online and Blended Learning | INTE 5665 Social Media and Digital CulturesINTE 5711 Creative DesignsINTE 5670 Creating Synchronous eLearning Experiences |
| ISTE-2017.7. **Analyst** - Educators understand and use data to drive their instruction and support students in achieving their learning goals. | INTE 6720 Research in Learning Design and Technology | INTE 6720 Research in Learning Design and Technology |

Each LDT competency has an associated PBA; these PBAs were adopted in Spring 2016. Starting with the 2019-20 academic year we will be using new PBAs based on the [ISTE Standards for Educators](https://www.iste.org/standards/for-educators), and students will be assessed as Exemplary, Accomplished, or Developing. See Section II of this document for more information on the PBAs.

II. On-going Program Assessments and Results

The system for on-going collection of data for program improvement is presented in this section, and the results of those various assessments. Please note that in this section we will focus on the original LDT competencies and associated performance-based assessments since that is what was used for data collection during the 2018-19 academic year.

### Progress checkpoints and formative assessments

Progress toward the competencies is formally assessed in all core courses; see Table 4 for the course-level assessments used as evidence for each of the LDT competencies. Faculty members responsible for data collection and timing of the data collection are also noted in the table. Note that the green and orange columns are core courses in the *Instructional Design and Adult Learning* and *eLearning Design and Implementation* track, and the green and purple columns are core courses for the *K12 Digital Media for Teaching & Learning* track.

Table 4. Course-level assessments used as evidence for each of the LDT competencies

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **INTE 6750 Trends**Data collected Fall and Spring semesters by Dr. Laura Summers | **INTE 4/5711 Creative Designs**Data collected Fall and Spring semesters by Dr. Joni Dunlap | **INTE 6740 Research**Data collected Fall and Spring semesters by Dr. Brent Wilson | **INTE 4/5665 Social Media**Data collected Fall and Spring semesters by Dr. Joni Dunlap | **INTE 5670 Synchronous eLearning**Data collected Spring semester by Dr. Joni Dunlap | **INTE 5250 Teaching Strategies for Online and Blended Learning**Data collected Fall semester by Len Scrogan |
| 1. Reflective Practice***.*** Adopt a critical stance toward your work, promoting effective practice and responsible use of technology. See Table 5 for Performance Based Assessment. | Trends Group Investigation |  | Career InquiryResource Scan | Base CampNetworked Learning Space |  |  |
| 2. Technology***.*** Become competent and confident in the use of various tools and technologies, related to learning, communication, and making things. See Table 6 for associated Performance Based Assessment. |  | Presentation ProjectInfographic Project |  | Base CampNetworked Learning Space | Team Webinar | Online Course |
| 3. Learning and instruction. Drawing on learning and instructional theory, create instruction with well-aligned outcomes, activities, and assessments. See Table 7 for associated Performance Based Assessment. |  | Presentation ProjectInfographic Project |  |  | Team Webinar | Online Course |
| ***4.*** Creative and social media. Demonstrate proficiency with tools, platforms, and environments in the construction of creative media resources for learning. See Table 8 for associated Performance Based Assessment. |  | Presentation ProjectInfographic Project |  | Base CampNetworked Learning Space | Team Webinar | Online Course |
| ***5.*** Inquiry and change. Engage in systematic processes of inquiry and change. See Table 9 for Performance Based Assessment. | Change Project |  | Final Inquiry Project |  |  |  |
| ***6.*** Professional learning. Demonstrate a commitment to lifelong learning and leadership within the profession. See Table 10 for associated Performance Based Assessment. | Trends Group InvestigationEquity Reflection |  | Career InquiryResource Scan | Base CampNetworked Learning Space |  |  |

Below are descriptions of the course-level assessments referenced in Table 4.

* **Change Project (100 points)**. This project addresses ***LDT Competency 5 Inquiry and Change*:** Engage in systematic processes of inquiry and change.
	+ Investigate an issue within your organization or within society and propose a change.
		- Plan to present your proposal during Week 14: November 18 - 24 (the week before Thanksgiving/Fall Break). Submit by Sunday of Week 13, November 17.
		- This assignment may be created as a video presentation w/ audio or a report with slide deck presentation.
		- The key components of this project include: framing, analyzing/connecting, providing examples, making recommendations, and providing resources.
		- Refer to [**Change Project Details**](https://docs.google.com/document/d/1XzwIT58ey6V61U8cYSJU88eGVQ8xjgOJKtI_Rd5byXs/edit?usp=sharing)**.**
		- Refer to [**Assignment Style Guidelines**](https://docs.google.com/document/d/1sUI96J8JNixlQ3oLM-lpwmct-a1f1Y9LGtMNwto67fg/edit#bookmark=id.cihk1tgt19kj).
* **Trends Group Investigation** **(100 points).** This investigation addresses ***LDT Competency 1*** ***Reflective practice***: Adopt a critical stance toward your work, promoting effective practice and responsible use of technology; and ***LDT Competency*** ***6 Professional learning***: Demonstrate a commitment to lifelong learning and leadership within the profession.
	+ Select a group of 3 to 4 peers based upon an identified trend in our Brainstorming list during Week 1.
	+ Research and investigate your identified trend.
	+ Choose one of the available weeks (WEEK 9-12) to facilitate a 6750 community session; include readings, viewings, or other modes of knowledge to engage your peers in activities and discussion around the selected trend.
	+ The hosting group will need to submit all materials on the Sunday before the selected week.
	+ There will be [Peer Feedback](https://forms.gle/ahaJCxbbWyvEZWLn8) for this project due by the following Monday for each group.
	+ Refer to [**Assignment Style Guidelines**](https://docs.google.com/document/d/1sUI96J8JNixlQ3oLM-lpwmct-a1f1Y9LGtMNwto67fg/edit#bookmark=id.cihk1tgt19kj).
* **Equity Reflection (40 points).** This investigation addresses ***LDT Competency*** ***6 Professional learning***: Demonstrate a commitment to lifelong learning and leadership within the profession.
	+ Create a media or print product that reflects on issues of equity, diversity, and privilege with implications to an identified trend. Include an experience related to your work, or perhaps a more personal lesson from life. Tell how the experience now shapes your thinking and your future elearning or LDT practice. You will demonstrate your understanding of equity, diversity, and privilege, as well as your capacity to reflect deeply on the purposes of elearning and your role as a professional.
* **Presentation Project (100 points).** This project addresses ***LDT Competency*** ***2 Technology***: Become competent and confident in the use of various tools and technologies, related to learning, communication, and making things; ***LDT Competency 3*** Learning and instruction: Drawing on learning and instructional theory, create instruction with well-aligned outcomes, activities, and assessments; and ***LDT Competency*** *4*Creative and social media: Demonstrate proficiency with tools, platforms, and environments in the construction of creative media resources for learning.
	+ For this project you will create an online, prerecorded (i.e., not live) presentation that includes visuals and narration using a sure-fire format — [**pecha kucha**](http://www.pechakucha.org/). A pecha kucha is a timed presentation format that allows the presenter to share 20 slides/images, with each slide/image being on screen for 20 seconds each, leading to presentations that are only 6 minutes and 40 seconds long. For flexibility's sake, there are two other acceptable formats for your presentation:
* *Ignite ~* 20 slides/images x 15 seconds per slide/image, for a total of 5 minutes. See the [Ignite site (Links to an external site.)](http://www.ignitetalks.io/), or do an internet search, for more information.
* Lightning Talk ~ As many visuals as you want, for a total of 5 minutes. See this [Wikipedia entry (Links to an external site.)](https://en.wikipedia.org/wiki/Lightning_talk), or do an internet search, for more information.

These formats help us create tight, engaging, sticky instructional messages that can be delivered in 7 minutes or less in order to have a better chance of holding an audience’s attention and supporting their cognitive processing of the content. Your presentation will include a combination of visuals (images and/or text), audio (your voice), and optionally music or sound effects. For this project to stretch the limits of creative design, and because the learners will benefit from the inclusion, please endeavor to create an presentation that:

* Is rich with instructional value (i.e., helps learners achieve learning objectives);
* Adheres to the structure and timing requirements of the presentation format (e.g., 20 images/slides, 20 seconds per image/slide for a pecha kucha);
* Adheres to our co-created *Presentation Design Guidelines* (created during a weekly activity), including effective use of visuals and narration/sound;
* Follows the CARP design recommendations;
* Attends to basic textual design issues: spelling errors/typos, line lengths and breaks, punctuation and capitalization consistency, and elimination of orphaned words and centered text (only used for headings/titles);
* Avoids bullet points, pre-defined templates, clipart/cartoony visuals, and overused images in favor of your own visual creations and photographs; and
* Reflects revisions based on peer reviews and instructor feedback.

For this project I ask you to also submit a Design Summary using the Design Summary template: [**Google Doc  (Links to an external site.)Links to an external site.**](https://docs.google.com/document/d/1KV6mwKhmcSq7zTsWQ0P5OKAn-MD-xs86coEwUYaTn80/edit?usp=sharing)(see [Share your Creative Process — Tell the Story of that Design Project (Links to an external site.)Links to an external site.](https://www.designcrispy.com/share-creative-process/) for an explanation). The Design Summary template reflects a simple story planning format, covering:

**Overview:** What is the story behind the presentation?

1. **Setting/Mise en Scène and Major** **Characters** [Front-end Analysis: who, what, where, when]
2. **Plot** [Instructional Challenge or Opportunity (with learning objectives / outcomes)]
3. **Outcome** [Design Solution (with referenced support), also describing how the solution addresses the project's assessment tool]
4. **Preview** [Formative Feedback]
5. **Epilogue** [Design Lessons Learned]
6. **Bibliography** & **Project Checklist**
* **Infographic Project (100 points).** This project addresses ***LDT Competency*** ***2 Technology***: Become competent and confident in the use of various tools and technologies, related to learning, communication, and making things; ***LDT Competency 3*** Learning and instruction: Drawing on learning and instructional theory, create instruction with well-aligned outcomes, activities, and assessments; and ***LDT Competency*** *4*Creative and social media: Demonstrate proficiency with tools, platforms, and environments in the construction of creative media resources for learning.
	+ This project will give you an opportunity to focus on the power of infographics for teaching and learning. For this project, you will produce an attractive, illustrated, and imaginative instructional infographic used to teach your audience about a topic that is of instructional interest in your workplace or community. For this project to stretch the limits of creative design, and because the learners will benefit from the inclusion, please endeavor to create an infographic that:
* Is rich with instructional value (i.e., helps learners achieve learning objectives);
* Calls the audience to action (e.g., prompts learners to make positive changes);
* Adheres to our co-created Infographic Design Guidelines (created during a weekly activity);
* Follows the CARP design recommendations;
* Contains a substantial amount of interesting, emotional, and humanistic statistics (provides data which can best be understood visually and which might otherwise be challenging to grasp without seeing your infographic); and
* Contains one of the following **four visual infographic elements:**

**1. Mapped/annotated picture or diagram**.

**2. Compare-and-contrast visual representation**, which compares and contrasts different versions of some aspect of the topic, e.g., comparing the life spans of tigers in captivity with those in the wild.

**3. Visual representation of an instructional sequence**, e.g., how to check for a constricted airway.

**4. Chronological, genealogical, or hierarchical visual representation** showing relations or changes over time, e.g., changes in sales figures over the last 10 years.

For this project I ask you to also submit a Design Summary using the Design Summary template: [**Google Doc  (Links to an external site.)Links to an external site.**](https://docs.google.com/document/d/1KV6mwKhmcSq7zTsWQ0P5OKAn-MD-xs86coEwUYaTn80/edit?usp=sharing)(see [Share your Creative Process — Tell the Story of that Design Project (Links to an external site.)Links to an external site.](https://www.designcrispy.com/share-creative-process/) for an explanation). The Design Summary template reflects a simple story planning format, covering:

**Overview:** What is the story behind the infographic?

1. **Setting/Mise en Scène and Major** **Characters** [Front-end Analysis: who, what, where, when]
2. **Plot** [Instructional Challenge or Opportunity (with learning objectives / outcomes)]
3. **Outcome** [Design Solution (with referenced support), also describing how the solution addresses the project's assessment tool]
4. **Preview** [Formative Feedback]
5. **Epilogue** [Design Lessons Learned]
6. **Bibliography** & **Project Checklist**
* **Career Inquiry (20 points).** This inquiry addresses ***LDT Competency 1 Reflective practice***: Adopt a critical stance toward your work, promoting effective practice and responsible use of technology; and ***LDT Competency 6 Professional learning***: Demonstrate a commitment to lifelong learning and leadership within the profession.
* Engage in inquiry related to your career and professional role. A formal rubric is not appropriate for this assignment, given the breadth of approaches open to you. Make this project fit your career needs! Scope of a print report should be about 1400-1800 words – or add media elements and adjust scope as needed. Contact the instructor for any media projects (e.g. an audio recording of a practitioner interview). Here are some additional ideas for a project.
	+ *Practitioner profile*. Conduct an interview (f2f, Zoom, or email) of a respected practitioner. Report with a profile or capture of the interview, concluding with reflections on the profession or thoughts about your career.
	+ *Job scan*. Do a survey of job notices that fit your career goals and direction. Look for patterns of preparation, skills, experience, or other qualifications and reflection how you can best prepare for those positions within your MA program and beyond. Shyna Gill did a similar project on [instructional design skills](https://drive.google.com/file/d/1eh1KCnpoPitS_R4i2usIIh3UIYfFneU8/view).
	+ *Mission statement*. Engage in a reflection process and develop a [mission and vision statement](https://cupeds.brightspace.com/d2l/eP/presentations/presentation_preview_popup.d2l?presId=1008&pageId=389&d2l_stateScopes=%7B1%3A%5B%27gridpagenum%27,%27search%27,%27pagenum%27%5D,2%3A%5B%27lcs%27%5D,3%3A%5B%27grid%27,%27pagesize%27,%27htmleditor%27,%27hpg%27%5D%7D&d2l_stateGroups=&d2l_statePageId=470&d2l_change=0&ou=6606) reflecting your professional values and priorities. Reflect on your professional identities and affiliations and commitments.
* **Resource scan (10 points).** This scan addresses ***LDT Competency 1 Reflective practice***: Adopt a critical stance toward your work, promoting effective practice and responsible use of technology; and ***LDT Competency 6 Professional learning***: Demonstrate a commitment to lifelong learning and leadership within the profession.
	+ Following [this template](https://docs.google.com/document/d/1qUKqCU6oO9WiUepblnVI57hRGPRjiLSoaKNwMz2l8DI/edit?usp=sharing), do a scan of research related to a topic or problem area, drawing on library databases as well as open-­access resources. Examples:
* [learning organizations](https://docs.google.com/document/d/1NfSbL83KiTZrJSgnMaHVfXW-23X9GK_7hac6u5QNTJk/) (Matt Kubiak)
* [facilitating adult learning](https://docs.google.com/document/d/1yyGkg6tbSFwfXkVXbCgGknhC1IDB_zus_z_rTCY5Zm4/) (Michelle Sroda)

See this [2-minute video](https://youtu.be/fUB18C-Ltsg) for guidance using Styles for headings in Google Docs. *Meets expectations* would be assigned for presentations with only a few minor problems. Significant problems would result in *below expectations*. Reflections that stand out in memory or impact would be *exceeds expectations*.

* **Final Inquiry Project (20 points).** This project addresses ***LDT Competency 5 Inquiry and Change*:** Engage in systematic processes of inquiry and change. Investigate an issue within your organization or within society and propose a change.
	+ Build on prior work (in or beyond this class)to complete a major inquiry project suitable for sharing in your portfolio. This [example](https://docs.google.com/document/d/1Fv4F-so0f_45kQ9E1pJBF95YNrAKtwjT6eDk1n6gzJY/) can serve as a template for structuring your report; also an example in a K12 context: [Building a Culture of Reading](https://docs.google.com/document/d/1pk9bgH0cLCb-L4FMP8pAt0IWbp9hq_FCYjoKaK3mYAw/edit?usp=sharing). Beyond our course requirements, you may submit the work to a journal or conference. [The Liminal](https://digitalcommons.du.edu/theliminal/), for example, is a refereed e-learning journal sponsored by the eLearning Council of Colorado (eLCC). Follow [these guidelines](https://docs.google.com/document/d/1HdvHCBI5HYFapxTGZdIoPhAim0zF2UFC5lBn8VWvSs0/edit?usp=sharing) for submitting your paper. Media may be added but a paper should remain a major element of the project. Collaboration (multiple authors) is an option but not required. *Meets expectations* would be assigned for presentations with only a few minor problems. Significant problems would result in *below expectations*. Reflections that stand out in memory or impact would be *exceeds expectations*.
* **Base Camp (100 points).** This project addresses ***LDT Competency*** ***2 Technology***: Become competent and confident in the use of various tools and technologies, related to learning, communication, and making things; ***LDT Competency*** *4*Creative and social media: Demonstrate proficiency with tools, platforms, and environments in the construction of creative media resources for learning; and ***LDT Competency 6 Professional learning***: Demonstrate a commitment to lifelong learning and leadership within the profession.
	+ For this project, you will create an online base camp for your professional sharing and learning. Your base camp will include the following components:
		- Biographical content: About, Teaching and/or Design Philosophy, Resume, Contact include social networks
		- Showcase of your teaching, instructional-design, eLearning, leadership, and other professional work
		- Collegial and community contributions via a resources page and weekly blog posts covering reviews of social networking and media tools and technologies, current news items related to social media and digital cultures in educational settings, and your own educational and professional learning applications
* **Networked Learning Space (NLS) (100 points).** This project addresses ***LDT Competency*** ***2 Technology***: Become competent and confident in the use of various tools and technologies, related to learning, communication, and making things; ***LDT Competency*** *4*Creative and social media: Demonstrate proficiency with tools, platforms, and environments in the construction of creative media resources for learning; and ***LDT Competency 6 Professional learning***: Demonstrate a commitment to lifelong learning and leadership within the profession.
	+ For this multi-week, multi-skill, multi-deliverable project, you will address an educational need or opportunity in your sphere of influence (your workplace, community, child's school, etc.) by creating and facilitating a networked learning space. You will address an educational need or opportunity by either (a) creating your own networked learning space, or (b) coordinating the use of 2-4 existing social networking and/or media communities or digital cultures (coordinated means that you create an online home base for your audience that has a clear focus and purpose, and provide links to existing social networking and/or media communities or digital cultures). Deliverables for this project include:
* Design plan describing the educational need or opportunity, audience, desired instructional outcomes, and planned course of action
* Created networked learning space
* Implementation plan describing how you will engage the learning audience in the networked learning space, establish relevance and value for learners, address search engine optimization (SEO) concerns, and sustain the networked learning space over time
* Feedback summary presenting feedback received and describing how it was addressed (or why it wasn't addressed)
* **Team Webinar (700 points)**. This project addresses ***LDT Competency*** ***2 Technology***: Become competent and confident in the use of various tools and technologies, related to learning, communication, and making things; ***LDT Competency 3*** Learning and instruction: Drawing on learning and instructional theory, create instruction with well-aligned outcomes, activities, and assessments; and ***LDT Competency*** *4*Creative and social media: Demonstrate proficiency with tools, platforms, and environments in the construction of creative media resources for learning.
	+ The webinar team project is what you will all be working on the rest of the semester. In your team of 2 or 3, you will create and deliver a 60-minute webinar on a specific tool from one of our topic categories, and then you'll also choose a synchronous tool as the platform for your presentation. This webinar will use what we have been learning in Horton in that you will craft a mixture of Absorb, Do, and Connect activities in service of specific learning objectives you will develop. You will employ basic CARP design principles in all graphical elements, and your presentation will utilize a Big Picture example that acts as the guiding story or model for moving through the content and activities. Components of the Webinar Team Project include:
* A **Team Agreement** where teams lay out the basics of communication, roles, and expectations.
* A **Webinar Proposal** document (in two parts) that will guide you through a design process, including development of goals, learning objectives, audience analysis, big picture example, advance organizer, handout, a survey, and more.
* Two **Team Assessments**: one in the middle of the project and one at the end. This is a chance to provide feedback to teammates on where they're doing great and where they may not be doing as well. An opportunity to praise, but also a chance for accountability if someone isn't fulfilling teamwork responsibilities.
* A **webinar invitation** that will be sent out 1-2 weeks in advance to promote your webinar. Your team will create a brief podcast (no longer than 5 minutes) that promotes the value of your webinar to be included in your invitation. The invitation (with associated podcast) may be part of a web page, pdf, email and/or social networking message, etc. Remember to include instructions for registering in advance, if appropriate.
* An **icebreaker** that fills around 15 minutes of time before the official webinar starts (e.g. if your webinar is from 2:00-3:00PM, then the icebreaker would run from 1:45-2:00 as people gradually show up). This can be games, slideshows, music -- something to get us excited and ready to learn while we are waiting for the big event to commence!
* A developed **job aid** or **handout** that accompanies your webinar that participants can download and refer to during and after the webinar.
* A **survey** that is administered at the end of your webinar to gather feedback. (It is not required that you gather pre / formative feedback in this webinar project)
* The **presentation itself.**

All of these elements are scheduled throughout the rest of the semester. It's not like you have to do it all at once! Please note I will be grading these using a rubric which I make available ahead of time.

* **Online Course (100 points)**. This project addresses ***LDT Competency*** ***2 Technology***: Become competent and confident in the use of various tools and technologies, related to learning, communication, and making things; ***LDT Competency 3*** Learning and instruction: Drawing on learning and instructional theory, create instruction with well-aligned outcomes, activities, and assessments; and ***LDT Competency*** *4*Creative and social media: Demonstrate proficiency with tools, platforms, and environments in the construction of creative media resources for learning.
	+ For this project, you will create an online multi-week course using the Canvas learning management system (LMS), or LMS of your choice. Your online course will address the following:
		- Assessment of student learning
		- Student interaction and community
		- Teacher facilitation and instruction
		- Learner support and resources
		- Accessibility and universal design

### Summative assessments

* *Base Camp / Portfolio Review*. At the end of their final semester of coursework in the LDT program, students submit their base camp / portfolio websites demonstrating their achievement of the LDT competencies. Faculty review of students’ websites constitutes the comprehensive exam in the master’s program. The/base camp / portfolio also showcases accomplishments for prospective employers and other professionals. The base camp / portfolio includes the following components:
	+ Biographical content: “About Me” overview; teaching, instructional design, eLearning, and/or thought-leadership philosophy(ies); résumé; description of professional/personal learning network(s) (PLN); and contact information.
	+ A showcase of teaching, instructional-design, eLearning, leadership and other professional work.
	+ Collegial and community contributions via frequent blog posts covering educational and professional learning experiences, applications, and discoveries.
	+ Resources for curated links to professionally relevant content.

In addition to their portfolio/base camp, students submit a *Base Camp Reflection and Rationale* document (1400 - 2000 words). This document is a roadmap for faculty as they review each students’ portfolio/base camp, providing:

* About Me statement—a brief self-introduction including why the student selected the LDT program
* Base camp goals—students’ distinctive goals for the site
* Base camp rationale—a brief rationale for the approach to the site, along with a report on formative evaluation efforts to prepare and improve the site
* LDT competencies—brief outline of growth and development in each competency area (with 6 sub-headings), highlighting specific projects or accomplishments
* Reflection—a description of how student achieved learning and professional objectives via participation in the LDT program; also a description of hopes and plans for continuing career and on-going profession learning

Base camps / portfolios are published on the web and linked to the [LDT Portfolio as Base Camp](https://docs.google.com/document/d/1iZyKFcWTdx2Nk2XIiI0RzyBGKeQz1R7z2nKFLQ0QHFc/edit) page to serve as models. Base camps / portfolios are expected to meet a professional standard of presentation, and demonstrate LDT competencies. See Appendix A for a list of published portfolios between Summer 2018 and Summer 2019. Overall very few competencies were found to be *Below Expectations*. The most common reason for *Below Expectations* ratings was failure to provide evidence through project work, misunderstanding the portfolio requirements, or a technical issue with the portfolio/base camp (e.g., broken web links). Of the 36 students who were assessed for graduation during this timeframe, four students did not meet expectations and were required to resubmit their base camps for faculty review; all four students subsequently passed the review and graduated.

* *Performance-based Assessments* (PBAs). Tables 5 through 10 show the performance-based assessments (PBAs) the LDT faculty have been using since the 2015-16 academic year. The PBAs are annually evaluated by LDT faculty to make sure they are still effective for assessing students’ achievement of LDT competencies. This annual evaluation has led us to decide to replace the LDT competencies with the [ISTE Standards for Educators](https://www.iste.org/standards/for-educators) starting with the 2019-20 academic year, and we are in the process of establishing new PBAs for those standards.

Table 5. Performance-Based Assessment for LDT Competency 1: Reflective Practice

### LDT Competency 1. Adopt a critical stance toward your work, promoting effective practice and responsible use of technology.

See Table 3 for when this assessment is completed, and for what evidence is used.

|  |  |  |
| --- | --- | --- |
| **Criterion** | **Meets Expectations** | **Below Expectations** |
| *Reflective practice*Through class discussions and reflections, build on previous experiences and professional literature as you critically reflect on your own practice | Conversation and reflection statements show appropriate* Self-awareness and understanding
* Self-disclosure and sharing
* Intentional learning and development
 | Lacking in self-awarenessInappropriate self-disclosureLack of intentional learning |
| *Professionalism and responsible use*Maintain the highest ethical and professional standard in work and learning settings | Model and promote digital citizenship and responsible use of technologyComply with copyright requirementsGive credit for borrowed work | Lacking commitment or awarenessSome concern about professionalism |
| *Equity and access*Show commitment to helping *all* learners succeed, especially those historically marginalized or lacking access | Show awareness of your own privilege and difference, and the needs of othersUnderstand the role of systems and institutions in perpetuating inequities | Insensitive to privilege, power, and difference; needs/perspectives of others |
| *Critical stance*Approach technology use in light of human values and needs | Articulate value implications of design and adoption decisionsAccurately weigh costs and benefits, forecast futures, and manage riskPlan to mitigate unforeseen or unintended consequences | Fail to see/analyze tech use in terms of human values, costs/benefits, development over time, and risks to individuals and organizations |
| *Emerging trends*Through your Trends Project, demonstrate awareness of emerging trends and conditions in the world | Track trends likely to affect your professional practiceStay well informed about the world generallyUnderstand implications for practice and recommend appropriate action | Lack of broad awareness of world trendsLack of deep and broad awareness of e-learning trendsLack of ties to practice |

Table 6. Performance-Based Assessment for LDT Competency 2: Technology

### LDT Competency 2. Become competent and confident in the use of various tools and technologies, related to learning, communication, and making things. Note: This competency, reviewed at point of portfolio submission, will largely consist of a **self-assessment** as reported in your base-camp rationale.

See Table 3 for when this assessment is completed, and for what evidence is used.

|  |  |  |
| --- | --- | --- |
| **Criterion** | **Meets Expectations** | **Below Expectations** |
| *Development and productivity*Confident and competent in routine use of technology for e-learning development and professional work | Skilled in learning and using:* Hardware - computers, mobile devices, I/O accessories etc.
* Software - office tools, apps, OS, authoring/productivity tools
* Connectivity, access, and security
* Managing files and digital assets
 | Specific deficits in routine technology use, e.g.:* Inadequate data backup
* Poor file management
* Limited exposure to hardware, software, and OS
 |
| *Instruction and presentation*Confident and competent in using technology for facilitating instruction and delivery presentations | Skilled in learning and using tools for instructional delivery, e.g.:* Classroom setup and group facilitation
* Graphic and drawing tools for creating figures and graphics
* E-learning using LMS, screencasts, live events, and social media
 | Skill gaps in critical areas, e.g.:* Using technology for presentations and classroom activity
* Creating graphics, screencasts, and other media
 |
| *Troubleshooting*Confident and competent in identifying, analyzing and resolving problems in technology use | Skilled in troubleshooting processes, e.g.:* Framing the problem, possible causes, and solution space
* Examining performance and trying out solutions
* Applying knowledge to the problem
* Consulting outside helped in an informed way
 | Inadequate troubleshooting skills, leading to* Work inefficiencies
* Over- or ineffective reliance on outside help
* Lack of innovation or risk-taking in technology adoption
 |
| *Tool selection*Based on assessment of need and cost-benefits analysis, evaluate and select appropriate tools for work and development | Given a work or development situation, match tools to the tasks by considering tool affordances and constraints; work conditions and requirements; and costs and benefits of different choicesArticulate tool selection as part of a design rationale | Lack of reflection/intention about tool selectionFailure to consider tool or situational features; likely costs and benefitsFailure to articulate reasoning |
| *Lifelong learning*Commitment to ongoing self-education in technology use | Cultivate the habits of mind and practice to keep up with advances in technologySeek out personal resources and supports for ongoing skills development | Lack of demonstrated commitment to keep skills current |

Table 7. Performance-Based Assessment for LDT Competency 3: Learning and Instruction

### LDT Competency 5. Drawing on learning and instructional theory, create instruction with well-aligned outcomes, activities, and assessments.

See Table 3 for when this assessment is completed, and for what evidence is used.

|  |  |  |
| --- | --- | --- |
| **Criterion** | **Meets Expectations** | **Below Expectations** |
| *Design process*Apply a procedural model (e.g., ADDIE or SAM) to guide design and development, with a plan for implementation and evaluation | Design rationale includes clear, coherent, and persuasive report documenting learning need and specifying a rationale for:* Learning goals/objectives
* Learning activities and assessments
* Tools, media, and resources
* Other key design decisions
 | Specific deficits in routine technology use, e.g.:* Inadequate data backup
* Poor file management
* Limited exposure to hardware, software, and OS
 |
| *Alignment*Ensure that outcomes, activities, and assessments are aligned for well-balanced, validated instruction | Learning outcomes, activities, and assessments are coherently related - that is, the learning objective fairly reflect what is learn through those activities, and assessments measure those objectives. | Instruction shows signs of misalignment - i.e., lack of coherence between goals, activities, and assessments. |
| *Grounding*Ground your design with theories of learning and instruction | Design rationale references theories of learning and instruction to justify or validate the approach taken. Multiple theories may be cited or combined or adapted.Citations fit the design and follow APA format. | Learning approach lacks a rationale based on theory.Citations to theory don’t fit the approach or don’t follow APA citation rules. |
| *Tool selection*Give a rationale for selecting tools and platforms for work and development | Rationale for tools and platforms are based on* Assessment of learning need
* Fit to curriculum and culture
* Cost-benefits analysis
 | Rationale for tool selection missing or weakTool/platform choice seems questionable or a weak part of hte design |

Table 8. Performance-Based Assessment for LDT Competency 4: Creative and Social Media

LDT Competency 4. Demonstrate proficiency with tools, platforms, and environments in the creation of media resources for learning and knowledge construction.

See Table 3 for when this assessment is completed, and for what evidence is used.

|  |  |  |
| --- | --- | --- |
| **Criterion** | **Meets Expectations** | **Below Expectations** |
| *Design principles*Apply visual, graphic, and multimedia design principles | Media resources are consistent with design principles (e.g., CARP, visual thinking, message design) to make them more appealing, informative, and helpful to learning and knowledge construction | Resources exhibit deficits in applying visual, graphic, and multimedia design principles |
| *Experience design*Design quality learning experiences that fully engage and challenge learners | Creative and social media resources provoke or invite learners to engage in experiences that are culturally, socially, and professionally relevant. Resources also demonstrate application of design thinking processes, such as:* Prototyping
* Iteration
* User-centered design
 | Resources fail to engage and challenge learners in experiences that are culturally, socially, and/or professionally relevant, and demonstrate limited application of design thinking processes |
| *Learning theory*Apply principles of learning theory  | Creative and social media resources apply principles of learning theory, such as:* Sociocultural perspectives
* Connected learning
* Ecological learning theory
* Participatory knowledge construction

with appropriate citations to literature | Resources lack a clear connection to, or demonstration of, learning theory |
| *Learner support*Support learners in making their own resources | Learners are invited, encouraged and supported in their own creation of media resources, reflecting and furthering their active construction of meaning and engagement with others | Resources fail to support learners and other stakeholders’ ability to make learning resources and relations |

Table 9. Performance-Based Assessment for LDT Competency 5: Inquiry and Change

### LDT Competency 5. Engage in systematic processes of inquiry and change.

See Table 3 for when this assessment is completed, and for what evidence is used.

|  |  |  |
| --- | --- | --- |
| **Criterion** | **Meets Expectations** | **Below Expectations** |
| *Change project*Participate in planning and/or implementation of a change effort | Provide a clear and compelling rationale for a change effort (top-down support or bottom-up innovation or resistance), drawing on change models and literature and details/data relevant to the situation.Report on the change effort clearly documents the organizational context, your role, the goals and activities, progress/outcomes, and a reflection/next steps. | Rationale and conceptual framework are weak, e.g., missing links to literature, lack of reflection on need and context.Descriptive narrative is weak - e.g., lack of detail in activities and outcomesUnrealistic or vague next steps |
| *Inquiry project*Engage in an inquiry project using action-research or other methods | Complete an inquiry project, including clear and persuasive reporting of:* Problem formulation, purpose, and research questions
* Method - including data collection and analysis
* Review of relevant literature, theory, and reports of practice
* Findings of data analysis related to research questions
* Conclusions, recommendations, and next steps
 | Inquiry project suffers from threats to relevance or validity,e.g.:* Lack of true inquiry (i.e. predetermined answers to questions)
* Overly broad questions and methods, lacking specific relevance to a site or problem of practice
* Poor reporting
* Lack of reflection, reasoning
 |

Table 10. Performance-Based Assessment for LDT Competency 6: Professional Learning

### LDT Competency 6. Demonstrate a commitment to lifelong learning and leadership within the profession. Note: This competency is reviewed at the start of the LDT program in conjunction with INTE 5665 Social Media and Digital Cultures, and reviewed again at the point of portfolio submission. The performance-based assessment below is adapted from the Association of American Colleges and Universities’ Foundations and Skills for Lifelong Learning VALUE Rubric (<https://www.aacu.org/value/rubrics/lifelong-learning>).

See Table 3 for when this assessment is completed, and for what evidence is used.

|  |  |  |
| --- | --- | --- |
| **Criterion** | **Meets Expectations** | **Below Expectations** |
| *Curiosity* | Expresses a keen interest in different topics relevant to the discipline by exploring them in depth, yielding insight and fueling further inquiry. | Demonstrates a low interest in topics relevant to the discipline. Explores topics at a surface level, which leads to little insight beyond the very basic facts. |
| *Initiative* | Completes required work, and further generates and pursues opportunities to expand knowledge, skills, and abilities. | Completes required work but does not venture further. |
| *Independence* | Goes beyond course requirements by actively pursuing substantial, additional knowledge and experience.  | Doesn’t look beyond course requirements, and shows little interest in pursuing knowledge independently. |
| *Transfer* | Makes references to previous learning and shows evidence of applying that knowledge and those skills to demonstrate comprehension and performance in novel situations. | Makes vague references to previous learning but does not apply knowledge and skills to demonstrate comprehension and performance in novel situations. |
| *Reflection* | Reviews prior learning in depth, revealing fully clarified meanings and indicating broader perspectives about educational or life events. | Reviews prior learning at a surface level, without revealing clarified meaning or indicating a broader perspective about educational or life events. |

Figure 1 below shows the overall PBA results for the 2018-19 academic year (Figure 1). All students eventually achieve “Meets Expectations” in order to pass the comprehensive evaluation for graduation, as determined by faculty review of students’ base camps / portfolios in their final term of the program (see Appendix A for a list of student base camps / portfolios reviewed in during the 2018-19 academic year).

Figure 1. Overall performance-based assessment results for the 2018-19 academic year

In summary, the LDT faculty continues to find the most valuable data used in determining programmatic needs to be: (1) PBAs; (2) base camp / portfolio reviews; and (3) feedback from students via course assessment data collection, FCQ data, exit interviews, and informal communication with alumni.

III. Program Improvements Based on Ongoing Assessment

Each year presents challenges and opportunities to improve the LDT program based on data from ongoing assessment systems, both qualitative and quantitative. Below is a list of program improvements which have been substantially influenced by on-going assessment:

1. Revisions to several courses for cross listing at the undergraduate and graduate levels. This involves the implementation of an on-going course enhancement schedule, with all LDT courses on a three-year revision cycle. Stipends for part-time instructors (and summer support for full-time faculty) provided when available in the budget.
2. Adoption of the [ISTE Standards for Educators](https://www.iste.org/standards/for-educators) to replace the LDT competencies, in effect Fall 2019. This adoption also means new PBAs aligned to core courses and other learning experiences.
3. We changed the program name from Information and Learning Technologies (ILT) to Learning Design and Technology (LDT). This name change better reflects our program’s focus on learning and design and advances in the field. This updated program name will help with our branding and overall appeal.
4. We have enhanced advising resources and procedures, specifically student orientation and an early-warning system for students who need additional advising support.
5. We have reconstituted graduate-level certificate programs to better meet needs of diverse post-baccalaureate learning audience who may not be seeking an MA degree. This new program structure will launch Summer 2020. We anticipate the certificates addressing the needs of professionals who are career changers as well as those already working in an educational setting and wish to retool/reskill without the commitment to an MA. The certificates will also enable professionals to work towards an MA using certificates that represent specific skill sets. We have found from our past experience that once one certificate is completed, people often then pursue the MA because they are connected to the program and faculty at that point and are well underway towards MA program completion.
6. We are revising our K-12 Digital Media for Teaching & Learning MA track to better support the emerging needs and interests of K-12 educators. This program revision draws upon advances in open education, digital pedagogy, and experiential learning. The program also features a core commitment to equity, specifically the design of more equitable digital learning opportunities. We will launch this revised MA track in Summer 2020.
7. We have realigned the Teacher Librarian Leadership track with the LDT MA. We are revising this track to better support emerging needs and interests. We will launch this revised MA track in Summer 2020.
8. We continue to attend to enhancing our teaching and assessment strategies based on student feedback and current professional practices.

IV. Assessment Plans for Upcoming Year

The following is a list of the assessment goals the LDT faculty have for the next 1 to 3 years, which we will begin to work on immediately:

1. We would like to see a 20% increase in enrollments over the next three years and have a number of strategies in mind to help us achieve this goal (for example the LDT program leader—Joni Dunlap—is now sending personalized email messages to people who have started applications but haven’t completed them; also see points 2 through 7 below). [On-going]
2. We are working to build an audience for our undergraduate minor by participating in the BA-MA option, specifically working with the Computer Science department to revise our undergraduate minor so it is relevant for their Computer Science BA students. We also hope to create a similar partnership with the Communication department. We hope the revised minor will better serve students’ interests and create a sustained pipeline to our MA. [Immediate]
3. We will systematically review our teaching and assessment practices during our LDT Faculty Meetings, and support attendance at professional learning opportunities that inform curriculum and course design, and teaching and assessment practices. [On-going]
4. We will garner employer feedback by designing a new employer survey, and using social networking/media to reach out to employers in our network. [Scheduled to start during AY 2019-20, then on-going]

The following is a list of the additional goals related to enrollment the LDT faculty have for the next three years:

1. We will enhance web presence for the LDT program and use of social media and networking platforms to connect with students, alumni, advisors, and employers as a mechanism for feedback and counsel. We have also set aside budget to help us further our marketing efforts for all of our programs and offerings.
2. We have set aside budget for student scholarships. We are currently reviewing how best to use the scholarship funds in ways that truly support students.
3. We will continue to prepare for up-coming accreditation reviews.

V. Conclusion

Each year presents challenges and opportunities to improve the program based on data from ongoing assessment systems. Both qualitative and quantitative data are used, formal and informal. The best conversations tend to happen when formal data are gathered and reported, then informal observations from individual instructors give nuanced interpretation to that data. Through regular sharing and vigorous exchange, LDT faculty are then able to make plans to improve the program. As part of that effort, this report will be prepared at the start of the Fall semester by the current program leader (currently the program leader is Joanna “Joni” Dunlap).

Programs always seem to run on meager resources—particularly limited time. In the case of the LDT program, investments can be made at strategic points, with discernible progress over time. Progress and change over time are critical in a field like technology, which itself is in constant motion. Our hope is to not only keep up with these on-going trends, but to anticipate needed change through scans of data and conditions, and position ourselves to compete successfully in a global marketplace of training and support in this area.

Appendix A: Published Master’s Portfolios/Base Camps, Summer 2018 – Summer 2019

Note: We have four options in the LDT program, only three of the options are included in this reporting: Instructional Design & Adult Learning (IDL), eLearning (IDE), K12 (ILK). Students’ program options are included in the table as well.







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1. The Teacher Librarian Leadership track of the LDT MA not included in this table. Until recently this track was run separately from the other LDT tracks, and assessment data was not collected on students. Starting with the 2019-20 academic year and using the ISTE Standards for Educators, we are now collecting student data for this track as well. [↑](#footnote-ref-1)
2. The Teacher Librarian Leadership track of the LDT MA not included in this table. Until recently this track was run separately from the other LDT tracks, and assessment data was not collected on students. Starting with the 2019-20 academic year and using the ISTE Standards for Educators, we are now collecting student data for this track as well. [↑](#footnote-ref-2)