

# Learning Design and Technology, MEd

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## Program Description

The online M.Ed. degree in Learning Design & Technology prepares students to become instructional designers and technology leaders, using the potential of today's technologies to design and develop effective, engaging instruction for a variety of audiences. Students develop a strong foundation in instructional design, learning theory, and innovative educational practices supported by technology.

## Outcome 1 – Utilize Technology

Students will evaluate technology tools according to the tool's ability to support various instructional objectives and contexts.

### Measure 1.1 – Course Project Rubric: Tech Tool Evaluation Presentation

**Data Collection:** Individual students develop a presentation examining the use of a technology tool to address a particular instructional objective. In addition to creating a video presentation, the students facilitate the online discussion for the week that he or she presents. The students must apply principles learned throughout the course to evaluate the chosen tool and develop an appropriate instructional objective that could be met with the use of the tool. The Tech Tool Evaluation Presentation is one of the two major projects submitted in LDTC 645 Emerging Technologies for Learning I. This course is one of the required courses in our Learning Design & Technology M.Ed. program.

**Methodology or data analysis strategy:** Dr. Noelle Sweany, instructor of the course as well as coordinator of the MEd program, will pull the appropriate data from the rubric scores and analyze the data. (See attached LDTC 645 Tech Tool Presentation Evaluation Criteria as well as the specific rubric categories outlined in Target Description.) Results of whether target was met will be shared with the other Learning Design & Technology faculty: [See relevant rubric under *Supporting Documentation.*]

### Target 1.1

85% of students will earn at least 15/17 points on the following categories of the rubric:

- Demonstration
- Instructional Objective
- Activity Description

### Finding 1.1: Not Met

68% of students met the target.

We looked at this same indicator in the 22-23 assessment and only 49% met the target so this is an improvement.

As recommended by OIEE in last year's program assessment, I broke down the 3 categories and noted that 95% of students scored an 80% or above on the Demonstration category, 63% scored an 80% or above on the Instructional Objective category, and 95% of students scored an 80% or above on the Demonstration category. Based on this breakdown, it indicates that the students are still having trouble writing Instructional Objectives in the proper form.

### **Use of Results**

Identifying proper objectives and alignment of activities is a key competency in our program. It is important to continue to re-teach and re-assess this skill to ensure mastery. Recognizing that this is a challenging topic for students, the course instructor is working with her teaching assistant to develop a tutorial module in Canvas focusing specifically on writing instructional objectives in the correct format. This tutorial can be used across multiple courses to re-teach and reinforce this important topic. The module should be ready to include the next time this course is taught in Fall 25.

### **Status Update on a Previous Action**

We have been focusing on instructional objectives for a few cycles. A previous assessment report noted that students in the LDTC 654 Instructional Design course also had difficulty identifying and writing proper instructional objectives. To address this issue, a recent course revision included choosing a new textbook that has a more applied approach, including an additional tutorial video specifically highlighting writing instructional objectives in proper format, as well as revising a mini assignment in the course that asks for a more structured approach to writing a set of objectives (and providing specific feedback from the instructor.) Anecdotally, the course instructor noted that more students seem to be mastering the concept.

## Supporting Documentation

### LDTc 645 Tech Tool Presentation Evaluation Criteria

	Points Possible
Tech Tool/App Title URL (if available)	---
<b>Presentation</b> <ul style="list-style-type: none"> <li>• Does presentation show how tool can be used to enhance learning and/or teaching?</li> <li>• Is presentation engaging?</li> <li>• Is presentation professional with appropriate attention to detail?</li> <li>• Does presentation reflect adequate time and effort spent in preparation, etc?</li> </ul>	10
<b>Instructional Objective</b> <ul style="list-style-type: none"> <li>• Does objective state what the learner will be able to do <i>after</i> completing the activity? <b>**This is an instructional objective related to an activity completed in an instructional setting NOT what you want your viewers to learn from this presentation.</b></li> </ul>	2
<b>Activity Description</b> <ul style="list-style-type: none"> <li>• Is activity aligned with instructional objective?</li> <li>• Is activity fully described in enough detail for me to picture it?</li> <li>• Does activity leverage technology to support pedagogical principles?</li> <li>• Clear explanation of how activity relates to one of the major trends in the Horizon Reports?</li> </ul>	5
<b>Links to Additional Resources [if available]</b> <ul style="list-style-type: none"> <li>• Are resources appropriately <i>curated</i>? (i.e. Do not include every hit provided by your Internet search, but cultivate the most appropriate resources for our purposes)</li> </ul>	1
Article or Case Study describing the tool in practice [if available]	1
<b>Evaluation Rubric</b> <ul style="list-style-type: none"> <li>• Complete the Final Emerging Technologies Evaluation Rubric developed in class</li> <li>• How well did the rubric work for you? Would you recommend revising the rubric in any way?</li> </ul>	1
<b>Online Discussion Facilitation</b> <ul style="list-style-type: none"> <li>• As facilitator, do you check in frequently throughout the week?</li> <li>• Do you respond to questions in a timely manner?</li> <li>• Are responses thoughtful and help extend the discussion?</li> </ul>	5
<b>Total Points Possible</b>	<b>/25</b>