Master of Learning Design and Technology

Curriculum Map   (Updated August 2020)

Degree Learning Outcomes

The table below describes clusters of curricular goals of the LDT program and the professional standards with which they are aligned along with a sample of student learning outcomes associated with each cluster. In all classes, students need to demonstrate good professional behaviors and should be able to work efficiently and collegially in groups. We implement the DesignLab pedagogy in most courses, where students work in teams on projects from local or global organizations. For more about DesignLab, please visit: https://jms.sdsu.edu/community/learning_design_lab

ISPI: International Society for Performance Improvement

AECT: The Association for Educational Communications and Technology (AECT)

ATD: The Association for Talent Development

Outcome Cluster	Sample Learning Outcomes and Courses
Analysis: LDT 515, 525, 544, 561, 630, 671 Determining needs and goals by analyzing learners, contents and contexts. [ISPI, AECT, ATD]	**LDT 544** – Determine the needs associated with an instructional problem using audience, environment, function and task analyses. **LDT 561** – Analyze and evaluate instructor-led lessons and identify opportunities for enhancement with technology. **LDT 630** – Determine the needs associated with developing mobile learning solutions for an organization.
Design: LDT 515, 525, 544, 561, 630, 650, 670, 671, 690 Working within practical and institutional constraints, generate comprehensive solutions based on technological affordances, knowledge of the psychology of learning and performance and choose from among them. [ISPI, AECT, ATD]	**LDT 561** – Define, explain and choose among instructional strategies dealing with problem-solving, declarative knowledge, concept, principles, procedures, cognitive strategies, psychomotor skills, motivation, attitude and interest. **LDT 630** – Using ADDIE, SAM or Design Thinking to design mobile learning applications for an organization. **LDT 670** – Design a tabletop game to achieve specific learning outcomes.
Development: All courses except 640 and 690 Apply technological skills to create materials and experiences to address learning and performance problems and opportunities. [ISPI, AECT, ATD]	**LDT 540** – Design and develop a job aid that focuses on the needs of an audience. **LDT 544** – Produce high-quality rapid prototypes that meet pre-specified instructional objectives. **LDT 561** – Work in teams to Develop multimedia applications for organizations around the world.

	LDT 630 – Using ADDIE, SAM or Design Thinking to develop mobile learning applications for an organization.
Implementation: 600 and 700 level courses Deploy interventions in context. [ISPI, AECT, ATD]	**LDT 650** – Design and conduct a synchronous online session with a sequence of planned resources and interactions. **LDT 690** – Work in teams to conduct research on real-world problems in teaching and learning as class activities. **LDT 795 Capstone** – Works in teams to Deploy and test a learning or performance intervention for an external client.
Evaluation: 600 and 700 level courses Use a variety of measures and statistical techniques to monitor and adjust products and programs during the development process, gauge the quality of existing products and programs, and assess learner knowledge and performance. [ISPI, AECT, ATD]	**LDT 670** – Assess the emotional response to an educational game through observation and direct questioning. **LDT 680** – Locate or develop instruments and tools **LDT 690** – Conduct evaluation on real-world problems in teaching and learning as class activities. **LDT 795 Capstone** – Conduct test of a learning or performance intervention for an external client.
Management: LDT 684, 795 Guide and control the product development process, the implementation of learning products, the capture, organization and dissemination of knowledge. Communicate with clients and collaborators. Manage both projects and people. [AECT, ATD]	**LDT 684** – Establish project objectives that are measurable and feasible, and explain them to appropriate stakeholders. **LDT 795 Capstone** – Communicate through oral and written briefings and meeting minutes.
Theory and Research: LDT 640, 670, 690 Explain and apply theories and models of learning, performance, cognition and organizational behavior. Design and conduct research to answer questions about learning and performance. [AECT]	**LDT 670** - Explain theories and models of motivation and affect including Malone & Lepper's intrinsic motivation taxonomy, Csikszentmihalyi's flow concept and Mehrabian & Russell's model of emotions. **LDT 690** – Demonstrate competence with software appropriate for quantitative research (Excel, SPSS, etc.), including set-up, graphical and table displays, and interpretation of results.