COURSE DESCRIPTIONS

Master of Science in
Learning Design and Technology

LDT 592: NEW STUDENT ORIENTATION

This orientation course introduces students to the University of San Diego and provides important information about the program. Throughout the orientation, students will learn to successfully navigate through the online learning environment and locate helpful resources. Students will practice completing tasks in the online learning environment as preparation for success in their online graduate courses. This orientation course will be available to students as a reference tool throughout the entirety of your program.

LDT 500A: INTRODUCTION TO INSTRUCTIONAL AND LEARNING DESIGN

This course focuses on the field of instructional and learning design. Topics include the history of instructional design and the evolving landscape of the profession, including the integration of design thinking into the field. Students will examine foundational learning theories, instructional design models, and design thinking tools to think critically about taking a learner-centered approach to solving instructional design problems grounded in research-based design approaches and best practices.

LDT 500B: INTRODUCTION TO LEARNING TECHNOLOGIES

This course introduces students to research-based principles of effective multimedia design and creating original media that conforms to those principles. It examines common learning technologies and tools used to develop multimedia for instruction. Tools include contemporary course authoring software, and concepts include an introduction to principles of multimedia learning, eLearning design and development, and basic visual and graphic design principles. Students will explore various learning technologies to create digital artifacts and interactive learning experiences.

PROGRAM DETAILS

- 30 units completed in under 2 years
- Part-time program: 2 courses per term, 1 course at a time, 7 weeks for each course
- $735 per unit
- New students start this program in Spring (January), Summer (May) or Fall (September)

LDT 520: ADVANCED LEARNING THEORY AND DESIGN

This course examines advanced topics in instructional design, including needs assessment, learner characteristics, alignment of learning objectives, instructional strategies, and formative and summative assessments. Students will explore critical theories used to frame how we understand learning and motivation and the ethical responsibility of instructional designers to analyze and dispute common myths related to these concepts. Students will also learn to employ sound design principles and best practices in planning, designing, and evaluating effective learning experiences.

LDT 530: LEARNING MEDIA DESIGN

This course explores the artistic and technical aspects of creating engaging and accessible digital media to relay information and addresses research-based and ethical approaches to multimedia design. Students will apply basic user experience (UX) principles and follow WCAG 2.1 guidelines in designing an ADA-compliant learning artifact prototype. Learners will explore the Universal Design for Learning framework and evaluate design decisions using a learner experience (LX) design rubric.

LDT 535: ASSETS AND ARTIFACTS

This course focuses on digital asset and artifact curation within instructional systems design. Students explore laws applicable to education and training, including provisions of the U.S. Technology, Education and Copyright Harmonization Act, Open Educational Resources, and Creative Commons Licensing. Students will examine legal and ethical case studies regarding easily accessible online artifacts and assets and review content curation methods.

LDT 540: LEADERSHIP IN DIGITAL LEARNING

This course establishes foundations for ethical leadership in digital learning. It focuses on leadership skills, key functions and decisions for leaders, leading cross-functional remote teams, managing project delivery, developing knowledge of regulatory bodies (i.e., Accreditation, Accessibility, GDPR, etc.) and developing communication skills for effective online program administrations in various settings. Students will examine the needs of end users, map their learning journey, and create a business plan for an online program.

LDT 545: PROGRAM ASSESSMENT & EVALUATION

This course examines theories and techniques for evaluating educational and training programs. Students apply methodologies to identify needs, establish objectives, assess learners and evaluate program outcomes in education and adult training environments. Students will examine practical applications of Kirkpatrick's Four Levels of Training Evaluation, build an assessment strategy, and practice communicating outcomes to stakeholders.

LDT 550: EDUCATIONAL RESEARCH METHODS

This course focuses on using evidence-based research and data to inform program and instructional design decisions. Students will conduct a review of scholarly literature to investigate a topic and identify gaps in the research. Students will also select between quantitative, qualitative, or mixed methods research methodologies to pose research questions and write a research proposal for further study.

LDT 555: EMERGING TECHNOLOGIES AND DESIGN APPROACHES

This course explores the current landscape of learning technologies and evaluates the value and use of these tools in creating learning activities for learning and development contexts. Additionally, students will assess current learning design trends and make responsible recommendations for deployment.

LDT 560: CAPSTONE PROJECT

This culminating course synthesizes topics discussed in all program courses. Students demonstrate achievement of all program learning outcomes through completing three performance-based deliverables: Instructional Design Portfolio, Two-Module Online Course in an LMS, and final presentation. Students engage in peer evaluation and reflect on quality standards and ethics in learning design.

INDUSTRY HIGHLIGHTS

$457.8B what the global eLearning market is expected to reach by 2026*

11% growth for training and development specialists through 2030**

$3,000 what each additional degree in learning design approximately adds per year in salary

15% LDT job postings that require a master's degree specifically in instructional design

Sources: *ReportLinker, **BLS.gov

PROGRAM LEARNING OUTCOMES

Upon completion of the program, MS-LDT graduates will be able to:

- Integrate foundational models and professional practices in learning design and instructional technology
- Employ sound practices in program planning, data collection and data analysis
- Critically evaluate trends, issues, practices and methodologies that impact the field of instructional design
- Critically examine educational technology trends and apply empirical rationale in the development of instructional multimedia that supports the needs of a diverse audience, enhances cultural understanding and increases global awareness
- Engage learning project stakeholders in achieving the optimal student experience and meeting organizational goals
- Ensure quality of instructional design and technology implementation

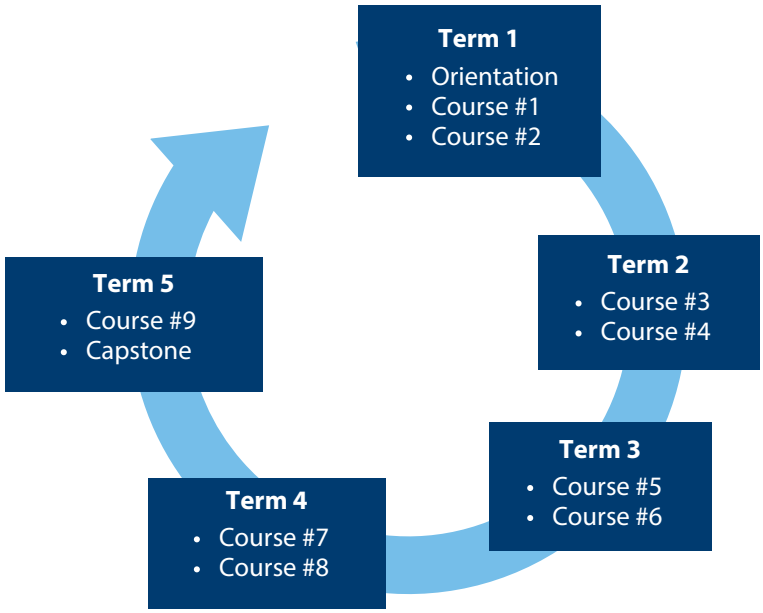
UNDERSTANDING THE COURSE CAROUSEL

Courses in the MS-LDT program are scheduled on a carousel, which allows new students to start at any time. All students will take foundational courses during their first term, which will prepare them for the courses to follow.

The academic year is comprised of three 14-week terms, with breaks from one to three weeks between each term:

- Fall - courses start in August
- Spring - courses start in January
- Summer - courses start in May

Students will take two 7-week courses each term. Courses are offered sequentially.



FREQUENTLY ASKED QUESTIONS

What is the difference between instructional design and learning design?

Instructional design involves creating learning experiences and materials to affect change in knowledge, skills, or attitude. Learning design utilizes approaches from instructional design, user-experience design, and design thinking to create these learning experiences.

How much time should I expect to spend on coursework each week?

On average, students should expect to spend 10-20 hours per week on reading, researching, assignments and discussion boards.

Is there any requirement to come to campus?

The MS-LDT program is 100% online. There is no on-campus requirement. However, we do hope you and your family can join us on campus for commencement. If you are ever in the San Diego area we hope you'll stop by for a tour of our beautiful campus.

Do I need to have learning design experience?

Students in this program have come from a variety of backgrounds including educators, training facilitators, and corporate settings. This program is also suited those looking for career change possibilities connected to learning development.