

Course Description
MEDD8881 Learning Design and Technology

Course description	
<p>This course examines instructional design models and systematic approaches to the design of learning environments and resources. This course introduces instructional design from a theoretical perspective as well as provides students with an opportunity to learn through engaging in the stages of design and development of different learning products. The course aims to create a bridge between traditional approaches to instructional design and more contemporary approaches that involve the use of interactive and collaborative learning environments and tools.</p>	
Course learning outcomes	Aligned programme learning outcomes (PLOs)
1. Relate learning theories to different instructional design models	PLO1
2. Recognize the importance of instructional design for the development and delivery of technology-supported learning	PLOs, 1, 2
3. Apply learning design principles to design a course and manage the development of the learning products involved	PLOs 3,4
Course assessment methods	
<ul style="list-style-type: none"> • Course design analysis and course construction • Group assessment • Individual assessment • Ongoing engagement with course concepts and their application • Project report 	
Course content and topics	
<ul style="list-style-type: none"> • Introduction to learning design and expectations • Exploring the design language underpinning the Learning Design Studio (LDS) component of IDEALS • Levels of pedagogical design and constructive alignment across levels • Designing an inquiry-oriented course using the Learning Design Triangle • Adopting and adapting learning design patterns • Assessment design and learning analytics • Learning analytics dashboards and feedback design • Designing design-aware learning analytics and teacher inquiry of student learning • Artificial intelligence, learning design, and learning analytics 	
Required / recommended readings and online materials	
<ul style="list-style-type: none"> • Bower, M. (2017). Design of technology-enhanced learning: Integrating research and practice. Emerald Group Publishing. • Bower, M., & Vlachopoulos, P. (2018). A critical analysis of technology - enhanced learning design frameworks. British Journal of Educational Technology, 49(6), 981-997. • Luckin, R., Puntambekar, S., Goodyear, P., Grabowski, B. L., Underwood, J., & Winters, N. (2013). Handbook of Design in Educational Technology. New York: Routledge. • Laurillard, D. (2012). Teaching as a Design Science: Building Pedagogical Patterns for Learning and Technology. New York: Routledge. 	
Other additional course information	
Nil	