

EDCI 513: Discussion Question – Week 1, Final Definition – Week 8
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Discussion Question – Week 1

This week, we will have a discussion on the **definitions of the field (LDT) by examining various definitions** suggested by other scholars in our field and comparing them to your own definition. Please be sure to follow the discussion guidelines that are posted under the "Assignments" tab in order to receive the full credit of your postings!

1. Before you read the textbook, explain in several sentences **your own definition** of the field.
2. Then read the textbook and **compare and contrast** your definition of the field to other definitions identified in Chapter 1.
3. Examine other students' descriptions of definitions, analyses of their definitions - **compare and contrast**, and career paths. What are the similarities and differences? **What can you learn from your peers' analyses and thoughts?**

Response – Pre-Reading:

A few years ago I found myself colliding with technology infused k-12 education. Without any formal training or educational advancement, I have explored my way to a keen interest in curriculum design, student engagement, and technology integration. Those combined interests lead me to LDT. My base definition is rather vague and basic, but it is informed by the experiences I have had and the knowledge gained from these experiences.

LDT: Learning Design and Technology can be defined as the heart of the process of producing instruction/training that focuses on individual and group need and content criteria, while utilizing all appropriate and necessary tools for implementation and knowledge enhancement.

Response – Post-Reading:

After reading chapter 1, I feel as if I could have a year-long face-to-face discussion just on the definition of LDT alone. I realized that I defined LDT based on the perspective I have garnered from my current position, Digital Instructional Coach. I was negligent to think about other areas of education and other fields in which training/instruction occurs. In my definition, the phrase 'process of producing instruction/training' came from the portion of my job in which I must create trainings to support the staff as they implement new technologies into their curriculum. LDT is much more than a simple process, which can imply something set in stone or set of algorithmic instructions. Instead of using the term produce, I should have used the term design. The Merriam-Webster diction defines design as creating the plans that show how to make or produce something. LDT is not just the *making* of something, it encompasses the *planning, creation, implementation, reflection, and redesign*.

Even though my definition did contain some of the same fundamental ideology of LDT, a necessary aspect of LDT that I left out of my definition was the idea of theory and practice, in conjunction with the design process. The 1994 AECT definition resonated with me. Adding in the words *theory* and *practice* convey a sense that LDT is an ever present cycle, rather than a linear model with a specified start and

finish. While I did not state the five domains from the 1994 AECT definition, my definition did incorporate some of the domain ideas.

Response – Final Thoughts:

I enjoyed reading and responding to other students' definitions and comparisons to the text's definitions. There are a few differences that peak out. These seemed to come from each student's individual perspective garnered by past experience. I think we will all benefit by discussing with and learning from each other and our respective experiences and careers. Also, I appreciated the way Scott Carey wrote about describing the definition of LDT. He referred to it as "a slippery moving target". His phrasing is very effective in summarizing the consistent similarity amongst our posts that a rigid definition of LDT will be ever elusive. Both how humans learn and available technology/tools are forever in flux. So then the question becomes, how can we define LDT so that the definition is transferable and adaptable to new waves of learning design and technology tools/resources/advancements?

Final Definition – Week 8

Learning Design and Technology is the process of producing and utilizing instruction and training based on instructional design principles to meet the needs of an individual or group using all appropriate and necessary tools and technologies.