Learning Design and Technology

Guide to PhD Program

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http://www.edci.purdue.edu/learning_design_and_technology
Learning Design and Technology (LDT)
Guide to PhD Programs

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I. Introduction

Purpose of this Guide
The purpose of this guide is to assist you, a graduate student in Learning Design and Technology (LDT), in understanding and managing your graduate program of study. This guide includes key information about the Ph.D. graduate program, requirements, and timelines. You should become familiar with the information in this guide, and work closely with your graduate advisor/chair, as well as the members of your graduate committee once it has been constituted, to insure that you are making satisfactory progress and getting the most out of your degree program.

Mission of our Learning Design and Technology Graduate Programs at Purdue University
Graduate programs in Learning Design and Technology at Purdue University prepare students to design effective learning experiences and environments that incorporate technology with a special emphasis on inquiry-based, authentic practices in face-to-face and distributed learning settings.

Learning Design and Technology and Career Options
Learning Design and Technology is an interdisciplinary field of study. The aim of this field of study is to promote learning through the application of systematic principles of instructional design and appropriate uses of educational technologies including computers and media. In Learning Design and Technology you will study a systematic way of designing, developing, implementing, and evaluating the total process of teaching and learning in terms of specific objectives, learning activities, and evaluation to bring about more effective learning. Computers and digital technologies play a key role in support of teaching and learning and are important aspects of your study. Specialists in this field design and develop opportunities for learning, often computer- or digital-based, and implement and evaluate educational technology applications in a variety of settings including K-12 schools, universities, business/industry training, and the military.

How to Succeed in Your Graduate Studies
To succeed in your graduate studies, you must become an active participant in the process and work in close collaboration with your faculty advisor/chair and the members of your graduate committee. Although the faculty will endeavor to assist you and provide guidance, ultimately it is your responsibility to ensure that you are adhering to all requirements and timelines and getting what you need/want out of the program. It is important that you thoroughly familiarize yourself with the information in this guide as well as other graduate guides. If you are uncertain about rules and requirements, consult with your faculty advisor or the Graduate Office.

Part of completing a graduate degree involves enculturation into the field of Learning Design and Technology. This cannot occur in isolation. Get to know other graduate students and collaborate with them. The most successful students are often those who belong to a mutual support group. If you are off-campus, it is especially important that you establish connections with other graduate students so that you can become a part of the LDT community.

The relationship with your advisor/chair is very important. At the graduate level, degrees are not awarded based on time and effort expended, but on the achievement of appropriate scholarship as evaluated by the faculty. It is your advisor/chair who will act as your primary mentor and guide during your graduate studies. When you are first admitted to graduate study in Learning Design and Technology, you will be assigned a temporary advisor. Your temporary advisor will work with you and provide preliminary guidance, but he or she may not be best suited to guide you throughout your graduate studies. Get to know all of the faculty members, and approach the one that you believe is best suited to work with you to be your major advisor and committee chair. The selection of the major professor/chair is a mutual decision between you and the faculty member based upon compatibility of your interests, work habits, personalities, goals, and the faculty member’s availability. Once you have a major professor/chair, work closely with that individual to plan your studies and to evaluate your progress. Always confer with your major professor/chair before enrolling in classes or making any changes to your plans. In general, any written work that is to be presented to your entire committee (e.g., dissertation proposal, dissertation chapters) should be approved by your major professor/chair first. *Note: You may be asked to hire a professional editor/writer to review your work. This should be completed in consultation with your advisor. If you maintain good communication and a close working relationship with your major professor/chair throughout your graduate studies, you are less likely to incur problems.
II. Degree Requirements

Ph.D. Program in Learning Design and Technology
(minimum 90 credits)

Prerequisites:
- Introduction to learning design and technology (e.g., EDCI 51300-Foundations of Ed Tech)
- Introduction to E-learning (e.g., EDCI 56900)
- Learning systems design (e.g., EDCI 57200 or equivalent)
- Learning theories and Instructional design (e.g., EDCI 53100 or equivalent)
- Introduction to educational research (e.g., EDPS 53300 or equivalent)
- Graduate competencies (if any) in addition to those addressed above

It is expected that students will enter the Ph.D. program having satisfied these basic requirements in advance. If they have not, students will complete these courses at the beginning of the program in addition to other requirements. No more than 9 of these courses total may be applied toward the 90 credits required for the Ph.D. program.

Core Ph.D. Educational Technology Requirements: (15 credit hours)
- EDCI 66000, Learning Design and Technology Seminar (2 or more hours)
- EDCI 67200, Advanced Instructional Development and Systems Technology
- EDCI 67300, Issues and Methods in Learning Systems Design Research
- EDCI 67400, Advanced Instructional Design Theory
- EDCI 69500, Internship in Educational Technology

Sample Electives in Learning Design and Technology (12-15 credit hours)
- Educational Foundations
  EDPS 53000, Advanced Educational Psychology
  EDCI 58500, Multicultural Education
  EDPS 53100, Introduction to Measurement and Evaluation
- Design
  EDCI 55600, Educational Game Design
  EDCI 57700, Strategic Assessment and Evaluation
  EDCI 67500, Instructional Strategies
  EDCI 62700, Current Topics in Learning Design and Technology
  EDCI 67500, Instructional Strategies
- Development
  EDCI 56600, Educational Applications of Multimedia
  EDCI 57500, Foundations of Distance Learning
  EDCI 58800, Motivation and Instructional Design
  EDCI 66300, Interactive Multimedia
  EDCI 66400, Learning Environment Design
- Workplace Learning
  EDCI 52800, Human Performance Technology
  EDCI 57700, Strategic Assessment and Evaluation

Students will construct a cohesive program of electives in LDT and related areas of interest.

Outside Electives: (6 hours)
Students will take at least two related graduate-level courses in an outside area such as Adult Education, Educational Psychology, Management, Psychology, Educational Administration, Technology, Technical Writing, Computer Science, or another field of interest.
Educational Research: (12 hours)
Students are encouraged to complete an introductory research course (e.g., EDPS 53300) as part of their prerequisite requirements, as well as a sequence of research methods courses. Students should work with their advisors to find the appropriate sequence of courses that include quantitative and qualitative research methodology courses. Following are example courses.
- Introductory Statistics (e.g., STAT 50100)
- Qualitative Research (e.g., EDCI 61500)
- Advanced Statistics or Qualitative Research (e.g., STAT 50200 or EDCI 61600)
- Advanced Research Methods (e.g., EDPS 63000)

Dissertation Research: (12 - 15 hours)
A typical program will have 12-15 hours of dissertation research credits

Previously completed Master’s Degree: (30 hours)
All incoming PhD students are required to have first obtained a Master’s Degree from an accredited university. With that master’s degree and the approval from your major professor, your graduate committee, and the Graduate School, up to 30 credit hours may be credited toward the total 90 hours needed to complete the PhD degree.

TOTAL PHD PROGRAM HOURS = 90 hours (including up to 30 credits from the M.S. degree and excluding prerequisites)
Timeline for Major Ph.D. Reviews and Evaluations

Following is a timetable that should be used as a guide to accomplishing needed tasks for the Ph.D. Degree in Learning Design and Technology. It includes dates for major reviews and evaluations by the faculty, preliminary exam, proposal, and dissertation.

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<th>Review/Evaluation</th>
<th>When</th>
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<tr>
<td>Planning Course Work</td>
<td>Initially, meet with your temporary faculty advisor to begin planning the course work that you will pursue for your degree. You will meet with your advisor/committee chair prior to the beginning of each semester to plan course work.</td>
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<td>Annual Review</td>
<td>The faculty will conduct a yearly progress review in May. Student Progress Reports should be submitted to your advisor by the end of April of each year.</td>
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<td>Graduate Committee and Plan of Study</td>
<td>Formulate your graduate committee and create a Plan of Study to be filed with the Graduate School when about a third of the course work has been completed (no later than the middle of your second year). Your Plan of Study will be approved by your graduate committee first and then by the Graduate School.</td>
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<td>Preliminary Exam</td>
<td>The purpose of the preliminary examination, integrating both written and oral components, is to assess your readiness to proceed with the independent research and writing that will lead to the completion of a satisfactory doctoral dissertation. It is normally taken near the end of course work for the degree. Specifics of the exam and its scheduling are determined in consultation with your graduate committee. At least two semesters must elapse between the preliminary exam and graduation.</td>
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<td>Dissertation Proposal</td>
<td>The dissertation proposal is a formal proposal that is presented in writing and then orally to your graduate committee for suggestions and approval. The oral proposal meeting can occur no sooner than two weeks following the preliminary exam meeting.</td>
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<td>Dissertation Defense/Final Exam</td>
<td>The dissertation defense is a formal meeting in which you present and defend your dissertation. It is scheduled in consultation with your committee when you have completed your dissertation and are prepared to finish the degree. A minimum of three weeks advance notice is required to schedule the defense date for the purpose of paperwork but you will also need to plan to work with your advisor on draft versions and getting the dissertation document to your committee members in a timely manner.</td>
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*Note: You may be asked to hire a professional editor/writer to review your work. This should be completed in consultation with your advisor.*
III. Faculty Reviews and Evaluations

**Annual Advisor and Faculty Review**

Your temporary or major advisor will review your annual progress including:

- Course Work
- Committee Composition
- Plan of Study
- Preliminary Exam
- Dissertation Proposal
- Dissertation Progress

Once the advisor has reviewed your progress, the advisor will determine if the progress is satisfactory or unsatisfactory. The advisor will complete the student progress report by commenting on your strengths, weaknesses, and by suggesting/recommending a progress strategy.

In order for the advisor to complete the review process at each review meeting, you must submit the Student Progress Report form by the end of April each year.

**After this review process is complete**, The Learning Design and Technology faculty will meet to review your annual Student Progress Report. The annual review is intended to verify and validate your competencies as well as provide programmatic feedback and guidance. This review is intended to comprehensively assess your annual performance. The faculty will assess:

- Overall program progress
- Professional goals

Following faculty review of your progress, the faculty will complete the annual progress review by commenting on your strengths, weaknesses, and by suggesting/recommending a progress strategy.
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<td><strong>Student Name:</strong></td>
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<td>Semester/Year Entered Program:</td>
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<td><strong>For Ph.D. students:</strong></td>
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<td>Plan of Study:</td>
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<td><strong>Strengths of student:</strong></td>
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