

Initial and Revised Definitions of LDT:

My original definition of Learning Design and Technology (LDT) is the entire process of facilitating learning by designing, implementing, and using appropriate technological tools and resources for specific target audiences. Specifically for adult (corporate) learning, LDT is used to improve career performance. Additionally, I believe LDT is almost synonymous with instructional technology (IT). Both of these terms are very broad and embrace many of the same kinds of methodology, instructional theory and tools.

My revised definition has changed significantly since the beginning of the course. I now understand why the definition in the book (Reiser) took 2 whole pages. To incorporate what I have learned, I would need to include a much more detailed definition which would include these points:

- evaluation methods and procedures
- a better understanding of the systematic process to instructional design
- understanding the discipline of research and theory for design and eLearning as a whole
- specifying specific tools/techniques/technologies for specific audiences
- use of best practices – including accountability and code of ethics in the field of LDT

I have learned that LDT covers way more topics and industries than I was aware of. There are so many ways, techniques and technologies that LDT uses and/or will use in the future. I now understand that LDT graduates are ready to work in teams with content specialists, artists, programmers, and managers to design effective technology-based products and environments for various learning settings including schools, museums and other community education agencies, corporations, educational product developers, and agencies that design continuing professional education. It is exciting to know that the LDT field is never going to be a one-size-fits-all approach.

Dempsey, J. V. & Reiser, R. A. (2012). *Trends and Issues in Instructional Design and Technology*. Boston: Pearson Education Inc.