Program Guidebook

Master of Science, Learning Experience Design and Educational Technology

The Master of Science, Learning Experience Design and Educational Technology is a competency-based degree program designed for professionals looking to create experiences that enable learners to achieve desired outcomes in a human-centered, goal-oriented way. Intended to be practical and application-based, the program incorporates seven cross-cutting themes: Design Thinking; diversity, equity, and inclusion (DE&I); social and emotional learning (SEL); learning analytics; learning technology; Universal Design for Learning (UDL); and accessibility. The program offers two specialization options, which allow candidates to learn best practices for designing learning experiences for students in K-12 education or adult learners in higher education, corporate, government, or healthcare sectors. Candidates may also choose to complete both specializations. The competencies in this program measure in-demand skills, preparing candidates for careers as learning experience designers, workforce development specialists, instructional designers and technologists, e-learning designers and developers, learning and development leads, and other related roles.

Understanding the Competency-Based Approach

Practically speaking, how do competency-based programs like those offered at Western Governors University (WGU) work? Unlike traditional universities, WGU does not award degrees based on completion of a certain number of credit hours or a certain set of required courses. Instead, you will earn your degree by demonstrating your skills, knowledge, and understanding of important concepts.

Progress through a degree program is governed not by the amount of time you spend in class but by your ability to demonstrate mastery of competencies as you complete required courses. Of course, you will need to engage in learning experiences as you review competencies or develop knowledge and skills in areas in which you may be weak. To help you acquire the knowledge and skills you need to complete your courses and program, WGU provides a rich array of learning resources. Your program mentor will

pre-assessments are there to help your program mentor form a profile of your prior knowledge and create

'Requirement Satisfied' (RS) in some cases. Refer to your specific program transfer guidelines to determine what can be satisfied by previously earned college credits. In most cases, WGU does not accept college transfer credits at the graduate (master's) level. Students entering graduate programs

required to demonstrate your skills and knowledge by completing the assessment(s) for each course. In general there are two types of assessments: performance assessments and objective assessments. Performance assessments contain, in most cases, multiple scored tasks such as projects, essays, and research papers. Objective assessments include multiple-choice items, multiple-selection items, matching, short answer, drag-and-drop, and point-and-click item types, as well as case study and video-based items. Certifications verified through third parties may also be included in your program. More detailed information about each assessment is provided in each course of study.

External Content & Basic Skills Exams

Western Governors University requires that candidates pass the state-mandated content exam that aligns with their WGU program in addition to a basic skills exam (initial licensure programs only). Specific information regarding required content and basic skills exams required for each program and state can be found in the WGU Student Handbook. In many cases, it is the candidates' responsibility to register and pay for the required exams and submit their official passing score reports to WGU.

State Licensure Requirements

Many states have specific licensure requirements that are not part of WGU programs that you will have to fulfill in addition to the degree requirements of your program. These state licensure requirements might include, but are not limited to: subject-specific licensure exams, state-specific teacher performance assessments, course work related to state history, basic skills exams, and background clearances. The WGU Student Handbook outlines the credentialing requirements of each state. Teacher candidates should consult the applicable section to become familiar with their state's expectations regarding licensure.

Learning Resources

WGU works with many different educational partners, including enterprises, publishers, training companies, and higher educational institutions, to provide high-quality and effective learning resources that match the competencies you are developing. These vary in type, and may be combined to create the best learning experience for your course. A learning resource can be an e-textbook, online module, study

competency units each term. A standard plan for a student for this program who entered WGU without any transfer units would look similar to the one on the following page. Your personal progress can be faster, but your pace will be determined by the extent of your transfer units, your time commitment, and

Standard Path *for* Master of Science, Learning Experience Design and Educational Technology . / H D U Q H U 6 S H F L D O L] D W L R

Course Description	CUs	Term
Learning Experience Design Foundations I	3	1
Learning Experience Design Foundations II	3	1
Assessment and Learning Analytics	3	1
Learning Technology	3	2
Designing and Facilitating E-Learning Experiences for K–12 Students	3	2
Quality and Impact of K–12 E-Learning Solutions	3	2
Learning Experience Design Lab	3	3
Identifying Learner Needs and a Research Problem	3	3
Developing an E-Learning Solution and Research Methodology	3	3
Implementing and Evaluating E-Learning Solutions	5	4

Changes to Curriculum

WGU publishes an Institutional Catalog, which describes the academic requirements of each degree program. Although students are required to complete the program version current at the time of their enrollment, WGU may modify requirements and course offerings within that version of the program to maintain the currency and relevance of WGU's competencies and programs. When program requirements are updated, students readmitting after withdrawal from the university will be expected to re-enter into the most current catalog version of the program.

Areas of Study for Master of Science, Learning Experience Design and Educational Technology

The following section includes the areas of study in the program, with their associated courses. Your specific learning resources and level of instructional support will vary based on the individual competencies you bring to the program and your confidence in developing the knowledge, skills, and abilities required in each area of the degree. The Degree Plan and learning resources are dynamic, so

learner progress through e-learning products. This course is an introduction to assessment models, including competency and skills-based methods, as well as culturally responsive and Universal Design for Learning (UDL) approaches in assessment, rubric, and feedback design. Finally, this course introduces learning analytics, specifically how they can add an additional layer of validation and visibility on learner progress. Learning Experience Design Foundations II is a prerequisite for this course.

This course covers the following competencies:

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The learner evaluates the alignment between assessment strategies and methods and intended learning goals and objectives.*
- *The learner determines how learning analytics can be used to understand and optimize learning and the environments in which it occurs.*
- *The learner evaluates the quality of feedback learners receive when completing online assessment activities.*
- *The learner recommends assessment modifications that ensure accessibility, remove barriers to fairness, and minimize bias.*

Learning Technology

Learning Technology provides opportunities for learners to research emerging learning technologies and see how they are changing current teaching and learning practices. This course also teaches strategies for evaluating learning technologies and their ability to facilitate deep learning and help learners achieve their learning goals, as well as their ability to accommodate learner differences and ensure access for all learners. This course covers techniques that learning experience designers can use to implement technology safely, legally, and ethically in a variety of environments. Additionally, this course explores the types of learning analytics that various technologies generate and the ways in which they can be used to better understand learner progress and optimize the learning experience. Assessment and Learning Analytics is a prerequisite for this course.

This course covers the following competencies:

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The learner analyzes trends and impacts of emerging learning technologies discussed in current professional literature and professional learning networks.*
- *The learner evaluates the ability of learning technologies to facilitate the achievement of learning goals, foster deep learning, accommodate individual learning differences, and integrate with learning management systems.*
- *The learner analyzes potential safety, legal, and ethical issues when implementing and using learning technologies.*
- *The learner analyzes the learning analytics capabilities of learning technologies in order to optimize learning*

Learning Experience Design: K-12 Specialization

Designing and Facilitating E-Learning Experiences for K–12 Students

Designing and Facilitating E-Learning Experiences for K–12 Students is the first of two courses in the K-12 Learning Designer pathway. This course teaches skills needed to plan units of study that leverage virtual settings and achieve academic standards while promoting digital citizenship. This course provides strategies for explaining essential concepts and demonstrating examples for students in K–12 virtual settings. It also provides strategies for using technology to facilitate meaningful collaboration among K–12 students. Finally, this course explains how to design effective practice and assessment opportunities for K–12 students in virtual settings and provides strategies for ensuring students get the feedback they need to improve learning. Learning Technology is a prerequisite for this course.

This course covers the following competencies:

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The learner plans e-learning units of study informed by technology standards that achieve learning goals while promoting digital citizenship for K–12 students.*
- *The learner designs e-learning experiences for K–12 students in which essential concepts are explained and examples are demonstrated.*
- *The learner designs collaborative e-learning experiences to improve learning for K–12 students.*

- *The learner designs opportunities for assessment and feedback in e-learning experiences for K–12 students.*

Quality and Impact of K–12 E-Learning Solutions

- *The learner plans adult e-learning solutions that adhere to quality standards for online courses.*
- *The learner measures the impact of e-learning solutions for adult learners based on data about adult learners' interactions and the environment in which learning occurs.*

Learning Experience Design Lab

Learning Experience Design Lab

Learning Experience Design Lab requires learners to apply foundational learning experience design strategies to create an instructional solution in the form of an e-learning module. In the course, learners will identify an instructional problem and then design and develop a functional prototype of an e-learning solution. Learning Experience Design Lab provides an environment for learners to apply foundational knowledge and skills, experiment with various e-learning design tools and techniques, provide helpful quality feedback to peers, and receive quality feedback from peers about their own e-learning module. Finally, Learning Experience Design Lab teaches the importance of obtaining user feedback and incorporating that feedback to continuously improve the learning experience. Degree-seeking learners must complete the Learning Experience Design foundations series and two pathway courses prior to completing this course.

This course covers the following competencies:

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The learner creates an e-learning experience that addresses a specific instructional problem.*
- *The learner provides quality feedback and recommendations for improving an e-learning experience based on peer evaluation.*
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Learning Experience Design Capstone

Identifying Learner Needs and a Research Problem

Identifying Learner Needs and a Research Problem is the first of three capstone courses in the MSLxDET program. This course provides an introduction to design-based research and focuses specifically on the first two phases of the design-based research process: identifying and analyzing the learning problem and reviewing the literature. This course also requires that learners continue applying Design Thinking as they empathize with learners and define the instructional problem that their research will help them understand and address. Finally, this course teaches learners how to conduct a literature review to determine what research has already been done and what is unknown about their research topic. Learning Experience Design Lab is a prerequisite for this course.

This course covers the following competencies:

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The learner defines an instructional problem based on learner analysis.*
- *The learner defines the purpose of research and the questions the research sets out to answer.*
- *The learner conducts a literature review to inform potential learning solutions for an instructional problem.*

Developing an E-Learning Solution and Research Methodology

Developing an E-Learning Solution and Research Methodology is the second of three capstone courses in the MSLxDET program. This course focuses on the next two phases of the design-based research process: designing and developing an e-learning solution and designing a research methodology to test how well the solution addressed the instructional problem. This course also requires that learners continue applying Design Thinking as they ideate potential solutions to the instructional problem and begin prototyping a module of instruction. Finally, this course teaches learners how to design research studies that ensure the safety of human subjects and the ethical collection, storage, and reporting of data. The course Identifying Learner Needs and a Research Problem is a prerequisite for this course.

This course covers the following competencies:

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The learner ideates multiple potential solutions to an instructional problem.*

- *The learner creates a fully functional e-learning module that addresses an instructional problem.*
- *The learner plans the research methodology that will be used to evaluate the effectiveness of a learning solution.*
- *The learner plans how to ethically collect data about learners that will inform design decisions.*

Implementing and Evaluating E-Learning Solutions

Implementing and Evaluating E-Learning Solutions is the third of three capstone courses in the MSLxDET program. This course focuses on the final steps of the Design-Based Research process: implement, test, refine, reflect, and report. This course also requires that learners continue applying Design Thinking as they test and refine the solution identified during the prototyping phase. The course requires learners to test and refine their implementation strategies, use data to evaluate the effectiveness of their e-learning solution, redesign or enhance their e-learning design based on their interpretation of the data, and summarize their design-based action research study. Developing an E-Learning Solution and Research Methodology is a prerequisite for this course.

This course covers the following competencies:

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The learner plans how to improve a Design-Based Research methodology.*
- *The learner analyzes data collected during their research study.*
- *The learner discusses research findings, contributions, and recommendations after conducting a design-based action research study.*

Accessibility and Accommodations

Western Governors University is committed to providing equal access to its academic programs to all qualified students. WGU's Accessibility Services team supports this mission by providing support, resources, advocacy, collaboration, and academic accommodations for students with disabilities and other qualifying conditions under the Americans with Disabilities Act (ADA). WGU encourages student to complete the Accommodation Request Form as soon as they become aware of the need for an accommodation. Current and prospective students can reach the Accessibility Services team Monday through Friday 8:00 a.m. to 5:00 p.m. MST at 1-877-HELP-WGU (877-435-7948) x5922 or at ADASupport@wgu.edu.

Need More Information? WGU Student Services

WGU's Student Services team is dedicated exclusively to helping you achieve your academic goals. The Student Services office is available during extended hours to assist with general questions and requests. The Student Services team members help you resolve issues, listen to student issues and concerns, and make recommendations for improving policy and practice based on student feedback.

Student Services team members also assist with unresolved concerns to find equitable resolutions. To contact the Student Services team, please feel free to call 877-435-7948 or e-mail studentservices@wgu.edu. We are available Monday through Friday from 6:00 a.m. to 10:00 p.m., Saturday from 7:00 a.m. to 7:00 p.m., mountain standard time. Closed Sundays.

If you have inquiries or concerns that require technical support, please contact the WGU IT Service Desk. The IT Service Desk is available Monday through Friday, 6:00 a.m. to 10:00 p.m. and Saturday and Sunday, 10:00 a.m. to 7:00 p.m., mountain standard time. To contact the IT Service Desk, please call 1-877-HELP-WGU (877-435-7948) or e-mail servicedesk@wgu.edu. The support teams are generally closed in observance of university holidays.

For the most current information regarding WGU support services, please visit "Student Support" on the Student Portal at http://my.wgu.edu.