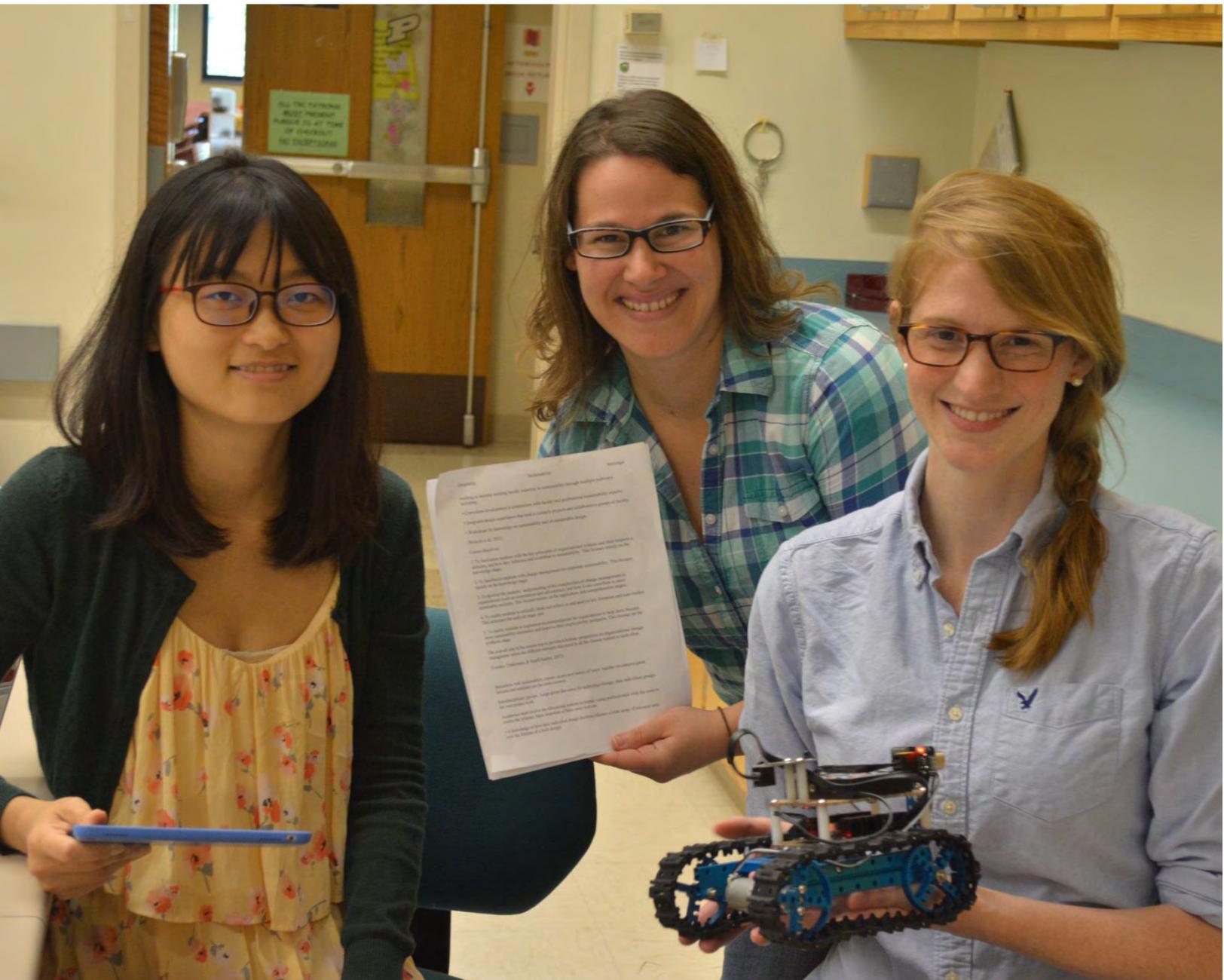


LEARNING DESIGN AND TECHNOLOGY

# HANDBOOK

FOR PH.D. STUDENTS BEGINNING FALL 2016



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Purdue University, West Lafayette, IN 47907-2098

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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, non-profit organizations (NGOs), 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

## Course Requirements

(minimum 90 credits required)

### 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 6 credits from these courses total may be applied toward the 90 credits required for the Ph.D. program.

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### Core Ph.D. Learning Design and Technology Requirements: (22 credit hours)

- EDCI 67200, Advanced Instructional Development and Systems Technology (3 cr)
- EDCI 67400, Advanced Instructional Design Theory (3 cr)
- EDCI 69500, Internship in Learning Design and Technology (3+ cr)
- EDCI 66000, Learning Design and Technology Seminar (1 cr)
- EDCI 6XXXXb Unpacking Research: Writing Literature Reviews (1 cr)
- EDCI 6XXXXc Unpacking Research: Writing Research Proposals (2 cr)
- EDCI 6XXXXd Unpacking Research: Writing for Scholarly Publications (2 cr)
- EDCI 67300, Issues and Methods in Learning Systems Design Research (3 cr)

### Ph.D. Department Seminar Requirements: (2 credit hours)

- EDCI 62800 Curriculum and Instruction Seminar (1 cr)
- EDCI 63800 Curriculum and Instruction Seminar (1 cr)

### 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 56800, Partnering with Web-Based Tools for Learner Centered Environments  
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., EDPS 55600, STAT 50100, SOC 58000, SOC 58100, SOC 58300, PSY 5000, PSY 60000, PSY 68000, COM 58200)
- Qualitative Research (e.g., EDCI 61500, SOC 68600, ANTH 60500, TECH 69700, COM 58500)
- Advanced Statistics or Qualitative Research (e.g., EDPS 55700, EDCI 61600, EDCI 684, STAT 50200, STAT 51200, PSY 60000, PSY 60100, PSY 60500, PSY 61000, SOC 68000, HDFS 62700)
- EDPS 63000, Research Procedures in Education (REQUIRED)

*\*Some research courses may require prerequisite coursework or experience*

**Dissertation Research:** (12 - 15 hours)

A typical program will have 12-15 hours of dissertation research credits (69900 credits). 69900 credits can vary from 1-6 credits and should be based on anticipated workload. These credits can also be awarded as part of the Preliminary Exam process.

**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 but does not take the place of meeting prerequisite coursework.

**Classes during the First Semester/Year of PhD Program**

New incoming students should be taking approximately 8 credits (full time student credits). Some choose to take 11 credits. If you are considering any more, you should talk with your faculty advisor.

**TOTAL PHD PROGRAM HOURS** = 90 hours (including up to 30 credits from the M.S. degree and excluding prerequisites)

## Sample Plans of Study

**For a student coming in *with* an LDT or related Masters  
Learning Design Technology PhD Program  
Starting date fall 2016 and after**

	Fall	Spring	Summer
Year 1	EDCI 62800 (1 cr) EDCI 66000 (1 cr) EDCI 67200 if not already taken or Elective (3 cr) Elective/Research Course (3 cr) <i>(8 credits)</i>	EDCI 63800 (1 cr) EDCI 6XXXXb (1 cr) Research Course (3 cr) Elective (3 cr) <i>(8 credits)</i>	Research/Elective course (3 cr)  <i>(potentially 3 credits)</i>
Year 2	EDCI 6XXXXc (2 cr) Elective/Research Course (3 cr) Elective (3 cr) <i>(8 credits)</i>	EDCI 6XXXXd (2 cr) EDCI 673000 or EDCI 67400 (3 cr) Elective/Research Course (3 cr) <i>(8 credits)</i>	EDCI 69500 (3-6 cr)  <i>(potentially 3-6 credits)</i>
Year 3	Elective/Research Course (3 cr) as applicable Elective/Research Course (3 cr) as applicable Preliminary Exams/Indep study (~2 cr) <i>(8 credits)</i>	EDCI 673000 or EDCI 67400 (3 cr) Preliminary Exams/Indep study (~2 cr) <i>(6+ credits)</i>	Preliminary Exams/Indep study (~2 cr) OR Dissertation proposal credits (699 credits) <i>(potentially 1-3+ credits)</i>
Year 4	EDPS 63000 (3 cr)-Dissertation Proposal course Dissertation (699 credits) <i>(4+ credits)</i>	Dissertation (699 credits)  <i>(3+ credits)</i>	Dissertation (699 credits)  <i>(potentially 1-3+ credits)</i>
Year 5	Dissertation (699 credits) <i>as applicable</i>		

### Notes:

- Electives indicated above can include LDT elective courses, independent study (12 cr maximum), or outside electives (6 cr minimum).
- EDCI 66000, EDCI 6XXXXb, EDCI 6XXXXc, and EDCI 6XXXXd must be taken in sequence
- Prerequisites for EDCI 673000 are EDCI 6XXXXb and EDCI 6XXXXc
- Recommended to take research sequence in early semesters (semesters 1, 2, 3)
- 69500 will be scheduled in the summer, but talk to your adviser if timing is a concern
- LDT program faculty strongly recommend defense of preliminary exams as a prerequisite for EDPS 63000; will depend on individual student plan, discuss with advisor
- Required minimum for 699 credits is 12 credits
- Average time to completion 4-6 years

**For a student coming in *without* an LDT Masters  
Learning Design Technology PhD Program  
Starting date Fall 2016 and after**

	Fall	Spring	Summer
Year 1	EDCI 51300 (3 cr) EDCI 57200 (3 cr) EDCI 66000 (1 cr) EDCI 62800 (1 cr)  <i>(8 credits)</i>	EDCI 53100 (3 cr) EDPS 53300 (3 cr) EDCI 6XXXXb (1 cr) EDCI 63800 (1 cr)  <i>(8 credits)</i>	EDCI 56900 (3 cr)   <i>(potentially 3 credits)</i>
Year 2	EDCI 6XXXXc (2 cr) Research Course (3 cr) EDCI 67200 (3 cr)  <i>(8 credits)</i>	EDCI 6XXXXd (2 cr) Research Course (3 cr) Elective (3 cr)  <i>(8 credits)</i>	Research/Elective course (3 cr)   <i>(potentially 3 credits)</i>
Year 3	Elective/Research Course (3 cr) Elective/Research Course (3 cr) Elective/Indep study (2 cr)  <i>(8 credits)</i>	EDCI 673000 or EDCI 67400 (3 cr) Elective/Research Course (3 cr) Elective/Indep study (2 cr)  <i>(8 credits)</i>	EDCI 69500 (3-6 cr)   <i>(potentially 3-6 credits)</i>
Year 4	Elective/Research Course (3 cr) as applicable Elective/Research Course (3 cr) as applicable  <i>(6+ credits)</i>	EDCI 673000 or EDCI 67400 (3 cr) Preliminary Exams (69900 credits)  <i>(6+ credits)</i>	Preliminary Exams (if necessary) OR dissertation proposal (699 credits)  <i>(potentially 1-3+ credits)</i>
Year 5	EDPS 63000 (3 cr)- Dissertation Proposal course Dissertation Proposal (699 credits)  <i>(potentially 4-7 credits, at least 6 recommended)</i>	Dissertation Proposal (699 credits) OR Dissertation (699 credits)  <i>(potentially 3+ credits at least 6 recommended)</i>	Dissertation (699 credits)   <i>(potentially 1-3+ credits)</i>
Year 6	Dissertation (699 credits) <i>as applicable</i>		

**Notes:**

- Only 6 credits of prerequisites can count towards the PhDs required 90 credits
- Electives indicated above can include LDT elective courses, independent study (12 cr maximum), or outside electives (6 cr minimum).
- EDCI 66000, EDCI 6XXXXb, EDCI 6XXXXc, and EDCI 6XXXXd must be taken in sequence
- Prerequisites for EDCI 673000 are EDCI 6XXXXb and EDCI 6XXXXc
- Recommended to take research sequence in early semesters (semesters 1, 2, 3)
- 69500 will be scheduled in the summer, but talk to your adviser if timing is a concern
- LDT program faculty strongly recommend defense of preliminary exams as a prerequisite for EDPS 63000; will depend on individual student plan, discuss with advisor
- Required minimum for 699 credits is 12 credits
- Average time to completion 5-7 years

## Description of Major Milestones and 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.

Review/Evaluation	Tasks
<b>Planning Course Work/ Semester Check in Point</b>	Initially, meet with your faculty advisor to begin planning the course work that you will pursue for your degree prior to beginning the program. Thereafter you will meet with your advisor prior to registration for the subsequent semester to plan specific course work. This can coincide with the semester check-in which is required of each student. The semester check-in point is a way for students and advisors to ensure a common understanding is shared regarding student progress.
<b>Annual Review</b>	The faculty will conduct a yearly progress review in May. Student Portfolios should be submitted to your advisor <b>by week 8 of the Spring semester.</b>
<b>Graduate Committee and Plan of Study</b>	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.
<b>Portfolio</b>	To be reviewed annually by your advisor/committee with final “polished” portfolio to be completed for submission as part of the preliminary examination process. See <b>Portfolio Guidelines</b> for specific details.
<b>Preliminary Exams</b>	The purpose of the preliminary examinations, 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. The preliminary exam consists of three components. One of the three will be a polished professional portfolio. Preliminary exams generally occur near the end of course work for the degree. Specifics of the exam and its scheduling are determined in consultation with your Ph.D. committee. At least two semesters must elapse between the preliminary exam and graduation.
<b>Dissertation Proposal</b>	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. The proposal generally corresponds with the taking of the required EDPS 63000 course.
<b>Dissertation Defense/Final Exam</b>	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. See <b>Traditional Dissertation and Three Paper Dissertation</b> info for further details.

**\*Note: You will be asked to hire a professional editor/writer to review your work.**

# III. Faculty Reviews and Evaluations

## Annual Advisor and Faculty Review

Your major advisor will review your annual progress including:

- Course Work
- Committee Composition
- Plan of Study
- Portfolio Progress
- 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 to your advisor.

**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.

## Ph.D. Student Annual Review Form

<i>(student can complete this section)</i>								
<b>Student Name:</b>								
<b>Advisor:</b>								
<b>Semester/Year Entered Program:</b>								
<b>Plan of Study:</b>								
<b>Portfolio Progress:</b>								
<b>Portfolio Completion:</b>								
<b>Preliminary Exam:</b>								
<b>Dissertation Proposal:</b>								
<b>Dissertation Defense:</b>								
<b>Current GPA</b>								
<b>For Faculty Advisor to Complete:</b>								
<b><u>Student Progress:</u></b>								
_____ <b>Satisfactory:</b>								
_____ <b>Unsatisfactory:</b>								
<b>Portfolio (as applicable)</b>								
<ul style="list-style-type: none"> <li>Clearly articulates professional goals?</li> </ul>								
Is making adequate progress on each area								
<ul style="list-style-type: none"> <li>Research</li> <li>Teaching Experience</li> <li>LDT Experience with Design/Development</li> <li>Service &amp; Leadership Experience</li> </ul>								
<b>Strengths of student:</b>								
<b>Areas for improvement:</b>								

## IV. Portfolio Guidelines

**The portfolio is a cohesive set of artifacts that will show you as a scholar and professional. It is a growth document that you will build over time.**

The portfolio is the means by which you will show how you have developed as a scholar within the Learning Design and Technology program. It is designed to serve as a holistic representation of yourself. As you progress through the program, you will record and refine your own professional goals and areas of interest. As you complete your course work and other experiences, you will compile the relevant artifacts, in electronic format, and organize them according to four main categories (research, teaching, service, and design/development). A brief narrative explanation should be included to address how your work and the materials presented fit within each category, and address your own personal goals and areas of interest.

You will gain some relevant experiences within classes, but many will occur through research group participation, serving as a teaching assistant, volunteering for organizations, participating in internships, and other activities. Work from your time before entering the program may also be considered where appropriate. As you progress through the program and refine your academic and professional goals, you will work with your adviser and other faculty to determine where and how to gain these experiences.

You should discuss your progress and portfolio development regularly with your adviser. In addition, each year, you will submit your portfolio for review by the faculty by the 8<sup>th</sup> week of the spring semester. This will be an important component in your annual review. A polished version of your portfolio will be submitted as one of your three preliminary exam requirements.

**The portfolio will be divided into four categories, Research, Teaching, Service, and Design/Development. Each category will include:**

- *Required items* - significant pieces that meet the requirements
- *Strongly recommended items* – these are not explicitly required, but most students should include these items, unless this is made difficult or unnecessary by a student’s chosen career path, background, etc.
- *Optional items* – pieces that may be advised depending on a student’s specific interests and professional goals

You will be expected to include more than the minimum requirements in each area, and to stretch yourself by including optional or additional items (such as additional articles/presentations, teaching experiences, etc). You will justify the balance of activities based on your professional goal. For example, if you know you want to serve at a teaching institution, you may want to gain extra teaching experience, whereas if your goal is to work at a research institution, you will want to gain additional research experiences. Similarly, if you plan to work outside of academia, you may want to lean more heavily in the area of design and development, and pursue research activities that are more applied.

## LDT Professional Goals

Here you will provide evidence of your professional planning.

*Materials in this section are **required for all students**. This will help describe your goals, and sets the bar for evaluation of your portfolio – to ensure that what you have accomplished aligns with your goals and prepares you for searching for a job in this area.*

- Description of your goals upon graduating.
  - May include academia (research or teaching focused) or professional practice.
  - Briefly discuss other elements of your portfolio and how they match with these goals.
  - Discuss your plans for ongoing learning and improvement within your profession.
- Description of research interests
  - For those who aim to enter academia, final version should be a research statement that could be used on the job search.
- Overall discussion of what you have done and how it represents you as a scholar.
- CV or resume
  - For students with an academic focus, include academic cv.
  - For those with a professional focus, professional resume.
- Goals for next year [if this is not the final version]

## Research Skills & Disseminating Knowledge

Here, you will provide insight into your research interests, evidence of your experiences to date and growing skills, and your upcoming plans to continue gaining experience.

- Narrative, including:
  - Your research interests (you may wish to include a diagram or other mechanism to show how they fit together), and how the activities you have been involved in align with these interests.
  - Brief description of the activities you have engaged in, and how the artifacts align with them. If these activities included group projects, clearly specify what your role was within the group.
  - Research related skills you have acquired.
  - Skills you still need to acquire, and how you plan to acquire them (could include coursework, research team involvement, or other methods).
- *Required:*
  - Literature review
  - Research study proposal (may be created as part of a course or as part of research group).
  - Evidence of qualitative data analysis experience.
  - Evidence of quantitative data analysis experience.
  - Attend and present at COE or LDT conference.
  - Attend and present at at least one national or international conference.
  - LDT-related manuscript reviewed by peers, approved by faculty adviser, and submitted for publication to peer reviewed publication (1<sup>st</sup> author).
  - Peer review of a manuscript or presentation proposal (may be shadowing a professor).
  - Contribute to writing an IRB protocol.
- One or more of the following *strongly recommended:*
  - Grant writing (at least applied to a small grant or contributed to writing a grant application).

- Published 1<sup>st</sup> author paper.
- Write an IRB proposal.
- Conference proceeding.
- Mixed methods study experience.
- Cross-disciplinary research experience.
- *If you collaborated with other authors in any of these projects, clearly describe the collaboration and what your role was.*
- *Optional, Graduate Certificates including*
  - *Statistics.* [http://www.stat.purdue.edu/academic\\_programs/graduate/nondegree.php](http://www.stat.purdue.edu/academic_programs/graduate/nondegree.php)
  - *Psychological Statistics:*  
[http://www.purdue.edu/hhs/psy/graduate/prospective\\_students/GraduateCertificateinPsychologicalStatistics.php](http://www.purdue.edu/hhs/psy/graduate/prospective_students/GraduateCertificateinPsychologicalStatistics.php)

## Teaching Experience

Here, you will provide evidence of your teaching experience. You will be expected to gain at least one significant experience (face-to-face or online) and one smaller experience (in the other mode), **or** several smaller experiences. Some experiences may be prior to the LDT program.

- *Narrative, including:*
  - Statement of teaching philosophy
  - Brief description of the activities you have engaged in, how the artifacts connect to them, and what you gained from the experience.
  - Describe your plans for gaining additional teaching experience (if applicable).
- *Required:* Teaching may include any of the following, but we strongly recommend **at least one face-to-face** and **one online** teaching experience.
  - K-12
  - Undergraduate
  - Graduate
  - Professional workshops
- *Required:* Provide description and evidence of teaching or training experience, including *at least several of the following:*
  - Syllabus (highlight your contribution/role)
  - Activities you designed or led
  - Assignments you designed or led
  - Presentation slides
  - Handouts, worksheets, etc.
  - Job aids
  - Examples of feedback given to students
  - Formal or informal student evaluations
  - Letter from supervising instructor discussing your role and level of competence (if you were a TA)
  - *If you collaborated with others in designing or teaching this course/module, describe your role.*
- *Optional, recommended for those going into academia:*
  - CIE certification (tier 1, 2, 3). See <http://www.purdue.edu/cie/certificates/> for further details

## Service & Leadership Experience

Here you will provide evidence of service and leadership experiences.

- Narrative, including:
  - Describe the service and leadership experiences you have had, and how these may link to your research and/or professional goals.
  - Explain what your role was in experiences that were part of a larger group or organization
  - Describe plans to continue to gain service and leadership experiences
- *Required:* Provide evidence of membership in professional organizations (may be regional, national, or international)
- *Required:* Provide description and evidence of service and leadership opportunities, including two or more of the following.
  - Officer in PALDT, GSEC, CIGSA, graduate senate or another graduate student organization
  - Participation in organizing COE conference
  - Play a leadership role in other COE or Purdue organizations
  - Representative on college/university committees
  - National organization committee/board
  - Serving as a volunteer at a national conference
  - Serving as a reviewer for a conference or journal
  - Other service related to your future profession
  - Participation in designing and running a conference
  - Volunteer in local organizations (related to ID or research)
- *Optional, but strongly recommended for those going into academia:*
  - Officer or leadership role in at least one program, departmental, or university committee, club, or organization
  - Officer or leadership role in at least one regional or national professional organization
  - Serve as a reviewer at least once for a publication or conference
- *Optional:*
  - Evidence of other types of engagement with communities of practice in your area of interest
  - Evidence of other types of service to the university, community, or the larger field
- *Volunteering to do ID or HPT related work should go in "Design/Development", but can also be referenced as a volunteer experience.*

## Learning Design and Technology Experience

Here you will discuss and provide evidence of your experiences in analysis, design, development, implementation, and/or evaluation. This may include evidence of one large project, **or** several smaller projects. Although you may include items in your portfolio from your time before coming to the LDT program, you must also provide evidence of at least one substantial experience gained through an LDT internship that differs from your previous or current professional experiences.

- Narrative, including:
  - Description of the types of experiences you have engaged in, and discussion of how these experiences relate to your professional goals.
  - Brief description of the activities you have engaged in, and how the artifacts align with them. If these activities included group projects, clearly specify what your role was within the group.
  - Explain how you have considered social, ethical, legal, and human issues related to your project as it was designed.
  - LDT related skills you have acquired.
  - Additional skills you believe you need to acquire before graduation, and how you plan to acquire them (could include coursework, additional volunteer or work experience, etc.)
- *Required:* Participation in internship. Evidence may include:
  - Final report/reflection paper
  - Supervisor review
  - Advisor/instructor review
- *Required:* Evidence of significant design, development, implementation, or analysis/evaluation project(s) done for a client **outside of the department**, preferably outside of the COE. May be paid or unpaid, and may be gained during your internship. Evidence should include:
  - Description of project – client, audience, need, your solution approach, final outcomes
  - Evidence/artifacts of project – may vary depending on type of project, but could include:
    - Link to online materials
    - Electronic copy of published materials
    - Photos or videos of materials in use
    - Design documentation
    - Results of user testing
    - Evaluation report
    - Badges designed
  - *If it was a team effort, clearly describe what your role was and highlight your contributions*
- *Strongly recommended, especially for students planning to work as a practitioner:*
  - Two or more significant experiences (volunteer or paid) in different domains or requiring different skill-sets (e.g. one design project and one evaluation project)
  - Evidence of relevant course projects in LDT electives or other course experiences
- *Optional*
  - Badges or other evidence of familiarity of technology and tools used in the field
  - Certificates or certifications, such as *Graduate Certificate in Strategic Communication Management (recommended for those going into business, higher education, etc.) through the Communication Department:*  
<http://online.purdue.edu/comm/communication-certificate>
  - Professional certifications

# V. Dissertation Options

## Traditional Dissertation

The traditional dissertation consists of 5-6 chapters focusing on a specific research study. Generally, the standard dissertation includes:

- Chapter 1: Introduction. A chapter introducing the study and highlighting the need for the study and the investigation of the research questions;
- Chapter 2: Literature Review. A chapter focusing on a full review of the related literature including relevant research, theory, and/or methodological issues;
- Chapter 3: Methods. A chapter discussing the methods and procedures for the study methodology/procedures chapter;
- Chapter 4: Results. A chapter focusing on the results of the data collection and all data analyses; and
- Chapter 5: Discussion and Conclusions. A chapter discussing the findings, practical implications, implications for research, and the conclusions of the study
- References
- Appendices

## Three Paper Dissertation Option

In order to promote publication of peer-reviewed research studies, an alternative to the traditional dissertation/thesis, the Three Paper Dissertation Option, may also be completed by students with full agreement and cooperation of the student's PhD dissertation committee. The alternative/publication dissertation may consist of a combination of research studies that have been prepared, submitted, and in some cases accepted for publication in acceptable research journals. This alternative/publication dissertation would consist of the following:

- A dissertation proposal and review process as with traditional dissertation process
- Three completed studies that have been submitted for review from a respected research journal in a field related to learning design and technology.
- At least one of the papers submitted must have been accepted for publication.
- The three papers are each free standing (in the sense that each can be read and understood independently but should be on related themes).
- All of the alternative/publication dissertation papers must be from research completed while in the Learning Design and Technology program at Purdue University.
- At least 2 of the 3 must be single-authored or lead-authored (with faculty mentor) by the student using these papers as an alternative/published dissertation. While multi-author papers may be accepted you have to be able to convince the committee that the articles present your own work. For example, a paper written as part of a class project with five authors may be difficult to argue as representing your own work. Issues of clarification should include origins of the conceptualization and design, the collection of data, analysis and interpretation of the data, and other significant areas of contribution.

The final written alternative/publication dissertation will consist of 5-6 chapters as determined by the student's Ph.D. dissertation committee:

- Chapter 1. An introductory chapter that briefly outlines all of the papers that have been submitted as part of the dissertation and explain how they are related. This includes the broad research question/topic being investigated; the over-arching goal of the study (of the individual research reports, considered in tandem) as well as the specific objectives of each individual

study report (each 'piece') You should also address how this was a research agenda that was built on self and future agendas.

- As applicable, a chapter with a literature review that provides a necessary depth to tie the papers together, provide a more thorough review demonstrating mastery, etc.
- Chapter 2, 3, and 4. A chapter for each of the papers. These will be submitted in proper dissertation format.
- Chapter 5. A conclusion chapter that includes a narrative about what was learned from each of the papers, what was learned about the research process, and how and why the papers were brought together as one alternative dissertation. This chapter will tie everything together; allowing the reader to see how the various manuscripts, taken together, make a contribution to a particular field. The conclusion chapter may present/discuss research imperatives, or knowledge gaps, not visible when each manuscript is considered individually.
- References
- Appendices

(resource: <https://www.health.utah.edu/parks-recreation-tourism/docs/graduate/TAD1.pdf> )

*For Copyright Issues with Three Paper Dissertation please see*

<http://www.uis.edu/dpa/curriculum/handbook/threearticleformat/>