

My initial definition of Learning Design Technology was the integration of technological tools and resources with instructional materials to facilitate learning.

In the 1963 definition, I was in agreement with the emphasis on systematic instructional design as well as on the emphasis being placed on learning over instruction. However, the idea of 'controlling' the learning process seemed limiting as well as unachievable and is certainly not a goal to which I would aspire.

The definitions from the 70s and 1994 seemed serviceable. The introduction of performance improvement (1977) is clearly an important addition. These definitions were helpful in clarifying terminology of the field. I appreciated the distinctions made between media and technology and the differentiation between human and non-human resources. Overall these definitions seemed based more on revision and rephrasing than on covering new ground.

It was with the 2009 AECT definition that I truly sat up and took note. Facilitating learning and helping learners apply newfound skills? Yes! Describing the major functions of learning technology as the actions of creating, using and managing rather than the more static domains of design, development, utilization, management and evaluation? Oh yes. I felt this definition was on the move and was vibrant and alive with possibility.

I also realized that with this definition I was in familiar territory. The shift in emphasis from passive to active parallels the transformation of the original Bloom's Taxonomy (1956) of cognitive dimensions expressed by nouns to the Revised Bloom's Taxonomy (2001) which utilized verbs to portray thinking as an active process. Because I rely on the Revised Bloom's in my instruction design, this action-based definition resonated with me. That it is combined with an emphasis on systematic processes and technological resources makes this a definition I wish I had written.

Our textbook's inclusion of human performance technology in its definition is new to me but the importance is readily apparent. I would agree with the author that systematic instructional design coupled with the use of media is a concise definition of the field. My only qualifier would be to adjust the phrase instructional design to learning design to place the learner in the forefront.

References

In lieu of references, I'm including a link to a helpful graphic comparing Bloom's Taxonomy and its Revision which I've found extremely useful.

<http://www.educatorstechnology.com/2014/12/a-good-visual-on-blooms-taxonomy-vs.html>

Final Definition

Learning Design & Technology (LDT) is the design, development and implementation of student-centered systematic learning and instruction utilizing media and educational technology. LDT is adaptable and flexible to meet the needs of a diversity of learners in a variety of learning environments and fields.