

Revised Competencies

Previous LDT Competencies

URL for this document: <http://goo.gl/VJYxzU>. See also our [guidelines for basecamp portfolios](#) and our [ILT Values](#). See also this [course mapping table](#).

The LDT Competencies form the conceptual basis for the master's program in Learning Design and Technology (LDT) at the University of Colorado Denver. They are based on professional standards of AECT and ISTE, two organizations that contribute to our accreditation.

The LDT MA program prepares e-learning and educational technology professionals to be **leaders and change agents** within their organizations, able to embody and implement the values of the program and the School. Our six core competencies are listed below, with supporting values and skills listed for each. **Rubrics** are linked to each competency.

1. **Reflective practice. Adopt a critical stance toward your work, promoting effective practice and responsible use of technology.**
 - Build on previous experiences and existing literature as you critically reflect on your own practice
 - Promote digital citizenship and responsible use of technology
 - Demonstrate fully engaged human presence
 - Equity, access, and social justice – help *all* learners succeed, especially those historically marginalized or lacking access
 - Cultivate awareness of emerging trends and conditions in the field, to accurately weigh costs and benefits, forecast futures, and manage risk
 - Ethical practice – maintain the highest professionalism in work and learning settings (including [ILT Values](#))
2. **Technology. Become competent and confident in the use of various tools and technologies, related to learning, communication, and making things.**
 - Be confident and competent in devices, platforms, and online tools and resources
 - Be a self-directed, lifelong learner of new technologies
 - Identify areas for new learning and grow your expertise in those targeted areas

3. **Learning and instruction.** Drawing on learning and instructional theory, create instruction with well-aligned outcomes, activities, and assessments.
 - Use a procedural model (e.g, ADDIE or SAM) to guide planning, implementing, and evaluative functions
 - Ensure that outcomes, activities, and assessments are aligned for well-balanced, validated instruction
 - Use theories of learning and instruction to help frame learning needs and guide design decisions
4. **Creative and social media.** Demonstrate proficiency with tools, platforms, and environments in the creation of media resources for learning and knowledge construction.
 - Apply visual, graphic, and multimedia design principles (e.g., CARP, visual thinking, message design)
 - Experience design (XD) - Design quality learning experiences that fully engage and challenge learners
 - Apply principles of social learning, open sharing, and knowledge construction
 - Support learners in making their own resources
5. **Inquiry and change.** Engage in systematic processes of inquiry and change.
 - In collaboration with others and within time/resource constraints, complete an inquiry project designed to improve professional practice
 - Participate in planning and/or execution of a change strategy
 - Support top-down or bottom-up innovations, emphasizing openness, participation, and empowerment
6. **Professional learning and leadership.** Demonstrate a commitment to lifelong learning and leadership within the profession.
 - Engage colleagues, peers, and students in creating and sharing knowledge
 - Create a stable and visible professional presence online
 - Contribute to professional learning networks as a collaborator, co-creator, and thought leader
 - Work constructively with others to systematically plan, design, and solve problems
 - Manage projects, people, and resources in carrying out design and use endeavors