Defining Learning, Design, and Technology

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Learning, design, and technology is an amalgamation of education content components. Learning is the acquiring of knowledge through developed curriculum, experience, or instruction. Design is the purposeful structuring of content to facilitate the learning. Technology is the practical use of systems in either the development or the delivery of the designed curriculum that facilitates the learning.

In simplistic terms, the field of learning, design, and technology uses systems to create and deliver effective curriculum facilitating a transfer of knowledge. The field is unique due to the inclusion of technology, which can cause changes or additions to the field over time.

Acquiring of knowledge for the learner is rooted in the ability for one to transfer the knowledge with the causation of learning. According to Knowles, Holton, and Swanson (2005) "Traditionally, we have known more about how animals learn than about how children learn; and we know much more about how children learn than about how adults learn." The field has come a long way and grew exponentially as we defined learning theories. Theories fall into the categories of "behaviorist/connectionist theories and cognitive/gestalt theories". (Knowles et al. 2005). Regardless of the theories, learning requires knowing the preferred and best applicable method to transfer knowledge which encompasses the evaluation of the learner and the knowledge to transfer. Once that is analyzed, the content can be created.

Designing the content is a field of its own and referred to as instructional design. Morrison, Ross, Kalman, and Kemp (2013) define instructional design as the use a systematic design process based on known concepts of learning theories, information technology, systematic analysis, educational research, and management methods. Designing the content is a large component of the learning, design, and technology field where Morrison et al. describe the

goal of instructional design as making learning more effective and efficient, and less difficult. These definitions build into the foundation that design should focus on the content used in the learning and its application. Once designed, the process of presenting or delivering the content is covered in the technology aspect.

Learning, design, and technology exceeds the boundaries of traditional formal education as "the field was later heavily influenced by military training, adult education, post-secondary education, and much of today's activity is in the area of private sector employee training." (AECT, 2018). This expansion from traditional education offered innovation into the field and the technologies used. Traditional education institutions, whether private or public, might be slow to pick up newer trends and methods for instruction due to laws or governing policies. Corporate based employee training may embrace the most cost-effective solution where new technology is embraced or tested. This advanced in technology due to innovation includes the use of radio, television, internet, content standards, learning management systems, social media, and more as the delivery mechanism for the content to meet the needs of the learner where they are.

In closing, the field of learning, design, and technology is ever-changing as technology continues to advance. Learning is founded on principles of learning theories and methods for transferring knowledge. Instructional designers and content developers evaluate and design learning that adapts to learners' needs. Technology continues evolve and change as society uses it in new ways. With this knowledge, those in the field of learning, design, and technology will be at the forefront of advances across all disciplines while remembering the ultimate importance of transferring knowledge to learners.

References

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