Master of Arts in Learning and Technology (and Diploma in Learning and Technology)

Program Overview

Royal Roads University

March 14, 2024

ACKNOWLEDGEMENT OF TRADITIONAL LANDS

Royal Roads University acknowledges that we live, learn and work on the traditional Lands of the Lekwungen-speaking peoples - the Songhees and Esquimalt Nations – who have lived, hunted, fished and gathered here since time immemorial, and who shared these traditional Land resources with the neighbouring Scia'new (Beecher Bay) and T'Sou-ke (Sooke) Nations.

It is with gratitude that we now work and learn on these Lands, where the past, present and future of Indigenous and non-Indigenous students, faculty and staff come together.

Hay'sxw'qa si'em!

About Royal Roads University

Welcome to learning at Royal Roads University (RRU). Before we share some important details about your program, here is a bit of background information about RRU.

RRU was created in 1995 to provide leadership in education for working professionals. It provides lifelong learning and career development for bright, motivated individuals so they can meet and lead change in the workplace, the community, and society. RRU's reach extends beyond Canada through international programs and residencies in Asia, Europe, the Middle East, and Africa.

RRU's mandate is to help advance your career in today's changing and challenging global economy with educational opportunities that are timely, relevant, and accessible. The university exclusively offers applied and professional programs that emphasize the skills and knowledge required in today's workplace. RRU's undergraduate, graduate, certificate and diploma programs focus on addressing current needs and emerging global trends. These programs empower people to lead, pursue entrepreneurial management, promote environmental sustainability, and help resolve global, local and organizational conflicts. Students at RRU discover their desire for success and their need to make a difference can create a world of opportunity.

At RRU, we recognize your need to balance professional and personal commitments while pursuing your education. To support the demands of a busy working professional, RRU offers a variety of innovative learning models that allow you to maintain your life and get ahead in your career. For instance, the MA in Learning and Technology (MALAT) program is designed to provide you with either a fully online MA learning experience or a blended MA learning experience (a compressed and intensive residency-based program that then continues fully online) (Note: there is no blended offering in 2024): both pathways focus on how to make the course learning activities as relevant as possible to your professional life. Furthermore, RRU programs are developed in collaboration with industry experts and taught by leading faculty members who are academically current as well as leading industry experts and skilled practitioners. This ensures your knowledge and skills are current and relevant in the real world.

At RRU, our faculty members share the skills and experience they have gained as practitioners with students who bring their own diverse expertise and experiences. Students engage in considerable amount of team-based learning activities during their programs, creating a dynamic and interactive learning exchange that encourages creativity and problem solving. Furthermore, your MALAT program features a networked community learning structure in which a class of students form and develop a learning community that lasts for the entire duration of the program and beyond. Learning communities enable students to actively engage with one another and to work collaboratively together to address complex issues. Learning communities provide a powerful means for learners to collectively construct their own knowledge sets, engage in the achieving of shared goals, enhance the process of meaning making, develop or enhance professional identities and support perseverance and resilience to complete the course or program.

The MA in Learning and Technology

The MALAT degree is offered by the School of Education and Technology, in the Faculty of Social and Applied Sciences at RRU. The Faculty of Social and Applied Sciences provides a range of programs that focus on the skills, knowledge, theory, and research that create workable strategies for some of the world's most pressing challenges. Focusing on leadership, communication and culture, education and technology, humanitarian studies and environment and sustainability, programs within this diverse faculty address societal issues that require complex and concrete solutions. For individuals who aspire to lead and manage more effective organizations, communicate across cultures, and contribute to a sustainable quality of life – in Canada and around the globe – RRU's Faculty of Social and Applied Sciences is the right place to learn.

This dynamic and engaging two-year MA in Learning and Technology responds to the demand for qualified professionals who have the knowledge, skills, and ability to assume the leadership roles that are required to plan, design, develop, implement and evaluate contemporary learning environments. The program is founded upon principles of networked learning, open pedagogy and digital mindset requiring that learners collaborate and contribute meaningfully to digital learning networks and communities in the field throughout their program. Graduates will be able to work in the creation and evaluation of digital learning environments. They will apply theoretical and practical knowledge to critically analyze learning innovations and assess their impact on organizations and society. The personalization of learning that is designed into the MALAT program and the cross-sectoral skill set cultivated in the MALAT program enable graduates to lead and support their organizations to continually improve the learning experiences it offers.

The MALAT program is designed for individuals involved in the creation of contemporary learning environments that incorporate the best of what is known about learning, and technology. People who could benefit from the program include senior decision-makers responsible for learning, training or education; training managers and co-ordinators; training and development positions; and facilitators, trainers or instructors. The program attracts learners from multiple sectors, including post-secondary institutions, government departments, K-12 education systems, the corporate sector, healthcare, not-for-profit agencies and small businesses.

A **Graduate Diploma in Learning and Technology** is also offered, which ladders into the MA in Learning and Technology degree. If you are considering a Master's degree but are not sure where to start, the Graduate Diploma in Learning and Technology may be a fit for you.

Design and Delivery

The MA in Learning and Technology is founded on principles of networked learning, open pedagogy, and digital mindset - learners create and build on their digital presence in order to collaborate and contribute meaningfully to digital learning networks and communities in the field throughout their program. The annual MALAT Virtual Symposium (https://bit.ly/MALATVirtualSymposium) at the beginning and end of the program is one of the many opportunities for learners to engage in, cultivate

and contribute back to the digital learning network(s), and community(ies), as they learn more about learning, designing for, and facilitating in contemporary learning environments. There are many opportunities for learners to personalize their learning experiences in the program, including the required inquiry-based courses (LRNT 526, LRNT 527 & LRNT 528) that invite learners to further tailor their learning to their unique needs or interests. The program has three completion pathways: (1) thesis; (2) applied research project, and (3) digital learning research consulting project.

One of the key features of the MALAT program is that course design and delivery attempts to "model a model" so that participants learn about promising practices in the contemporary digital learning environments through both observation and hands-on experience. Some of the instructional strategies that are used to help learners develop their analytical critical thinking abilities and problem-solving/finding skills include:

- problem based learning,
- case studies,
- experiential learning,
- networked learning, and
- social learning.

As well as experiencing a range of instructional methods and approaches, learners in the program have opportunities to use a variety of learning technologies and experience a variety of ways in which contemporary digital learning environments can be designed, created, facilitated and evaluated throughout their program. The emphasis of this program is on leading practices in learning (learning processes, planning for learning, designing for learning, facilitating learning and assessing learning) that take place in digital learning environments. *This means that technology is part of the context rather than the primary focus of the program*. A variety of technologies are used to deliver the program and used by learners to collaborate and create deliverables for their courses as required. Technology is also considered throughout the program from a suitability perspective for supporting a variety of learning activities. However, specific software or programming is not taught as part of the MALAT program.

Delivery Format

This 33-credit program is delivered in two different offerings: blended or online (Note: there is no blended offering in 2024). The majority of the program is experienced through online learning, as both the fully online and blended programs come together in the third online course and continue online for the duration of the program. The course calendar descriptions and related course learning outcomes provide detailed information on the courses in MALAT. In keeping with the design principles of openness, networked learning and the cultivation of a digital mindset, all MALAT courses in the program are Creative Commons Attribution-Share Alike 4.0 International Licence and are accessible in the public domain. The program homepage can be found at https://malat-coursesite.royalroads.ca/malat/. Using a combination of Web 2.0/3.0 technologies for learning, students engage, collaborate, share, create and contribute to the learning experience from anywhere in the world.

Each online course in the MALAT program is 9 weeks in duration with approximately a one-week break between courses. The courses are designed for flexibility of access while at the same time achieving a balance between individual work and teamwork. Regular contribution in the form of blog posts, discussions or other course activities is required. The MALAT program and the Diploma in Learning and Technology program take place in the MALAT Learning Ecosystem. This video provides a short overview of the various components of this dynamic space. Each learner is provided with a WordPress site in the first course of the program and it is their responsibly to set up and maintain their blog, and connect to others using an RSS feed reader for the duration of the program. Learners can find more information on doing that on the MALAT program page – Toolkit. Each course has individual and team assignments, and supports are provided through RRU (Teamwork) for working in teams at the graduate level to further deepen skills in that area.

Completion Options

The first six foundational courses are common to all students in the MALAT or DipLAT programs. There are three options for MALAT program completion.

Thesis Completion Pathway

Learners apply to the MALAT thesis completion pathway in their first year of the program (November). The program office sends out the call for applications in late October. The application form and the thesis handbook are on the MALAT program page under Toolkit – Documents. If the application is not successful learners have the option of completing the program following the Applied Research Project or Digital Learning Research Consulting Project completion pathways. Learners who are admitted to the 12-credit thesis completion pathway will identify a research area of focus and work 1:1 with a thesis supervisor on primary research. There are abstracts of MALAT MA theses here, and an overview of a previous MALAT thesis learner discussing the process and his work can be accessed on the MALAT Virtual Symposium site https://bit.ly/MALATVirtualSymposium.

Applied Research Project Completion Pathway

Learners in this completion pathway are engaged in additional course experiences, including an inquiry-based course that require them to co-create their own learning experience with the course instructor. They then take an advanced research course in preparation for their 6-credit applied research project (ARP). The ARP and the related ARP final paper constitutes approximately 200 hours of effort by the graduate student and requires a sponsor within an organization. The ARP final paper constitutes a substantial written investigation of the issue(s) examined in the project and the rationale for the overall project direction relevant to the study of learning in technology-mediated environments. The ARP handbook is on the MALAT program page under Toolkit - Documents. Learners will complete their applied research paper under the guidance of the academic supervisor who is the instructor on record for LRNT 691. Previous learners discussing the ARP process and their work can be accessed on the MALAT Virtual Symposium site https://bit.ly/MALATVirtualSymposium.

Digital Learning Research Consulting Project Completion Pathway

Learners apply to the MALAT digital learning research consulting project (DLRCP) completion pathway in their first year of the program. The program office sends out the call for applications in early January of the first year. The application form and the DLRCP handbook are on the MALAT program page under Toolkit – Documents. If the application is not successful, learners will complete the program following the Applied Research Project completion pathway. If the application is successful, learners taking the digital learning research consulting project track engage in additional course experiences, including inquiry-based courses that require them to co-create their learning experience with the course instructor. They then take an advanced research course in preparation for their 6-credit digital learning research consulting project. Learners conducting a DLRCP will gain hands-on practical experience that will help them apply their theoretical knowledge in a real-world setting on a tightly scoped project and provide the research informed justification and rationale for the design decisions made. The DLRCP completion pathway includes designing and conducting the DLRCP itself, as well as creating the DLRCP Final Project Report. A DLRCP requires a sponsor within an organization. Types of projects need not be original contributions to knowledge, but may include application of knowledge to the field, development of instructional practices or resources, evaluations of practices or resources, conduct of a project evaluation or impact assessment project or pilot of digital learning environments and/or associated media and resources. Projects are sourced from learners and the network of MALAT project sponsors depending upon timing and availability. Previous learners discussing the DLRCP process and their work can be accessed on the MALAT Virtual Symposium site https://bit.ly/MALATVirtualSymposium.

Learning Outcomes of MA in Learning and Technology

The School of Education and Technology uses a program learning outcomes framework that informs the course learning outcomes. Program learning outcomes identify what the learner *will know and be able to do* by the end of the program. They are the essential and enduring knowledge, capabilities (attributes) and attitudes (values, dispositions) that constitute the integrated learning by a graduate of the MALAT program.

Graduates of the MALAT and DipLAT program will be able to apply the principles of networked learning, open pedagogy, and digital mindset as they work in the creation and evaluation of digital learning environments. They will apply theoretical and practical knowledge to critically analyze learning innovations and assess their impact on organizations and society. Graduates of the MA in Learning and Technology will have the knowledge, skills, and ability to:

1. Communicate and synthesize information and arguments at the graduate level.
2. Critically evaluate how learning occurs in a variety of contexts.
3. Design and create research-informed digital learning environments.
4. Demonstrate effective collaboration skills.
5. Develop and analyze support strategies to meet the needs of stakeholders in digital learning environments.
6. Select appropriate assessment and evaluation strategies for digital learning environments.

7. Contribute meaningfully to digital learning network(s) and communities.
8. Explain the interrelationship between innovation, change and digital learning environments and their impact on organizations and society.
9. Apply reflective processes to improve professional practice.
10. Critically evaluate and/or produce research.

Using learning outcomes helps to clarify a program's focus, helps learners connect their program to their workplace, provides a focus for assessment and evaluation, allows for alignment across professional accreditation bodies of knowledge, and helps employers understand the benefits of the program.

Graduate Diploma in Learning and Technology

The Graduate Diploma in Learning and Technology (DipLAT) is designed to build the knowledge and practical skills of professionals working in the field of technology-mediated education, and meets the growing need for management-level individuals who have the knowledge and skills to assume leadership roles in program design, development and evaluation, as well as the need for online facilitators who can effectively integrate educational technologies into their teaching and learning environments.

The DipLAT is for learning professionals or instructors who work in or aspire to work in technology-mediated learning environments, K-12 teachers interested in integrating technology more effectively into the classroom, those responsible for professional development within corporations, government and the public sector, and senior decision-makers responsible for distributed learning activities.

Applications are assessed based on an integrated and consolidated examination of academic credentials, work experience and personal experience. Experience in a technology-mediated learning environment is an asset. Applicants who do not have the formal academic education to qualify for admission may be assessed on the basis of both their formal education and their informal learning, in accordance with the RRU Flexible Admission Policy.

A Graduate Diploma in Learning and Technology will be awarded upon successful completion of a set of 6 core courses (LRNT 521 – LRNT 526). The diploma program can ladder into the MALAT program.

MALAT/DipLAT Courses*

Master of Arts in Learning and Technology - Curriculum

*Table 1 highlights the key program design principles
*Table 2 provides a summary of the 2023-2025 Program Schedules

All course descriptions are provided below. Each course can be accessed from the MALAT Program page. Under the Toolkit portion of the MALAT Program page you can find a video explaining the LRNT Course Learning Environment and information on how to set up RSS feeds of all course and learner blogs so you can stay connected to the discussions (see Setting up OPML files in Feedly). Under Toolkit – Documents you can find all of the current completion pathway application forms and handbooks. The annual MALAT Virtual Symposium recorded sessions are also worth reviewing to get a sense of the conversations and discussion in the field.

1. **LRNTLNK: The Link**

Course Goal: Prepares learners for a successful launch into their learning journey by creating an opportunity for learners to meet and get to know one another in a virtual setting. Offers a fully-online introduction to the applicable program within the School of Education and Technology. Provides overview of the program and course options and introduces students to the RRU technology platforms.
Number of Credits – 0
Pre-requisites and/or co-requisites – none

2. **LRNT 521 Digital Learning Environments, Networks and Communities (3 credits)**

Course Goal: Participate in and explore the implications of digital networks and communities.
Calendar Description – Examines digital learning environments, networks, and communities. Requires students to examine and cultivate their digital presence and identity. Assesses the impact of learning networks, learning communities and digital learning environments on society.
Number of Credits - 3
Pre-requisites and/or co-requisites – The Link; Academic Integrity

3. **LRNT 522 Introduction to Research: Critical Reading and Writing (3 credits)**

Course Goal: Explain the importance of research and be able to analyze forms of research and writing.
Calendar Description - Equips students with the skills to develop their ability to effectively engage in critical reading and writing. Examines the types, purpose, and importance of various forms of writing and research. Introduces practical approaches to develop exemplar reading and writing skills.
Number of Credits - 3
Pre-requisites and/or co-requisites – none

4. **LRNT 523 Foundations of Learning and Technologies (3 credits)**

Course Goal - To examine the core histories, theories, critical issues and recent advances in the field.
Calendar Description - Provides an investigation of foundational issues underpinning learning technologies. Examines the histories, theories, debates, and contemporary developments of the field.

Provides a well-rounded and in-depth understanding of critical issues in learning and technology and their impact on society.
Number of Credits - 3
Pre-requisites and/or co-requisites – none

5. **LRNT 524 Innovation, Design and Learning Environments (3 credits)**

Course Goal - To apply design approaches in the creation of digital learning environments.
Calendar Description - Explores a variety of design models and approaches in creating exemplar learning environments. Analyzes and gains an appreciation of student and stakeholder needs. Investigates effective and ineffective designs. Explores the role of innovation in re-imagining learning environments. Applies a design mindset to solve real-world problems.
Number of Credits – 3
Pre-requisites and/or co-requisites – none

6. **LRNT 525 Leading Change in Digital Learning (3 credits)**

Course Goal – To plan for and lead the implementation of digital learning in organizations.
Calendar Description - Examines aspects of leadership and change as they impact the creation and implementation of digital learning environments. Develops leadership and change management skills.
Number of Credits - 3
Pre-requisites and/or co-requisites – none

7. **LRNT 526 Inquiry into Contemporary Issues in Learning Technologies (3 credits)**

Course Goal – Conduct an inquiry into and speak critically to a topic of the student's choice related to any or all of the following: learning, technology, design and innovation.
Calendar Description - Requires students to identify and investigate a topic of personal interest related to learning, technology, design and innovation. Requires foundational knowledge of the field from LRNT 523 to support deep inquiry. Facilitated through the execution of a personal learning plan and supported by one-to-one faculty-student mentoring.
Number of Credits - 3
Pre-requisites and/or co-requisites – LRNT 523

8. **LRNT 527 Creating Digital Resources (3 credits)**

Course Goal – Produce a digital learning resource that addresses an issue of the student's choice related to any combination of the following: learning, technology, design and innovation.
Calendar Description - Supports students in producing a digital learning resource of personal significance and relevance. Examples include, but are not limited to, the creation of an instructional module, a series of learning objects, an open educational resource, a series of tutorials, an app, or any other tool, technology, or resource of student's choice. Facilitated through the execution of a personal learning plan and supported by mentoring from the instructor, peer-to-peer and digital learning networks and communities.
Number of Credits - 3
Pre-requisites and/or co-requisites – LRNT 521; LRNT 523; LRNT 524

9. **LRNT 528 Facilitating in Digital Learning Environments (3 credits)**

Course Goal – Design and facilitate a digital learning experience on a contemporary issue related to any combination of the following: learning, technology, design and innovation.
Calendar Description - Enables students to design and facilitate digital learning experiences on contemporary topics of interest. Investigates emerging topics in learning, technology, design and innovation. Evaluates digital learning experiences and facilitation strategies.
Number of Credits - 3
Pre-requisites and/or co-requisites – LRNT 523

10. **LRNT 622 Advanced Research: Applied Research Project or Digital Learning Research Consulting Project Proposal (3 credit)**

Course Goal – To create a research informed proposal to conduct an applied research project or a research consulting project.
Calendar Description - Helps students to transition from knowledge consumers to knowledge producers. Focuses on the research process with particular emphasis on creating effective research questions, analyzing and synthesizing literature, developing evidence-based arguments, selecting a research method to analyze secondary data, and developing a thorough research proposal related to learning, technology and digital learning environments. Enables students to focus on an area of personal interest, a topic in the participant's work environment, or conduct a digital learning consulting project.
Number of Credits - 3
Pre-requisites and/or co-requisites – LRNT 521; LRNT 522; LRNT 523; LRNT 524; LRNT 525; LRNT 526; LRNT 527; LRNT 528

11. **LRNT 691 Applied Research Project (6 credits)**

Course Goal – Conduct, analyze and report out on secondary research study.
Calendar Description - Revises and implements the research proposal developed in LRNT 622, the Advanced Research course. Requires students to adhere to the guidelines introduced in LRNT 622 with regards to research methods, ethics and academic integrity. Analyzes and synthesizes secondary data. Requires at least 200 hours of effort. Prerequisites: LRNT 521; LRNT 522; LRNT 523; LRNT 524; LRNT 525; LRNT 526; LRNT 527; LRNT 528, LRNT 622.
Number of Credits - 6
Pre-requisites and/or co-requisites – LRNT 622

12. **LRNT 692 Digital Learning Research Consulting Project (6 credits)**

Course Goal – Conduct, analyze and report out on a digital learning research consulting project.
Calendar Description - Revises and implements the proposal developed in the Advanced Research course. Requires students to adhere to the guidelines introduced in LRNT 622 with regard to research methods, ethics and academic integrity. Analyzes and synthesizes secondary data, or the process and product of the digital learning research consulting project, to develop recommendations and best practices. Requires at least 200 hours of effort.
Number of Credits - 6
Pre-requisites and/or co-requisites – LRNT 622

13. **LRNT 600 Advanced Research: Thesis Proposal (3 credits)**

Course Goal – To create a research proposal to conduct primary research.
Calendar Description - Helps students to transition from knowledge consumers to knowledge producers. Focuses on the research process with particular emphasis on creating effective research questions, analyzing and synthesizing literature, developing evidence-based arguments, selecting a research method to analyze primary data, and developing a thorough research proposal for primary research. Enables students to focus on an area of personal interest. Directs the student through each stage in the development of the research proposal for a primary research study.
Number of Credits - 3
Pre-requisites and/or co-requisites – LRNT 521; LRNT 522; LRNT 523; LRNT 524; LRNT 525; LRNT 526

14. LRNT 690 Thesis (12 credits)

Course Goal – Conduct, analyze and report out on a primary research study.
Calendar Description - Revises and implements the thesis proposal developed in the Advanced Research: Thesis Proposal course (LRNT 600). A thesis constitutes a systematic study of a significant problem, issue, or phenomenon. Demonstrates the ability to analyze existing research, collate or collect data and apply it in the context of an existing problem, issue, or opportunity. The result is a synthesis of theoretical and empirical information and/or recommendations for further action. Identifies a problem or issue, states the research question, identifies major assumptions, explains the significance for the undertaking, grounds the research in relevant literature, sets forth the methods of gathering information, analyzes the data and offers a conclusion or recommendation based on the data and theoretical framing. Appropriate quality standards such as validity, reliability, or authenticity must be consistent with the selected research tradition and evident in tool development and data collection. The finished thesis evidences critical and independent thinking, subject expertise, appropriate organization and format and thorough documentation. The thesis should involve approximately 400 hours of student effort.
Number of Credits - 12
Pre-requisites and/or co-requisites – LRNT 600

Appendix 1:
MA in Learning and Technology
Program Design Principles

The design principles for the revised MALAT program are as follows:

- Personalization of learning – choice for students
- Openness and the use of open educational resources
- Collaboration and contribution to digital learning network(s) and community(ies) using Web 2.0/3.0 tools and strategies
- Digital mindset
- Networked learning
- Inquiry focused
- Authentic learning and assessment strategies
- Inclusivity
- Social justice
- Contemporary relevant learning outcomes
- Academic rigor
- Alignment with School of Education and Technology's vision
- Inclusion of aspects of the RRU Learning and Teaching Model
- Alignment with professional certifications (CSTD; ASTD; ISPI)

Appendix 2:

2024-2026 Schedules and Courses

Online Delivery – MALAT

Royal Roads UNIVERSITY

PROGRAM SCHEDULE FOR
MA IN LEARNING AND TECHNOLOGY (LRNTECH-MA) Y2324P-CA1W
Mar-24
Mar 25, 2024 to July 5, 2026

Program schedules, including start and end dates, are subject to change

Non-credit Required Activities								
Activity		Description	Grade Scale	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Delivery Mode	# weeks	
LRNTLNK		The Link	P/F	3/25/24	4/05/24	Online	2	Required
ITAI		Introduction to Academic Integrity	C/I	3/25/24	4/05/24	Online	2	Required
Course	**Credit**	**Course Title**	**Grade Scale**	**Start Date (mm/dd/yy)**	**End Date (mm/dd/yy)**	**Delivery Mode**	**# weeks**	**Required or Elective**
LRNT521	3	Digital Learning Environments, Networks, Communities	4.33	4/08/24	6/09/24	Online	9	Required
LRNT522	3	Introduction to Research: Critical Reading & Writing	4.33	6/17/24	8/18/24	Online	9	Required
LRNT523	3	Foundations of Learning and Technologies	4.33	8/26/24	10/27/24	Online	9	Required
LRNT524	3	Innovation, Design and Learning Environments	4.33	11/04/24	1/12/25	Online	9	Required
LRNT525	3	Leading Change in Digital Learning	4.33	1/20/25	3/23/25	Online	9	Required
LRNT526	3	Inquiry into Contemporary Issues in Learning Technologies	4.33	3/31/25	6/01/25	Online	9	Required
Applied Research Project or Digital Learning Research Consulting Project								
LRNT527	3	Creating Digital Resources	4.33	6/09/25	8/10/25	Online	9	Required
LRNT528	3	Facilitating in Digital Learning Environments	4.33	8/18/25	10/19/25	Online	9	Required
LRNT622	3	Advanced Research: Applied Research Project or Digital Learning Research Consulting Project Proposal	4.33	10/27/25	1/04/26	Online	9	Required
Applied Research Project or Digital Learning Research Consulting Project - Students select the appropriate following 6-credit course								
LRNT691	6	Applied Research Project	CR	1/12/26	5/31/26	Online	20	Required
LRNT692	6	Digital Learning Research Consulting Project	CR	1/12/26	5/31/26	Online	20	Required
Thesis Stream								
LRNT600	3	Advanced Research: Thesis Proposal	4.33	6/09/25	8/10/25	Online	9	Required
LRNT 690	12	Thesis	CR	8/18/25	07/05/26	Online	46	Required
Total Number of Program Credits (33 Credits), created Oct 27, 2021								

Online Delivery – DipLAT

Royal Roads UNIVERSITY

PROGRAM SCHEDULE FOR
GRADUTE DIPLOMA IN LEARNING AND TECHNOLOGY (LRNTECH-DIP) Y2324P-CA1B
Mar-24
Mar 25, 2024 to June 1, 2025

Program schedules, including start and end dates, are subject to change

Non-credit Required Activities								
Activity		**Description**	**Grade Scale**	**Start Date (mm/dd/yy)**	**End Date (mm/dd/yy)**	**Delivery Mode**	**# weeks**	
LRNTLNK		The Link	P/F	3/25/24	4/05/24	Online	2	Required
ITAI		Introduction to Academic Integrity	C/I	3/25/24	4/05/24	Online	2	Required
Course	**Credit**	**Course Title**	**Grade Scale**	**Start Date (mm/dd/yyyy)**	**End Date (mm/dd/yyyy)**	**Delivery Mode**	**# weeks**	**Required or Elective**
LRNT521	3	Digital Learning Environments, Networks, Communities	4.33	4/08/24	4/28/24	Pre-Res-DL	3	Required
				4/29/24	**5/12/24**	**On-Campus**	2	
				5/13/24	6/02/24	Post-Res-DL	3	
LRNT522	3	Introduction to Research: Critical Reading & Writing	4.33	4/08/24	4/28/24	Pre-Res-DL	3	Required
				4/29/24	**5/12/24**	**On-Campus**	2	
				5/13/24	6/02/24	Post-Res-DL	3	
LRNT523	3	Foundations of Learning and Technologies	4.33	8/26/24	10/27/24	Online	9	Required
LRNT524	3	Innovation, Design and Learning Environments	4.33	11/04/24	1/12/25	Online	9	Required
LRNT525	3	Leading Change In Digital Learning	4.33	1/20/25	3/23/25	Online	9	Required
LRNT526	3	Inquiry into Contemporary Issues in Learning Technologies	4.33	3/31/25	6/01/25	Online	9	Required
Total Number of Program Credits (18 Credits), created Oct 22, 2021								