

Definition Paper

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Defining the combination of learning, design and technology is an ongoing process. This entity is potentially omnipresent and may never retain one formal and objective definition. However, for instructional designers, eLearners and others working in the learning, design and technology field, even ambiguously determining their domain is advantageous for a multiplicity of real-world possibilities. Therefore, for the purposes of this essay a definition will be furnished. The entity of learning, design and technology is the combination of ideologies from each of these fields to promote ideal learning across a range of contexts.

In learning, design and technology, each field contains unique characteristics that are reflected in instruction. In the learning field, the gamut is vast and cannot be fully explored here. However, in K-12, university settings and others, there are concerns that learning, design and technology can address. For example, the truth of how students learn is something this field continually evolves. For example, topics that were contested in the 1940's may not always be contested today, possibly because conclusive evidence on a matter has been established. This could also be for a plethora of other reasons. However, learning is the foundation of learning, design and technology, where learners and designers alike execute the post-industrial mindset of being a lifelong learner (Allman et al., 2024).

In the design field, preferences and modes may impact the outcome of which decor, furniture, etc. is chosen for a space (Conklin & Oyarzun, 2021). This concept is essentially the same in the learning, design and technology entity, where decisions about instruction can also elicit outcomes (Conklin & Oyarzun, 2021). This is notable in this field. Learning, design and technology can emulate or borrow from virtually any field to improve instruction, which is

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unusual and interesting. Many would likely fail to think of an educational field as borrowing from something related to fads or fashion as idiomatic. Arguably this combination and borrowing can potentially foster learning, which is an ironic antidote.

The pervasiveness of technology can be utilized in virtually any context. In the information age, this is especially advantageous in the dissemination of education. Learning, design and technology takes advantage of this and can render instruction virtually omnipresent. The primary goal of instruction is to fulfill instructional goals. Yet varied types of learning, from safe aviation practices to anti-discrimination policies, are much closer to being ubiquitous than ever before (Wagner, 2024). While this can occur in any space, instruction can influence the populace in an ethical and coherent way that social media and some internet resources may not do.

As a future practitioner of learning, design and technology, the writer views himself as a unique contributor to the field. The writer's background is based in music and he would love to enter into something related to multimedia instructional design or into something where he could utilize skills from his MFA as well as his M. Ed. once he receives this. The writer feels he could bring world class musical and sound quality to instructional materials since he has been a musician for over 20 years in addition to his degrees and has much experience in the field. However, if he does not achieve this, designing instruction that will bring joy, peace and hope to the world would be his next greatest aspiration in the field of learning, design and technology and he intends to execute this. Finally, the aforementioned information throughout this work demonstrates that when elements such as general learning, borrowing from interior design models, pushing the limits of technology and other ideological elements are combined, the

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foundations are laid for creating instruction and achieving instructional goals. Thus, a state of ideal learning in the field of learning, design and technology is executed.

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Allman, B., et al. (2024). Sociocultural Perspectives on Learning. *Foundations of Learning And Instructional Design Technology: Historical Roots & Current Trends* (pp. 181-203).

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Wagner, E.D. (2024). What is This Thing Called Instructional Design? *Foundations of Learning And Instructional Design Technology: Historical Roots & Current Trends* (pp. 15-19).

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