

JORDAN BURKLAND

Learning Experience Designer

📍 New York, NY
✉ jordan.burkland@gmail.com
🌐 jordanburkland.com



ABOUT ME

I specialize in designing learning environments with rigorous alignment between goals, instructional strategies, and meaningful technology use. I studied neuroscience and educational game design, focusing on games and emerging technologies (e.g., AR, VR, biofeedback) for health behavior change. At Fordham, I support faculty through online course design consultations, leading workshops on practical implementation of EdTech, and the development of new instructional tools.

EDUCATION

Teachers College, Columbia University, New York, NY
Master of Arts in **Design of Games for Learning**, May 2023

University of Texas, Austin, TX
Bachelor of Science and Arts in **Neuroscience**, May 2019

EXPERIENCE

Instructional Designer

Fordham University, New York, NY

Feb 2024 – Present

Collaborate with faculty on the design and delivery of online courses and creation of AI-integrated learning tools; guided by Design Thinking for product development, Agile project management, and Backwards Design for learning alignment.

- **AI Projects:** Co-designed student practice tools with faculty, including fully built apps for a pitch coach with a skeptical AI CEO, an AI career guide, and a personal finance simulation, reaching 200+ students (2,000+ more planned for Spring 2027). Strong familiarity with tools like Claude Code and Codex.
- **Course Build Consultations:** Supported 50+ faculty across 150+ courses end-to-end (discovery-to-delivery), aligning goals, activities, and assessments while managing course-readiness timelines and implementing Blackboard builds.
- **Workshops | Media:** Increased adoption of EdTech through delivery of workshops to 50+ professors on AI literacy and Gamified Learning (at Faculty Technology Day) and co-production of ~60 professional MBA instructional videos.

Design Researcher

Toatey Inc., New York, NY

May 2023 – Feb 2024

Led interdisciplinary research into augmented reality (AR) tools for enhancing STEM literacy, integrating data analysis and user-centered design, and authoring articles on AR literacy tools.

- **Primary Research:** Led data collection with 30+ families of elementary-aged children, conducting *interviews*, *surveys*, and *usability testing* to understand interactions with AR-enhanced books.
- **Secondary Research:** Conducted systematic *literature review* and *competitor analysis* of AR literacy tools to supplement primary research findings.
- **Authoring:** Chang, Y.K., Burkland, J., & Lim, J.. How can AR-enhanced books support early readers? Exploring informal literacy development through AR design principles, International Journal of Child-Computer Interaction.

Research Assistant

Project Leap, The University of Texas at Austin, TX

Jan 2020 – Jan 2021

Analyzed extensive classroom interactions across 46 schools, encompassing over 4,500 students, for early algebraic learning enhancement, applying data science methodologies and educational theories.

- **Data Analysis:** Converted qualitative classroom interactions into quantitative data using NVivo, aiding in ANOVA analysis to reveal that introduction of algebra concepts in grades 3-5 leads to improved algebra readiness in middle school.
- **Validity Testing:** Developed evaluation criteria to assess lesson plan adherence, significantly enhancing assessment protocols and understanding of effective instructional strategies.