Graduate Master of Arts in Education-Learning Technologies

It has been widely understood that if the United States of America expects greater returns on its investments in education, we are going to need to put highly qualified, innovative minds in teaching and administrative positions. A Master of Arts in Education is a prerequisite for many education positions and is recognized by school districts as a valuable credential. A master's degree in education gives educators the knowledge and skills to inspire and encourage a love of learning and the techniques to handle diverse classrooms and learning styles. Master's degree programs in education prepare educators to utilize high-level teaching methodologies and provide the tools to make work in the field of education more effective and efficient.

At Ottawa University

This program provides the skills and knowledge necessary to:

- Enhance teaching and services to students.
- Provide students with an engaging learning environment.
- Prepare and plan for change in the schools.
- Assist schools and the community to improve education for all students.
- Assess outcomes of school curricula, programs, services, and activities.
- Assume leadership roles in education.
- Engage in continued professional growth.

This concentration promotes the incorporation of theory and application of learning technologies in educational, business, and organizational settings. Coursework emphasizes self-directed, student-centered, and project-based learning and includes a two-credit practicum. Students are expected to take an active role in their learning throughout the program. Students will consider global perspectives in learning technologies, evaluate the efficacy of learning technologies, engage with professionals in the field, and develop a personal portfolio to document and showcase their learning.

Education and Qualifications

The traditional route to becoming a public school teacher involves completing a bachelor's degree from a teacher education program and then obtaining a certificate/license in a specific state. Those who have a college degree in other fields may meet state guidelines by completing a teacher certification/licensure program. For supervisory or other advanced education positions, a master's degree may be required.

Ottawa University

Prepare for a Life of Significance™

Ottawa.edu

Graduate Master of Arts in Education-Learning Technologies

Foundation Courses

The following represent foundation courses for the Learning Technologies concentration.

EDF 7103 Philosophy, Accountability and Change

Contemporary and traditional philosophies of education related to diversity, school outcomes and change. Develop and assess learning programs designed to integrate a philosophy of change with beliefs about learners, teachers, schools, and communities.

EDF 7163 Research: Assessment and Evaluation

Develop conceptual and analytical skills and knowledge to assess organizational needs and program effectiveness through the use of research methodologies.

EDF 7203 Diverse Community of Learners

In-depth study of variability among students in schools and other educational settings from preschool to adult learning. Special focus on the identification of and programming for at-risk students.

EDF 7303 Leadership and Management of Change

Examines the role of the leader in assessing and responding to change and techniques of change management, including consultation, site-based councils and conflict resolution. Topics also include organization, facilitation and communication for change.

EDF 8503 Master's Research Project

Prepare major culminating scholarly project directly relevant to the program of study. Approved project proposal required.

Concentration Courses

The following represent concentration courses that are required.

EDC 7253 Introduction to Learning Technologies

Overview of the field of educational technology in a variety of organizational settings. Examines the role of the educational technology professional in various organizational models. Introduces requirements of the program.

EDC 7263 Foundations in Educational Technology

Course explores foundational elements required for study of educational technology, such as the history of educational technologies and their implementation worldwide, learning theories and their relationship to educational technology implementation, learning technologies terminology, and the relationships between learning technologies and power and privilege.

EDC 7273 Practicum in Educational Technology

Students engage in a learning technologies project that applies their learning in a school, business, or organizational setting. Students must complete 40 hours of supervised work per credit, develop at least one artifact for inclusion in their Personal Portfolio that results from the practicum experience, and reflect on the experience (in writing or via another creative form approved by the instructor) in their Personal Portfolio. May lay groundwork for an applied project in EDF 8503 Master's Research Project, but must be independent of that project. Approval required before practicum begins.

EDC 7693 Emerging Trends in Learning Technologies

Course explores emerging topics and trends in learning technologies, including technologies not originally designed for teaching and learning but that can be leveraged for this purpose. Students explore use-cases for new technologies, examine and develop frameworks for evaluating new technologies and their relevance for the needs of their learners, and explore means for staying abreast of the ever-changing world of learning technologies.

Concentration Elective Courses

A total of 15 elective credits must be taken.

EDC 7313 Games and Simulations in Education

This course explores the history, current landscape, and future of gamification in teaching and learning for all ages and abilities. Students discuss learning theory as it applies to games, simulations, and virtual environments in teaching and learning. Additional topics including methods for evaluation of their effectiveness, potential ethical dilemmas, and socio-cultural ramifications of gamification of learning.

EDC 8413 Instructional Design for Technology-Mediated Learning

Students explore the impact of the integration of technology on instructional design. They examine how learning theory influences instructional design from a variety of perspectives: student-centered learning (including experiential learning), content presentation, learning activities, accessibility, and assessment. Students explore and apply a variety of instructional design models and evaluate the merits and suitability of each within specific learning contexts.

EDC 8423 Teaching and Learning at a Distance

Students examine evidence-based practices in teaching and learning via various distance technologies and with various target audiences (e.g. K-12, post-secondary, and corporate/government/non-profit). Students explore online teaching tools, learning management systems, video conferencing systems, online collaboration tools, learner engagement theory and practice, issues of identity verification, assessment in an online environment, and individualized instruction.

Program requirements reflected herein are current at time of printing but are subject to change at the discretion of the university. Consult the catalog for any curriculum changes and additional requirements. Some required courses may be met through transfer credit as determined by the advisor in consultation with the registrar. www.ottawa.edu/coursecatalog