



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:

- ▶ Evaluate learning technologies for their potential and appropriate use in a variety of educational settings and scenarios.
- ▶ Integrate learning technologies into curriculum, instruction, and assessment.
- ▶ Leverage appropriate learning technologies to meet the needs of a diverse learner population.
- ▶ Extend learning beyond the classroom with blended and online modalities.
- ▶ Develop standards-based, technology-supported learning environments and experiences.
- ▶ Provide professional development for colleagues in schools, higher education institutions, or in business/non-profit environments regarding learning technology implementation and use.
- ▶ Lead and work with others to develop a vision for learning technology integration in their organizations, including ensuring access, acquiring resources, and equipping users to be successful with learning technologies.

Students will explore emerging trends, create their own professional learning network, 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

This concentration is designed for anyone interested in learning technologies, regardless of prior experience. Additionally, coursework is designed for those who aspire to a profession as a learning technologist in any setting, education, business, government, or non-profit organizations. Coursework emphasizes self-directed, student-centered, and project-based learning and includes a two-credit practicum.

# Graduate Master of Arts in Education-Learning Technologies

## Foundation Courses

The following represent foundation courses for the Learning Technologies concentration.

### EDF 7110 Foundation of Learning Theory

Evaluate key learning theories and environmental factors in relationship to student motivation, along with the behavioral and academic success of students.

### EDF 7210 Foundation of Education

Explore the historical and philosophical foundations of education in order to evaluate educational trends and create a personal philosophy of education while practicing the profession with intentionality.

### EDF 7310 Foundation of Exceptionality

A comprehensive investigation concerning the identification, support, and resources necessary for supporting families and children/students with exceptionalities. Utilizing a team-based approach, candidates will construct strategies for creating programs that advocate for and sustain an instructional program conducive to student learning and staff professional growth.

### EDF 7410 Foundation of Educational Research and Assessment

Evaluate the relevance of educational research to curriculum improvement, federal and state policies, systematic processes, and instructional and assessment strategies. Apply various research methods within educational environments at multiple levels.

### 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.

## Concentration Elective Courses

A total of 15 elective credits must be taken. Select from the following plus an approved EDC elective.

### 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 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.

### 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.