## Course Guide – Masters of Education Program

**Note:** 1 course = (3) credits  
**Students need 12 credits (4 courses) to obtain Graduate Diploma**  
**Students need 30 credits (10 courses) to obtain M.Ed. or M.A**

<table>
<thead>
<tr>
<th></th>
<th>Required Courses</th>
<th>Cluster 1 - Required</th>
<th>Any Cluster</th>
<th>Capstone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Diploma</td>
<td>None</td>
<td>Four courses (12)</td>
<td>None</td>
<td>None</td>
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</tbody>
</table>
| M.Ed. Course Only   | EDUC 5001G – Principles of Learning (3)  
EDUC 5002G – Research Methods (3)  
3 credits from one other core course                                                                                                                                 | Four courses (12)     | Three courses (9) | None            |
| M.Ed. with Project  | EDUC 5001G – Principles of Learning (3)  
EDUC 5002G – Research Methods (3)  
3 credits from one other core course  
(EDUC 5003G highly recommend)                                                                                                                                 | Three courses (9)     | Two courses (6)  | Two courses Project (6) |
| M.A. with Thesis    | EDUC 5001G – Principles of Learning (3)  
EDUC 5002G – Research Methods (3)  
EDUC 5003G – Advanced Res. Methods (3)                                                                                                                                 | Two courses (6)       | One Course (3)  | Four courses Thesis (12) |
List of Graduate Courses

Core Courses

- EDUC 5001G - Principles of Learning (Required)
- EDUC 5002G - Research Methods in Education (Required)
- EDUC 5003G - Advanced Research Methods and Design
- EDUC 5004G - Critical and Reflective Practice in Education (formerly: The Reflective Practitioner)
- EDUC 5005G - Social and Cultural Context of Education

Cluster 1 – Education and Digital Technologies

- EDUC 5101G - Digital Tools for Constructing Knowledge (former title: Learning with Technology)
- EDUC 5102G - Educational Technology and Communication
- EDUC 5103G - Online Technology in Education
- EDUC 5105G - Technology Diffusion in Education

Cluster 2 – Leadership and Administration

- EDUC 5201G - Foundations of Leadership
- EDUC 5203G - Dynamics of Change
- EDUC 5205G - Leadership and Technology (also counts as a Cluster 1 course)
Cluster 3 – Curriculum

- **EDUC 5302G** - Curriculum Planning and Implementation
- **EDUC 5303G** - Technology and the Curriculum (*also counts as a Cluster 1 course*)
- **EDUC 5304G** - Digital Literacy: Theory, Practice, and Research (*also counts as a Cluster 1 course*)
- **EDUC 5305G** - Authentic Assessment

Cluster 4 – Adult Education

- **EDUC 5401G** - *Foundations of Adult and Higher Education* (former title: Introduction to Adult & Higher Education)
- **EDUC 5402G** - The Adult Learner in a Digital Age
- **EDUC 5404G** - Teaching in an Adult Learning Environment
- **EDUC 5405G** - Digital Technologies in Adult Education (*also counts as a Cluster 1 course*)

Special Topics Courses

- **EDUC 5199G** – Mental Health and Well-Being in a Digital Age
- **EDUC 5199G** – Teaching and Learning with Mobile Technology
- **EDUC 5199G** – Youth, Media and Popular Culture
Course Descriptions

Core Courses

EDUC 5001G - Principles of Learning [go to core course list] - Required
This course serves as an introduction to the variety of ways that human learning is thought about within educational contexts. This course helps students understand some of the similarities and differences that exist among a variety of learning theories. Because the application of theory in educational practice (praxis) is a key element of this course, students are encouraged to see new pathways of possibility for teaching and learning in their own educational experiences. Students may assess the success of the course sessions by evaluating the degree to which their experiences in the course have provoked them toward reflective practice for their own learning communities. This course is required of all students. 3 cr.

EDUC 5002G - Research Methods in Education [go to core course list] - Required
This course is a general introduction to educational research methods. The epistemological assumptions about the nature of knowledge and the relationship between theory and evidence are extensively examined across a broad range of approaches to research. Students consider the types of questions that can be answered through research as well as the practical and ethical questions that arise in educational research. A central goal of the course is to instil a culture of disciplined inquiry for modern teaching professionals. As graduate students, they become critical readers and consumers of research. There is, in addition, a praxis element to this course, as participants are encouraged to build capacity for engaging in research-driven practice. Technology has a significant role to play in the research process, but caution must be observed with respect to the ethics of collection of information. The importance of computer software packages for both quantitative and qualitative analysis is also introduced. This course is required of all students. 3 cr.

EDUC 5003G - Advanced Research Methods [go to core course list]
This is a seminar course that examines advanced methods, techniques and software for educational research. The course is intended for students taking the MA program and the project option in the MEd. Many of the examples in the course come from the work of current or past students doing thesis and project research. One outcome of the course for most students is an initial draft of a research proposal that can be presented to their advisor for discussion or elaboration, or as the basis for beginning the research mentoring process. This course is mandatory for MA students and recommended for MEd project option students. 3 cr.
EDUC 5004G - Critical and Reflective Practice in Education [go to core course list]
This course reviews foundational theories and research in the field of education and digital technology. Students will analyze and critically examine foundational research traditions and historically important theories that have informed teaching and learning in general and in digital environments. Sample topics will include critical analysis of curriculum planning and development, instructional design, communities of teaching and learning, models of assessment, diversity, and the role of reflection. 3cr.

EDUC 5005G - Social and Cultural Contexts of Education [go to core course list]
This course will include sociological explorations of the social and cultural factors that have impacted upon curriculum and the experience of schooling historically and in the current digital era. As discussions of power privilege and socio-cultural ‘difference’ become increasingly common in popular culture, it is incumbent upon educators to understand how the web shapes and responds to normative views of curriculum and the learning experience. Students in this course will be asked to critically examine their own academic, professional and personal journeys in light of concepts introduced in the course readings. The investigative approach includes ethical reasoning, autobiographical reflection, deconstruction and sociological analysis of lived experiences and burning issues. This course will relate content and discussion to educational research in order to assist students in thinking about their own potential platforms for educational research.
Cluster 1 – Education and Digital Technologies

EDUC 5101G - Digital Tools for Constructing Knowledge [go to cluster 1 course list]
This course critically examines research and theory on the use of digital cognitive tools for constructing knowledge. Students will explore and analyze the educational affordances of a wide range of digital tools. It is expected that students will see the ways in which specific choices of technology are associated and lead to specific learning outcomes. Specific topics that may be considered include systems of thought that favour or oppose the use of technology in education, analysis and categorization of online digital tools and systems, and constructivist approaches to applications of technology. 3 cr.

EDUC 5102G - Educational Technology and Communication [go to cluster 1 course list]
Technology can extend the ability of the instructor and students to communicate in educational settings. Multimedia elements of computer based instruction possess strengths and limitations as communication tools. This course examines various theories of communication and learning and their application to the multimedia world of instructional technology to traditional and non-traditional learning settings. Innovative ways of enhancing and improving educational communication are emphasized. 3 cr.

EDUC 5103G - Online Technology in Education [go to cluster 1 course list]
This course explores the integration of online technology (e.g., synchronous & asynchronous communication, and learning management systems) into educational practice. The course focuses on issues such as the ways in which online technology enhances and inhibits learning, accessibility, reflection, social learning, cognitive processing, quality of discussion, role of educator, individual differences in use, and learning performance. Particular attention is given to the role that technological developments have played in inviting educators to reconsider fundamental educational concepts. 3 cr.

EDUC 5104G - Analysis and Design of Web-Based Learning Tools [go to cluster 1 course list]
This course allows students to investigate, analyze and design web-based learning tools. Key areas addressed include establishing an operational definition and categorization of web-based learning tools (WBLTs), exploring learning theories and instructional design principles that support the design of WBLTs, understanding the advantages and disadvantages of using WBLTs, analyzing and assessing qualities of effective WBLTs, and exploring strategies for using WBLTs. After developing a strong foundation of theory and design, students will create their own WBLTs. 3 cr.

EDUC 5105G - Technology Diffusion in Education [go to cluster 1 course list]
In this course, technology diffusion in education is examined. Consideration is given to how teachers, learners and educational administrators promote, resist, adopt, transform, and repurpose technologies in education. The emphasis in this course is placed on information and learning technologies, but the particular case of education in the context of the general dynamics of technology diffusion, transfer and translation is considered. Information and communication technologies are understood in their broader context of use within modern society. 3 cr.
Cluster 2 – Leadership & Administration

EDUC 5201G - Foundations of Leadership [go to cluster 2 course list]
Leading theorists and researchers, established and emerging theories, and trends of leadership will be examined from diverse perspectives, including critical theory perspectives. The course will focus on leadership positions and the problems, dilemmas, and opportunities faced in educational, public, and human service organizations. 3 cr.

EDUC 5202G - Organizational Theory, Culture, and Decision Making [go to cluster 2 course list]
In this course, graduate students will read, explore, analyze and discuss the culture of educational organizations. Students will explore diverse perspectives by studying historical constructs such as organizational theory and management theory. Management functions such as needs assessment, planning, organizing, staffing and control, along with organizational socialization, motivation and change will be examined and applied. Students will be encouraged to apply skills of critical analysis and synthesis throughout the course and to develop views about the theories by linking them continually with issues in practice. Students will also be encouraged to explore school and district leadership and the role of leadership in the larger context of community. 3 cr.

EDUC 5203G - Dynamics of Change [go to cluster 2 course list]
This course explores major concepts that impact successful implementation of change such as theories of change and models of change. Change theory and models, as well as components of change, will be applied to investigations of classroom, school, district, and societal change. The role of culture and the roles of stakeholders will be central to this exploration. Graduate students will reflect on their roles within major educational changes. Other major concepts include the exploration of vision, mission, the institutionalization of change, and interference or resistance to change. Students will be encouraged to act as reflective practitioners and introduce materials and/or resources which connect theory, research and practice. 3 cr.
EDUC 5204G - Staff Development and Supervision [go to cluster 2 course list]
This course investigates the process of teacher learning as it applies to the needs of the early practitioner and experienced teacher. This includes staff development, teacher supervision and teacher growth through reflective practice. Staff development theory and practice will be examined, as well as current research in measuring the impact of teacher learning. The conceptual bases outlined in current theory, research and practice in the models of teacher supervision are critically examined relative to current policies on teacher supervision. 3 cr.

EDUC 5205G - Leadership and Technology [go to cluster 2 course list]
Significant educational leadership principles, models in the use of technology, and the influence of information and communication technology on educational leadership are explored and applied. Course topics include common vision; analysis of needs; development; access and security; integration into instruction; assessment and evaluation; professional development; and infrastructure of the school system including administrative software, community relationships, ethical legal issues and other educational policy implications. The result will be a plan of significant value to the master’s candidates’ educational technology leadership role. 3 cr.

EDUC 5207G - Law & Order (EDU): Legal, Ethics and Policy Issues in a Digital World [go to cluster 2 course list]
Who owns MOOC and lecture content developed by instructors? Can educators share published digital work with students? What happens when social media content is used against teachers, stripping them of their ability to teach? Who wins and who loses when Internet content is free to all? When students create internet content, what are their rights and obligations? What happens when classroom activity is digitally recorded and shared with people outside a class? These are just a few of the contentious ethical, legal and policy issues that this course will address. Structured in a seminar format, students will participate in both identification of current and timely legal, ethical and policy issues related to digital technology, and lead seminars that unpack tensions between law/policy and ethics related to technology use in educational contexts. 3 cr.
Cluster 3 – Curriculum Courses

EDUC 5301G - Foundations of Curriculum for the 21st Century [go to cluster 3 course list]

The aim of this course is to research and explore the historical and theoretical aspects curriculum for the 21st century. Students will review the major curricular themes in the literature (both past and present), explore a framework for thinking about curriculum change for the 21st century, and develop critical and analytical skills appropriate to the scholarly discussion of curriculum. Students will also apply informed theory to their own contexts of practice. The course is participatory and practice-based (entailing critical reflection on curriculum practice), responsive and collaborative (focusing on the particular contexts and interests of participants) and critical (entailing constructive critique of education and other values and assumptions that inform curriculum policy, organization, and practice). 3 cr.

EDUC 5302G - Curriculum Planning and Implementation [go to cluster 3 course list]

This course defines and illustrates practical methods for completing important curriculum development tasks such as (a) identifying appropriate course and unit objectives; (b) developing useful growth schemes; (c) developing effective teaching techniques; and (d) constructing practical assessment strategies. Particular attention is given to problem-solving skills. Instructional changes associated with elementary and secondary school reform are examined. Examples will be negotiated and may include such innovations as curriculum integration, teaching for deep understanding, reciprocal teaching, authentic assessment, cooperative learning, self-directed learning, and computer-mediated instruction. Theoretical foundations, research findings, implementation issues, and implications for other reform dimensions (restructuring, re-culturing, and retiming) are explored for each approach selected. 3 cr.

EDUC 5303G - Technology and the Curriculum [go to cluster 3 course list]

This course involves an examination of the theoretical underpinnings and practical questions concerning the educational use of technology in a constructivist learning environment. The pedagogical application of technology includes the implementation of computers and other instructional technologies for teaching and learning such as video and audio multimedia (e.g., film, audio recordings, television). The focus is on developing a critical perspective regarding the use of technology in educational contexts that relates and looks forward to the articulation of an ethics of teaching practice. Topics representative of technology and education issues are selected from the following theories and definitions of technology: implications of various modes of technology contexts for models of teaching and learning practice; evaluating the use of multimedia resources for educational contexts (e.g., internet, software, video and audio recordings, and television); technology, diversity, and educational equity; articulating an ethics of teaching practice with respect to the educational use of technology, computer-mediated learning, telecommunications and multimedia resources; online teaching and learning; the use of virtual environments for educational purposes; problems of classroom integration; and computer support for professional development and administration. 3 cr.
EDUC 5304G - Digital Literacy: Theory, Practice, and Research [go to cluster 3 course list]
Postmodern literacies have proliferated in response to the rapid expansion of digital technologies and network interconnectivity in the 21st century. The kinds of texts produced for and by the current knowledge economy are artifacts of digital rather than industrial technologies; these technologies have had considerable impact on how people read and write. This course examines what we have learned about the impact of digital technologies to this point with a view to understanding what it means to be literate in a digital age. We consider the continuing overlap of pre-print, print and post-print forms within the larger history of literacy artifacts. We consider the effect of word processors, hypermedia, and the Web 2.0 on writing and reading practices, and we experiment with emerging web-based social software such as wikis and weblogs. From legal boundaries of who owns what words in cyberspace to recognizing new orthographies, new identities, new contexts for learning and new poetics in digital contexts, we explore the various socio-political and educational aspects of digital communications technologies. 3 cr.

EDUC 5305G - Authentic Assessment [go to cluster 3 course list]
The ultimate goal of this course is to enable educators to help their students to be able to think about their own learning processes. Authentic assessment is not about final exams and bell curves. The focus of this course is to research, analyze, and apply a variety of assessment techniques and applications that are based on the notion that people learn most effectively when they are able to relate what they are learning to their previous knowledge. Assessment is defined within the context of simulating authentic life-related tasks. Young children and adolescents also need to understand their own thought processes through self and peer assessment if they are to see their own growth potential and develop self-motivation and self-esteem. Graduate students in this course learn key principles of authentic assessment and how to differentiate among assessments (such as criterion-referenced and norm-referenced.) They apply theory to examine underlying issues concerning high stakes standardized testing. As they study how to create more effective rubrics and objective test items, they think critically about how to better assess their students’ academic development. By the end of the course, participants understand the differences between assessment for learning and assessment of learning. 3 cr.
Cluster 4–Adult Education

EDUC 5401G - Introduction to Adult Education and Higher Education [go to cluster 4 course list]
The purpose of this course is to survey fundamental concepts and issues in the field of adult education within the current digital context. Students will examine a variety of literature and engage in discussions that allow an exploration of broad topics in adult education and digital technology. Potential topics include, but are not limited to, the adult learner in a digital age; contexts, problems, and issues in adult education; teaching in an adult learning environment; and the use of digital technologies in adult education. 3 cr.

EDUC 5402G - The Adult Learner in a Digital Age [go to cluster 4 course list]
The purpose of this course is to explore the characteristics of the current adult learner and the general principles underlying adult learning in the digital age. Students will develop and demonstrate an understanding of major theories of adult learning. Potential topics include, but are not limited to, the cognitive, social, and emotional makeup of the adult learner, the nature of self-directed and transformative learning experiences, the role of reflection in professional practice, and the challenges associated with using digital technologies. 3 cr.

EDUC 5404G - Teaching in an Adult Learning Environment [go to cluster 4 course list]
The purpose of this course is to develop an understanding of pedagogical approaches designed to meet the current and future needs of the adult learner. Students will analyze current models of teaching and adapt these strategies and approaches to specific topics, courses, and contexts that are relevant to the adult learner. Potential topics include, but are not limited to, case study analysis, scholarship of teaching and learning in higher education, and course planning and implementation. 3 cr.

EDUC 5405G - Digital Technologies in Adult Education [go to cluster 4 course list]
The purpose of this course is to analyze and evaluate the potential of a variety of present and cutting edge digital technologies when used by adults for the purpose of learning. Students will challenge themselves to explore unfamiliar digital technologies and their application to learning outcomes for their professional and personal lives. Topics include, but are not limited to, the use of digital technologies for communication purposes, social interaction, collaboration, information access and creation, and information processing. 3 cr.
**Special Topics**

**EDUC 5199G – Mental Health & Well-Being in the Digital Age [go to special topics courses]**
This course will distinguish, articulate, and critically assess theories and research related to mental health, well-being and technology, especially the intersection of these three areas. The primary purpose of this course is to explore mental health and well-being in the digital age by understanding the impacts of technology on mental health. This includes consideration for how we utilize technology in order to increase positive mental health, healthy development, effective education, positive social interactions, and inclusive communities. In order to accomplish this, the course will focus on critically examining research studies, as well as distinguishing between social myths, personal opinions, and credible research. Students will explore such topics as self-identity, social relationships, mindfulness, emotional intelligence, self-regulation, stress and learning, resiliency, digital citizenship, and psychological disorders and problems. 3 cr.

**EDUC 5199G – Teaching & Learning with Mobile Technologies [go to special topics courses]**
More people now access the Internet via mobile devices than with traditional computers. Mobile devices are being used for entertainment and personal communication, as well as for accessing information, collaborating, and learning. Mobile learning, or mLearning, encompasses more than just delivering online learning opportunities via mobile technologies. This course will explore the definition of mobile learning, as well as its evolving roles in filling gaps in meeting formal and informal learning needs. Participants will examine issues surrounding the integration of mobile technologies and mobile learning strategies in formal education systems. They will also explore relationships between learning theories and approaches to instructional design for mobile learning, as well as a variety of available applications, and future trends in mobile learning technologies. 3 cr.

**EDUC 5199G – Youth, Media and Popular Culture [go to special topics courses]**
This course is positioned at the intersection of education, popular culture, and youth experiences. It explores questions concerning the social construction of youth, parents, and teachers; knowledge and power in schools and in media; representations of social identities; and access to particular media and technologies within social spaces. Students use theoretical and research texts to critically analyze popular media, including films, digital media (including games and music), and television shows. Inquiry will explore the complex relationships between identity, performance, representation, consumption, power, knowledge, authority, and culture with the objective of examining how schools can incorporate media and popular culture in ways that contribute to student success. 3 cr.