All course descriptions are from

UOIT Graduate Academic Calendar and Course Catalogue 2012-2013

<http://shared.uoit.ca/shared/faculty/grad/documents/GradStudiesCalendar.pdf>

EDUC 5001G Principles of Learning.

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.

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 5005G Social and Cultural Context of Education.

Students are asked to critically examine their own practice and its context. Issues of power and privilege as they operate in the field of education are central unifying themes of the course. The investigative approach includes ethical reasoning, autobiographical reflection, arts/ aesthetics, deconstruction, and sociological analysis. Students attempt to work through a series of questions in order to understand the complexities in schooling and in education in general. This course includes sociological explorations that help to focus on issues of schooling. Lived experiences and burning issues are used as ways of exploring personal experiences. Educators also draw upon professional lived experiences and are asked to examine these experiences within the light of concepts introduced in course reading materials. There is a conscious attempt, through autobiographical and experiential learning, to examine the social and cultural foundations of education. As a foundations course, it relates course learning to educational research in order to assist educators in thinking about their own platforms for educational research. 3 cr.

EDUC 5105G Technology Diffusion in Education.

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.

EDUC 5199G Special Topics in Education and Digital Technologies.

Special topics courses present material in an emerging field or one not covered in regular offerings. Each year up to two or three special topics in technology and informatics courses may be offered to enable students to experience particular topics in depth. In the area of technology and informatics, for instance, courses such as Special Topics in Computer Assisted Language Learning or Special Topics in Adaptive Technologies for Special Education may be offered periodically. 3 cr.

EDUC 5103G Online Technology in Education.

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 5205G Leadership and Technology.

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 5402G The Adult Learner in a Digital Age.

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 5303G Technology and Curriculum

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 6300G MEd Graduate Portfolio.

Students collect authentic evidence that documents their development and learning over the course of their graduate program. Students select and organize relevant artifacts to create a web-based portfolio which reflects the course-based and extra-course activities related to their program and professional goals. The chosen topic is dependent on the area of specialization of the student, using resources normally available on campus. They share their portfolios with peers during an online presentation. Students receive a grade of pass or fail for the portfolio. 3 cr.