For more information:
Lesley University
29 Everett Street
Cambridge, MA
02138-2790
888.LESLEY.U
info@lesley.edu

Graduate School of Education
http://www.lesley.edu/prek-12-education-programs/

MEd in EDUCATIONAL TECHNOLOGY

ONLINE PROGRAM

The MEd in Educational Technology is an online, non-licensure program that begins with three required core courses and ends with a capstone course. The core courses provide foundational and critical training in assessment and integrating technologies into curricula and meet Title II goals in developing highly trained educators in technology. With a broad range of electives in technology as well as mathematics, science, and teaching English to speakers of other languages, participants have the opportunity to develop an individualized program of study that best fits their professional needs. In the capstone course, students synthesize knowledge gained throughout the program.

Options for earning elective credits include the following:

- Choose a combination of **7** courses for a total of **21** credits from the following subject areas: technology, mathematics, science, and/or English as a second language.

- Complete one of the certificate programs below in its entirety. With this option, the student's transcript will reflect a specialization in the chosen area, and the credits earned can be applied to the elective requirement. Additional courses may be required to total 21 credits.
  - Navigating Our Digital World (15 credits)
  - Online Teaching (15 credits)
  - Emerging Technologies (15 credits)
  - Mathematics in Education (18 credits)*
  - Science in Education (15 credits)*
  - Teaching English to Speakers of Other Languages (TESOL) (18 credits)*

    **Program completion leads to endorsement in multiple states. It is the student's responsibility to know and monitor state requirements and regulations for the endorsement or second license.*

Courses may have prerequisites for registration; please check course descriptions before registering.

Course Number	Course Title	Course Credits
ECOMP 5007	21st Century Teaching: Supporting All Learners with Technology	3
ECOMP 6016	Teaching and Learning with Digital Media	3
ECOMP 6102	Using Technology to Assess Content Standards and Technology Skills	3
ECOMP 6106	Designing Curriculum that Integrates Technology (Capstone course: taken as last course in program)	3
XXXX xxxx	Electives	21
TOTAL CREDITS		**33**

Accreditation:
Lesley University is accredited by the New England Association of Schools and Colleges and is authorized to offer degree programs in many states.

For more information, please visit our website lesley.edu

Please Note: Lesley University reserves the right to unilaterally add, withdraw, or revise any course offering in the above mentioned program of study including policies, provisions, requirements, and fees.

Lesley University is an Affirmative Action/Equal Opportunity institution and does not discriminate on the basis of age, race, religion, color, creed, national or ethnic origin, sex, sexual orientation, handicap or disability in its education programs, employment, or in admissions to, access to or treatment in its programs or activities.

Required Course Descriptions

ECOMP 5007 21st Century Teaching: Supporting All Learners with Technology
This hands-on course teaches the integration of a broad range of technologies that foster a school climate and culture that actively supports learning for all students, including students with disabilities and students who are culturally and linguistically diverse. Participants develop the knowledge and skills to support diverse learners, including: understanding the learning characteristics of these students; leveraging digital media to support collaborative learning opportunities; evaluating and selecting appropriate computer-based applications and online tools; experimenting with and using assistive technologies; integrating technologies into the curriculum; and discussing trends and research that support these students in the classroom.

ECOMP 6016 Teaching and Learning with Digital Media
This course will help educators to harness the power of digital media for teaching and learning. They will learn to use that power to transform traditional teacher-centered classrooms into student-focused learning environments where students use digital media for the acquisition, analysis, construction, and presentation of knowledge. Hands-on experiences will also help them develop proficiency with the tools and skills needed for authoring and publishing digital media in a variety of formats.

ECOMP 6102 Using Technology to Assess Content Standards and Technology Skills
This course investigates uses of classroom assessments to make decisions about instruction and student learning. During the course, participants will explore a broad range of assessment strategies, including: selected response assessments (such as multiple choice tests), extended written response assessments, and use of observation and personal communication. Participants will learn about the technologies that support assessment design, and they will use technology to design balanced assessments that both prove and improve student achievement.

ECOMP 6106 Designing Curriculum That Integrates Technology
Learn to design a curriculum website while also building an instructional unit of study that focuses on national and state educational standards. Curriculum units can be designed for any content area, but all will combine the integration of robust learning technologies with research-based effective teaching strategies. Course participants will also use a broad set of professional technology tools that support the design of curriculum and the creation of instructional materials.
Prerequisite: ECOMP 6102 or an assessment methods course.

Selected Elective Options

ECOMP 6201 Online Teaching: Introduction to Design and Practice
This course is designed to introduce teaching online to K-12 educators. Utilizing a constructivist learning approach, we will explore the advantages of online learning and features of online environments and online collaborative tools, and examine the best pedagogical practices for teaching and learning online. Expectations, characteristics, and needs of online learners will be examined and specific strategies to help students assess their readiness to learn online will be developed. Solutions for involving all of the K-12 stakeholders and the challenge of keeping students motivated to produce quality work through online learning will be explored.

ECOMP 6101 Technology: Facilitating Change for Education
Social networking, global learning, cyberbullying, online predators, and individual privacy – empower your students to stay safe and thrive in our digital world. Being an excellent teacher, parent, and citizen means understanding how our lives and our practices are changed by technology. You will learn strategies to manage technology for the benefit of your students. Examine how technology is changing every aspect of our lives and the ways we interact with one another: how we learn, create, work, study, and play.

ECOMP 7010 Emerging Tech: Bringing the Future to Your Classroom
Learn about promising technologies including eye tracking, 3D printers, and wearable computers. Explore the possibilities for trends such as the Maker Movement and the Flipped Classroom. Discover the latest web-based resources and collaboration tools for every grade level and subject area. Learn to integrate emerging technologies into existing curricula while promoting transformative thinking and creativity. Build your expertise and gain experience in identifying the efficacy of future technologies for enhancing student learning.

CMATH 6107 Constructing Mathematical Understanding: Number and Operations
Participants will develop a solid conceptual understanding of the language and operations of arithmetic, as well as the interrelationships among arithmetic, algebra and geometry. Topics include place value and the history of counting, inverse processes, the geometry of multiplication, the many faces of division, and conceptual models of integers and rational numbers.

CMATH 6108 Constructing Mathematical Understanding for Number Theory
Participants develop a solid conceptual understanding of the branch of mathematics known as number theory. Topics include properties of prime, composite, abundant, deficient, and perfect numbers, divisibility rules, and the use of geometric and other representations for finding prime factorizations, and greatest common factors. Participants will also investigate the fundamental theorem of arithmetic, computing in different bases, and arithmetic progressions.

CMATH 6109 Functions and Algebra I: Building Mathematical Understanding
Participants develop a solid conceptual understanding of the branch of mathematics known as algebra. Topics will include ratio and proportion, slope, operations with integers, the notion of function, absolute value, linear versus non-linear functions, sets, equations, inequalities, simultaneous equations and demand functions.

ECOMP 6020 Digital Technology: How It Works
This course focuses on conceptual understanding of how digital technologies work, both technically (internally) and practically (with humans). The course demystifies digital technology and expands students' knowledge of the deep commonalities as well as the differences between its different forms. Digital technology is studied in its social and historical contexts, revealing the relations between people and the technology they use, in and outside classrooms, and how both technology and those relations change symbiotically over time.

EECLD 6001 Culturally Responsive Teaching
This course sets the foundation for creating meaningful and relevant teaching and learning for culturally and linguistically diverse students. Legal issues and a historical perspective are used to examine the student's civil rights and the ways that prejudice, culture, language diversity, and socioeconomic factors influence the student's academic success or lack of it within the current system and under the current policies. The cultures of the student's state are studied and used in planning and cultivating culturally responsive learning/instruction and positive cultural identity in the family and community relations. Intercultural communication at the local, national, and international level is addressed. Participants engage in self-study, write their own cultural and linguistic autobiography, identify and utilize cultural resources in the community, and plan to actively involve linguistically diverse families in the school environment.