Online Masters of Arts in Educational Technology

Proposal Abstract

Pepperdine GSEP will offer an innovative Masters degree program designed for practicing educators who for reasons of geography or lifestyle can not attend traditional face-to-face classes. This new program builds upon GSEP's pioneering work in distributed learning to take the next logical step of extending the community of learners to include new students and geographically underserved regions. The Pepperdine University Online Masters of Arts in Educational Technology program is at the vanguard of innovation in higher education while maintaining the appropriate focus on learning, not technology.

Educational Objectives

Graduates will...
- Be leaders of moral and sound educational practice
    - Understand learning in a community
    - Engage in reflective practice
    - Create and support communities of practice locally and globally
    - Identify his or her role in contemporary educational issues
    - Develop an evolving personal vision of learning and educational institutions
    - Support colleagues in their professional development

- Be leaders in the use of educational technology
    - Demonstrate technological fluency with professional tools
    - Design constructionist learning environments
    - Articulate the new learning opportunities offered by emerging communication and computational technologies

Unique Program Aspects

The OMAET will be a rigorous post-graduate program building upon the student's personal experience and professional setting. Team-building, face-to-face collaboration, technical skill acquisition and the evaluation of exit exhibitions will occur during residential weeks at the beginning and end of the program. Interpersonal contact will also occur during the required participation in major educational conference and informal networking among participants. Program success may warrant regional face-to-face events.

Pepperdine University's OMAET will "transcend the mechanical." Many educational technology Masters programs focus primarily on technical skills and software evaluation. The Pepperdine program occupies a position of market distinction due to its focus on learning with technology, not learning about technology.

There are few institutions of Pepperdine's status offering the convenience of online study with unparalleled educational excellence.

Program Schedule and Sequence

The committee proposes a thirteen month three trimester program beginning with a week-long residential session the fourth week of July and ending the following July (third week).

Participants will be expected to demonstrate technical fluency at the end of the "pre-session" week

in order to ensure program success. Participants who do not demonstrate an appropriate level of technical competence will be counseled out of this program.

Students will then embark on a three trimester course of study designed to help them evolve as a learner, teacher and agent of change. Each trimester will culminate in a comprehensive interdisciplinary project using a variety of multimedia and communications technologies. Students will interact regularly with faculty and classmates via newsgroups, email, web pages, virtual spaces and emerging technologies throughout the course of study.

Students will be expected to participate in one national educational conference during their course of studies. This activity provides an opportunity to network, share knowledge and interact with other students and faculty members. Geographically distributed conferences may include: NECC, ASCD, CUE (California), FETC (Florida) and MACUL (Michigan).

The second July features a final face-to-face week in Culver City. This week is divided into two different activities. Students will use some of the time to collaborate on the design of a "school of the future" based on independent research and online interaction. The remainder of the week will be used to present their exit exhibitions. These exhibitions are designed to demonstrate a year's worth of learning and personal growth. The exhibitions will be presented online, in poster form and orally before a jury of faculty members, peers and invited experts.

Assessment

Faculty members will monitor student progress and artifacts of student learning will exist online. This form of public publication may serve as evidence of student accomplishment for accrediting bodies. At the end of the program, students will bring portfolios of the work they created over the year and present that work to a jury.

It is the desire of the committee for all courses to be assessed with a Pass/No Pass grade.

Tuition

Tuition fees are yet to be determined, but it is the recommendation of the committee that the program is offered as a flat-fee paid in installments. The first week "pre-session" would be paid for separately. Billing should be sensitive to the fact that many students will be purchasing computers at the start of the program.

Staffing

Full-time faculty (professors) will serve in the role of student advisor and instructor in the ED 630, Practicing Professional course. Below the full-time staff will be newly established position (title yet to be determined). This "program leader" is responsible for course supervision, content and assignment creation, text approval/selection, online participation, "office hours" at major conferences and supervision of adjunct instructors. Each "program leader" will have a team of teachers who will teach up to 25 students at a time. The "program leader" and full-time professor will move through the program with this cadre or group of cadres.
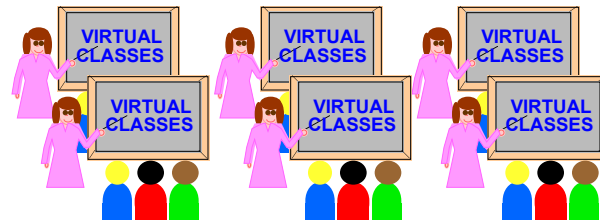
Illustration of Staffing Hierarchy

Full-time Faculty Member

"Program Leader"

VIRTUAL CLASSES
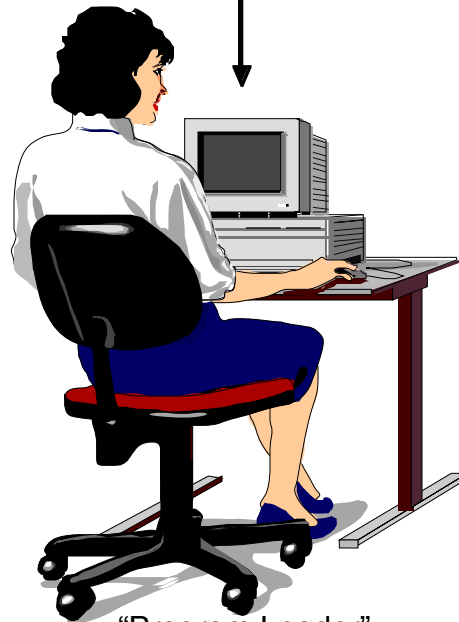
Adjuncts and Students

Additional pyramids may be created based on enrollment. Please do not assume that the primary instructional strategy will be lectures.

Required Tools

Software tools will need to be obtained and built by GSEP faculty. Tools will also exist in the form of print and multimedia tools developed for use by students, faculty and guest "speakers."

An attractive and effective World Wide Web presence is a necessity. I suggest that GSEP contract with Peter Reynolds and his firm, Fablevision, to design the look and feel of our online presence. Fablevision has a great deal of experience in educational design and their includes Sheraton, Lotus and several PBS stations.

The web must be used as the online equivalent of a campus, complete with registrar, financial aide, library, bookstore and perhaps even travel services.

The World Wide Web will also be used to deliver course information and share resources between faculty members and students. Students will also use the web to publish their work. Newsgroups will be used for one-to-many communication and email for person-to-person communication.

Security fire walls will need to be established in order to ensure that the program is not stolen by competitors. Password protection of online university sites will be required.

A FileMaker Pro database with web front-end should be developed to track and inventory student work submissions. This database (under development) should contain the following information:
- Student name
- Project name (could be a pop-up menu set by a professor or a generic field)
- Student email address
- URL noting where their project may be found
- Short description of the project
- Date submitted/posted

Faculty members should be able to access a Hypertext report by assignment, student or class

We may wish to develop or obtain an online gradebook to track student progress

A tool is needed to record and analyze student newsgroup participation. This can be written in PERL.

Print materials will need to be developed for student-use.

Manuals and procedures for involving online "guest speakers" need to be developed. Most other academics and content-area experts are not as "wired" as GSEP faculty members.

Video and audio streaming software should be obtained immediately.

New web creation and multimedia authoring tools need to be purchased for faculty use.

Some software will need to be made available on-loan and for sale to students.

New communications technologies must be reviewed on a regular basis.

Servers should be moved to an outside contractor.

Marketing

Program marketing should consist of direct-mail, carefully placed advertisements in professional publications, conference exhibits, Internet announcements and personal faculty evangelism. The program's emphasis on learning, distributed learning and online community should be stressed in all marketing materials. Our target audience is practicing teachers.

The goal is to announce this program in late March at the Association for Supervision and Curriculum Development Annual Conference.

Who is our market?

There are several types of educators who have expressed interest in this program:

- Educational computing professionals interested in earning a first or second post-graduate degree
- Teachers who wish to become computer coordinators/technology specialists
- Teachers outside of California who need a Masters degree for salary improvement and are interested in distributed learning and technology
- Teachers who wish to learn more about learning about learning with technology, regardless of their prior post-graduate studies

Proposal for Online Masters Course Configuration
1/22/98

Rationale: This course sequence is designed to take the student on an evolutionary journey from learner to teacher to agent of change. This program is unique in its primary focus on learning and virtual community building. Action research and personal reflection is ongoing. The work of each term will culminate in the creation of an electronic exhibit assessed against a rubric. Grades for pre and post-session courses will be reported in the adjacent term.

	Educator as Learner	Educator as Teacher	Educator as Agent of Change	
Pre-Session & Tech Camp *July 1998*	**Trimester 1** *Fall 1998*	**Trimester 2** *Winter '99*	**Trimester 3** *Spring '99*	**Exit Exhibition - 13th Month** *July 1999*
ED 654 Intro to <u>Distributed</u> Learning 3 Units	ED 630 Practicing Professional 1 Unit	ED 630 Practicing Professional 1 Unit	ED 630 Practicing Professional 1 Unit	ED 668 Managing Technology in School Settings *Collaborative Lab* 2 Units
	ED 638 Collaborative Action Research 1 Unit	ED 638 Collaborative Action Research 1 Unit	ED 638 Collaborative Action Research 1 Unit	ED 668 will deal with infrastructure planning issues.
Failure to pass this course will make students ineligible to continue the program.	ED 633 Educating Today's Child 3 Units	ED 665 Curriculum and Technology 3 Units	ED 667 ~~School~~ Leadership and Technology 3 Units	
Minor name change desired from "Intro to Educational Computing" to "Intro to Distributed Learning."	ED 664 Learning and Technology 4 Units	ED 634 Shaping the Learning Environment 2 Units	ED 668 Managing Technology in School Settings *Theory* 1 Unit	
		ED 639 Mentoring and Team Leadership 3 Units		Portfolio presentations/exit exhibitions before a jury comprised of peers, faculty and invited experts.
Revenue would acrue to fiscal year one.				

One unit from ED 665 will be earned for participation in one of the approved national educational conferences

		ED 639 will be concerned with the professional development of other educators.	ED 667 will be concerned with developing a personal educational vision.	
			Total Units = 6	**Total Units = 2**
	Total Units = 9	**Total Units = 10**		
Total Units = 3				