

Education: Curriculum and Teaching (EDCT)

EDCT 544 CURRICULUM, TEACHING, AND LEARNING IN THE CONTENT AREAS (3)

Examination of curriculum, teaching, and learning in the context of a particular content area as taught in K-12 schools. This course extends and applies the more general theories, practices, and research in curriculum, teaching, and learning established in EDCT 585 and 586. Intended for students in the appropriate Subject Area Cohort Track in the Curriculum, Teaching, and Learning M.A. program. Prerequisites: EDCT 585 and 586. Open to grad students only.

EDCT 552 EDUCATIONAL TECHNOLOGY PRAXIS (3)

Educational Technology Praxis requires students to take a reflexive stance towards the initiation and integration of technological skills and knowledge in authentic instructional contexts and settings. The practical application of technology will be grounded within current perspectives and trends of new media technologies and take into account educational frameworks of learning, design, and pedagogical practice.

EDCT 556 TECHNOLOGY, PEDAGOGY, AND SOCIETY (3)

This course relates pedagogical theories to technology integration strategies at various levels of education. The content is focused on how technology and learning are situated, how socio-cultural issues relate to and influence technological access and use, and power and privilege. Age, gender, race/ethnicity, social class, sexual orientation, language, and social capital and its intersections will also be analyzed.

EDCT 557 PROJECT MANAGEMENT FOR EDUCATIONAL TECHNOLOGY (3)

This course considers how a small-scale Educational Technology research project can be conducted in an education environment. Case studies will be reviewed to offer practical tools and applied research strategies to students prior to conducting their own Educational Technology thesis or cognate project.

EDCT 559 EDUCATIONAL MEDIA AND INFORMATION LITERACY (3)

This course focuses on critical media and information literacy and issues related to researching, creating, and evaluating media in the Internet and Information Age. The course also highlights the origins and threads of cultural studies, media education, and digital literacy in an effort to better map and analyze both the field of digital media and learning and the evolution of digital participation and citizenship.

EDCT 560 INSTRUCTIONAL DESIGN AND TECHNOLOGY (3)

Instructional Design and Technology is a practical course that offers participants training in advanced instructional design methods and relates these to learning theories and pedagogical practices introduced in other Educational Technology courses. Advanced techniques will concentrate on evaluating and using a range of interactive instructional design authoring tools.

EDCT 562 EDUCATIONAL TECHNOLOGY MENTORSHIP (3)

Students will apply educational technology theory and methods through mentorship experiences. Such experiences may include working in the School of Education, Faculty Center, University Library, as well as with public or private partners in an educational or training capacity that utilizes technology. Mentorships require faculty approval, and a minimum of 45 hours of work per unit per semester, including regular consultation with, and evaluation by, the faculty sponsor. Cr/NC only. May be repeated for credit.

EDCT 585 CURRICULUM DEVELOPMENT: THEORY, PRACTICE, AND EVALUATION (3)

Analyses of sociopolitical, economic, and cultural influences on curriculum development, instructional processes, and learner achievement in a variety of instructional settings. Study of the structures of various disciplines, the roles of participants, and other variables in staff and curriculum development. Evaluation of alternative theoretical models for constructing and changing curricula. Grade only. This course is required in the Curriculum, Teaching, and Learning and the Preliminary Administrative Services Credential programs. Prerequisites: consent of instructor and approval of the School of Education.

EDCT 586 TEACHING AND LEARNING: RESEARCH AND APPLICATION-CLASSROOM (3)

An analysis of teaching and learning strategies and instructional variables as they relate to diverse groups of learners. Research will be analyzed in terms of the major paradigms of the field of education. Also included is a review of recent developments in the evaluation of classroom performance and achievement. Grade only. This course is required for the Curriculum, Teaching, and Learning program. Prerequisites: consent of instructor and approval of the School of Education.

EDCT 595 SPECIAL STUDIES (1-4)