Optional Courses

Students completing the MEd by coursework are required to include at least 45 points from the MEd Schedule B (level 9 courses). Students completing the PGDipEd (e-Learning and Digital technologies) are required to complete 30 points from the MEd Schedule A.

Please refer to our website for details of MEd Schedules [www.education.canterbury.ac.nz/postgrad/masters-schedule.shtml](http://www.education.canterbury.ac.nz/postgrad/masters-schedule.shtml).

Please contact the Programme Coordinator if you are interested in taking the following special topic as part of this endorsement.

EDEM665 – Special Topic: Teaching Computer Programming

This Special Topic aims to equip participants to teach the programming standards in the NCEA Digital Technologies achievement standards that were introduced from 2011 to 2013. Students will explore what computer programming is, and various approaches to teaching it. Participants will develop research skills and investigate theories and practices in programming education. Note: this course does not require substantial experience in programming; students without any programming experience at all should contact the course supervisor for recommended preparation prior to starting the course. The course will be taught as a mixture of distance and on-site classes, and will be spread over most of the year to keep the workload reasonable for full-time teachers. An initial meeting (approximately three days) on campus will get teachers started, and then weekly teaching and tutorials at distance will give them time to learn and explore the topic of programming. During this time on-demand individual help will be available, to avoid students getting stuck (which is common when learning programming). A further on-site session will draw together what they have learned and ensure they have been exposed to the key ideas for teaching computer programming; otherwise this will be done through a virtual meeting.

Admission Criteria

Applicants must normally hold a Bachelor's degree in Education, Psychology or a related field or any other degree from a New Zealand university and a recognised professional teaching qualification, or equivalent. Students are normally expected to have a B average or better in their qualifying programme of study for the PGDipEd or a B+ for the MEd. Students who do not meet the above entry requirements but instead are able to demonstrate extensive, practical and professional or scholarly experience of an appropriate kind may also be eligible to apply. Please refer to the Faculty of Education section of the UC Calendar [www.canterbury.ac.nz/publications/calendar](http://www.canterbury.ac.nz/publications/calendar) for official University regulations and policies for this programme.

Pathways

Students who have completed a PGDipEd (e-Learning and Digital Technologies) are eligible to complete a 120 point Master of Education by thesis.

Students who have completed the MEd(e-Learning and Digital Technologies)* via the thesis pathway may apply for doctoral study. UC offers a PhD in Education and a Doctor of Education programme.

Duration

The MEd (e-Learning and Digital Technologies)* may be completed full-time over a maximum period of up to three years, or part-time over a maximum period of up to five years.

The PGDipEd (e-Learning and Digital Technologies) may be completed over one year full-time or up to a maximum of four years part-time.

Fees

Please refer to our website for up to date fees information [www.canterbury.ac.nz/future-students/fees-and-funding/](http://www.canterbury.ac.nz/future-students/fees-and-funding/).

Scholarships

You may be eligible to apply for a scholarship or fee waiver. The criteria and forms can be found on the College of Education website: [www.education.canterbury.ac.nz/scholarships/](http://www.education.canterbury.ac.nz/scholarships/). Of particular interest to practising teachers are the Ministry of Education study awards.

Enrolment

Enrolment for 2016 opens on 6th October. Download and complete an Application For Award Entry form from [www.education.canterbury.ac.nz/apply/postgrad.shtml](http://www.education.canterbury.ac.nz/apply/postgrad.shtml) and submit it with verified copies of academic transcripts to: Application Administrator, University of Canterbury, College of Education, Private Bag 4800, Christchurch 8140, New Zealand.

You will also need to Apply To Enrol in your chosen courses online via myUC [https://myuc.canterbury.ac.nz](https://myuc.canterbury.ac.nz). Please also refer to the Guide to Enrolment Handbook for general enrolment information [www.canterbury.ac.nz/enrol/](http://www.canterbury.ac.nz/enrol/).

For further information contact:

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Dr Julie Mackey, Senior Lecturer, Tel: +64 3 345 8230, Email: julie.mackey@canterbury.ac.nz

Student Advisor, College of Education
Tel: +64 3 343 9606, Email: educationadvice@canterbury.ac.nz

[www.education.canterbury.ac.nz](http://www.education.canterbury.ac.nz)
The Master of Education (e-Learning and Digital Technologies)* and the Postgraduate Diploma in Education (e-Learning and Digital Technologies) provides educators and training or support staff with opportunities to develop their knowledge, understanding and professional practice, examine critical issues and build confidence and capability for leadership in this area.

All e-learning courses are fully online and accessible via the web. The fully online course delivery blends the best of independent flexible study with the benefits of belonging to a supportive cohort. Course members can organise their study around busy schedules while at the same time enjoying interaction with colleagues and experienced e-facilitators in virtual spaces. Additional support is provided through telephone and email communication; excellent library facilities for local and distance students; and other online resources. Students are not assumed to be expert with digital technologies. It is only necessary to be computer literate and enthusiastic to learn more about this field.

Course participants engage in e-learning experiences while developing their own skills and expertise in the wider applications of digital technologies in education. Courses connect current research with workplace experiences and develop confidence and competence in designing, implementing, evaluating and researching many aspects of e-learning with traditional and networked learners in a variety of classrooms and various online or blended contexts. Students develop critical analysis skills within a theoretical context to inform and lead practice.

The teaching of these courses and related research is supported by the University of Canterbury College of Education e-Learning Lab, see http://tinyurl.com/eucelab

EDEM627 e-Learning and Pedagogy: Effective Strategies for the Classroom (level 8)

The course focuses on developing a critical awareness of the pedagogical issues involved in the integration of ICTs to support learning in early childhood, school, and tertiary settings. Exemplars of curriculum based activities involving a variety of digital technologies will be related to theories of learning and relevant academic research. Participants will develop their digital skills as well as investigate, analyse and evaluate contemporary theories and predictions related to the effective use of technology in education.

EDEM628 Best Practice in Online Teaching and Learning (level 8)

This course will help participants to structure an online environment that delivers content appropriately, fosters online collaboration and supports the learner. The course will provide participants with an opportunity to carry out an extended independent online teaching project, and to enhance both their professional practice and the theoretical understandings which inform that practice by undertaking an evaluation project which investigates their online practices.

EDEM629 Teaching meets technology: Reading and Planning Research (level 8)

This course will engage participants in an online community while exploring issues pertinent to learning, teaching and researching in virtual contexts. Participants will critique research literature related to e-pedagogies, technologies, educational design, institutional strategies, and learner support. The course will examine methodologies and strategies for researching in virtual environments, and will equip participants to design their own professional enquiry.

EDEM630 Change with Digital Technologies in Education (level 9)

This course is designed to study change with digital technologies in education and training. In this course, students will discover principles and approaches that prompt complex changes affecting society and education today and explore their roles in leadership and change. This course has three complementary elements: technology diffusion, shared leadership and models of change. Students will lead an online seminar, conduct field observation and engage in project work to prompt and understand change within their own contexts. The course aims to help each student gain experience as a change agent using digital technologies reflectively and responsibly to support educational change.

EDMM633 Issues in Technology-Enhanced Language (level 9)

The course will deal with current issues in technology-enhanced language learning research, including but not limited to gaming in language learning, teacher education for technology-enhanced language learning, corpora in language learning, technology-enhanced language assessment and the flipped language classroom, digital materials and tools for language learning. Participants will research and critically analyse problematic aspects of technology-enhanced language learning research and discuss their application to classroom practices and problems in a particular educational setting.

www.education.canterbury.ac.nz/edstudies/e-learning.shtml