## Interested in Digital Technologies?

The Technological area of Computational Thinking was introduced to the New Zealand Curriculum and Te Marautanga o Aotearoa for primary and secondary schools and kura in 2018. Two courses specifically focus on the needs of Digital Technologies teachers: EDEM 626 and EDEM 665. Students can undertake these two courses to complete a Postgraduate Certificate in Education (60 points).

**EDEM626 Curriculum Implementation in Computer Science and Computational Thinking (Level 8)**

This course is designed to equip participants to teach relevant Computer Science and Computational Thinking topics to students in schools and kura, from primary school to NCEA. Each of the main topics will be critically examined in terms of pedagogical and subject knowledge while developing teachers' understanding of theoretical perspectives of Computational Thinking. Participants will investigate theories and practices in Computer Science education and industry. A key component is an individual research project to develop, implement and critically evaluate a resource to support teaching a selected topic. This project provides practical experience informed by current research from the computer science discipline. The course does not cover teaching of computer programming or learning to program a computer.

**EDEM665 Special Topic: Teaching Computer Programming (Level 8)**

This course aims to equip participants to teach programming as part of the Technology learning area and Hangarau Matihiko, including NCEA. Students will explore what computer programming is, and various approaches to teaching it. Students are normally primary and secondary teachers or those who lead the professional development of such teachers. They will develop research skills and investigate theories and practices in programming education. A key component is an individual research project to develop, implement and critically evaluate their teaching of programming. Although this course does not teach students to program, it can extend students' programming skills.

## Optional Courses

The MEd by coursework requires at least 45 points from the MEd Schedule B (Level 9 courses). The PGDipEd (e-Learning and Digital Technologies) may include 30 points from outside the endorsement area selected from MEd Schedule A. Please refer to our website for details of MEd Schedules www.canterbury.ac.nz/regulations/academic-regulations/

## 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 UC Calendar (www.canterbury.ac.nz/regulations/) 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/get-started/fees/

## Scholarships

You may be eligible to apply for a scholarship or fee waiver. Criteria and forms can be found on the college web site www.canterbury.ac.nz/education/scholarships-and-fee-waivers/

## Enrolment

For information about enrolling in postgraduate programmes in Education at UC visit www.canterbury.ac.nz/education/qualifications-and-courses/teacher-education/postgraduate-study/

You will also need to Apply To Enrol in your chosen courses online https://myuc.canterbury.ac.nz/. Course enrolments open in October.

For general enrolment information visit www.canterbury.ac.nz/enrol/

## For further information contact:

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Email: cheryl.brown@canterbury.ac.nz

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**www.canterbury.ac.nz/education**

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Master of Education
Postgraduate Diploma
in Education

UC UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

# e-Learning and Digital Technologies

UC EDUCATION, HEALTH & HUMAN DEVELOPMENT
*Te Rāngai Ako me te Hauora*

# e-Learning and Digital Technologies

The Master of Education (e-Learning and Digital Technologies) and the Postgraduate Diploma in Education (e-Learning and Digital Technologies) provide 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. Some courses are also offered in an on campus mode.

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.

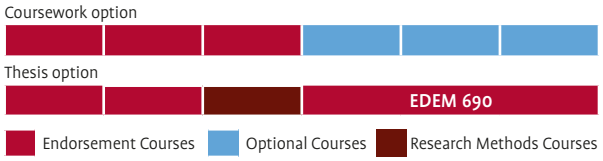
Specific courses also cover content knowledge of Computational Thinking (EDEM626) and the skills of teaching computer programming / coding (EDEM665).

**www.canterbury.ac.nz/education/schools-and-departments/school-of-educational-studies-and-leadership/**

# Master of Education (e-Learning and Digital Technologies) Postgraduate Diploma in Education (e-Learning and Digital Technologies)

## Programme structure

**Master of Education (e-Learning and Digital Technologies)**

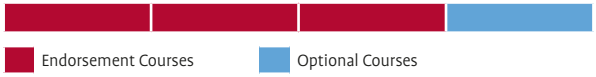



Each block represents a 30 point (0.25EFTS) course.

The MEd (e-Learning and Digital Technologies) consists of 180 points and can be completed by coursework or a combination of courses and thesis. Those completing by coursework should select 90 points from the Schedule below and 90 points from the Master of Education Schedule A. Those completing by thesis should select 60 points from the Schedule below, 30 points from Schedule C (research methods) and a 90 point thesis (EDEM 690) in the area of e-Learning and Digital Technologies.

Please note that students completing by coursework must include at least 45 points from the Master of Education Schedule B (level 9 courses). Students are strongly advised to check their planned course of study with a student advisor prior to enrolment.

**Postgraduate Diploma (e-Learning and Digital Technologies)**




Each block represents a 30 point (0.25EFTS) course.

The Postgraduate Diploma in Education (e-Learning and Digital Technologies) consists of three compulsory courses from the Schedule below and one optional course totalling 1.0 EFTS.

## Schedule of courses

The E-learning and Digital Technologies endorsement has two strands. One is directly applicable to school teachers grappling with Computational Thinking which has been introduced into the Digital Technology learning area and Hangarau Matihiko curriculum (including NCEA) since 2018. The other focuses on developing digital education leaders across a range of sectors (from early childhood and schools through to industry and community organisations) by engaging them in exploring e-learning challenges and opportunities in their own contexts.

The teaching of these courses and related research is supported by the UC e-Learning lab with experts from the Schools of Teacher Education, Educational Studies and Leadership and Computer Science.

## Interested in Digital Education and Leadership?

**EDEM 628: Evaluating effective Practices with E-Learning (Level 8)**

This course will engage students in authentic learning experiences as they explore an educational challenge from their own perspective. Students help guide the course focus, by identifying and presenting relevant issues in their own education or training contexts before carrying out an independent project to enhance both their professional practice and the theoretical understandings of e-learning. Drawing on design-based research the course develops a community of practice to investigate and share effective blended learning practices through collaborative learning and critical reflection. Given the authentic learning focus, the course is suitable for educators in all phases of education and training, including early childhood, schools, industry training and community organisations.

**EDEM 630: Change with Digital Technologies in Education and Training (Level 9)**

As societies shift towards the age of digitalisation, digital education leadership is becoming a growing concern for students, educators and policy makers. This course is designed to study the role of 'change agents' in digital education, including teachers and trainers. Students will explore current issues that are affecting the digital world and reflect on their influence on education and training. Through exploring models of leadership and change, and critical reflection on their own experiences, the course aims to help each student develop as a digital education leader. Students will lead online seminars, conduct field observations and engage in project work to prompt and understand change within their own contexts in an evolving, digitally mediated society.

**EDEM 633 Foundations of Technology-Enhanced Language (Level 8)**

Students will gain a comprehensive overview of the field of technology-enhanced language learning and develop an ability to select, evaluate and create digital tools for language learning in a variety of learning contexts. This compulsory course presents the history and development of technology-enhanced language learning and students learn about the affordances and constraints of a wide variety of digital tools and materials and how they can be used in a pedagogically appropriate way to enhance language learning as well as creating materials for technology-enhanced language learning in a particular context.