

## Specialising in Digital Technologies?

Two courses specifically focus on the needs of Digital Technologies teachers in primary and secondary schools: EDEM 626 (see over) & EDEM 665. As 60 points can earn a Postgraduate Certificate in Education, students wishing to limit themselves to these two courses are recommended to enrol in that award.

### EDEM665 – Special Topic: Teaching Computer Programming (Level 8)

This course aims to equip participants to teach the programming standards of NCEA Digital Technologies achievement standards and related changes to the primary and secondary curriculum. 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: While the course does not require substantial programming experience, the course leader can provide recommended preparation prior to starting the course. (EDEM626 covers computer science curriculum)

### EDEM 682 Special Topic: Current Issues in Education Futures and e-Learning (level 8)

This Special Topic is designed to develop knowledge of digitally-enabled future-focused education within Aotearoa New Zealand and globally. Participants will critically analyse problematic aspects of e-learning research and development and apply their studies to practices in their choice of a setting in education or industry-related training.

## 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) 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.education.canterbury.ac.nz/postgrad/masters-schedule.shtml](http://www.education.canterbury.ac.nz/postgrad/masters-schedule.shtml).

## 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 the college 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. Transition arrangements allow an upgrade to the 180 point MEd by coursework for students who completed the PGDipEd after 1 January 2012. Conditions apply, please inquire.

## Enrolment

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>. 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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[www.education.canterbury.ac.nz](http://www.education.canterbury.ac.nz)

## Master of Education Postgraduate Diploma in Education



# 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.

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.

[www.education.canterbury.ac.nz/  
edstudies/e-learning.shtml](http://www.education.canterbury.ac.nz/edstudies/e-learning.shtml)

*Details correct as at the date of printing but may change. Check the Guide to Enrolment or [www.canterbury.ac.nz](http://www.canterbury.ac.nz) for up-to-date information.*

# 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)

Coursework option



Thesis option



■ Endorsement Courses ■ Optional Courses ■ Research Methods Courses

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)



■ Endorsement Courses ■ Optional Courses

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 teaching of these courses and related research is supported by the UC e-Learning lab, see <http://tinyurl.com/UCe-lab>

### EDEM 626 Curriculum Implementation in Computer Science (level 8)

Participants will be better prepared to teach computer science topics to students in primary and secondary schools, including New Zealand's ground-breaking NCEA standards for Digital Technologies. Each of the main topics will be critically examined in terms of pedagogical and subject knowledge while at the same time developing current and future teachers' understanding of theoretical

perspectives of computer science education. Participants will develop through investigating 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 computer programming. (see EDEM 665)

### EDEM 628 Effective Practices in e-Learning (level 8)

This course will help participants to structure a blended learning environment that delivers content successfully, fosters online collaboration and supports the learner. The course will provide participants with an opportunity to carry out an independent project in education or training, and to enhance both their professional practice and theoretical understandings by undertaking research which investigates blended practices. Designed for educators in all phases of education and training, including early childhood and industry related training.

### EDEM 630 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.

### EDEM 633 Foundations of Technology-Enhanced Language (level 8)

Participants 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.