



**FACULTY OF EDUCATION
STUDIES**

M.Ed.

Instructional Technology

Programme Specification

1. Overview/ factual information

Programme/award title(s)	Master of Education in Instructional Technology (M. Ed.)
Teaching Institution	Faculty of Education Studies
Awarding Institution	Arab Open University
Date of latest OU validation	NA
Next validation	
Credit points for the award	180 Credit Points
UCAS Code	
Programme start date	1 st February 2011
Underpinning QAA subject benchmark(s)	Master's level
Professional/statutory recognition	
Duration of the programme for each mode of study (P/T, FT,DL)	4 semesters (Blended Learning)
Dual accreditation (if applicable)	Open University UK and Ministry of Higher Education in the host country of the AOU Branch
Date of production/revision of this specification	August 2010

2. Programme aims and objectives

2.1 Educational aims and objectives

2.1.1 Rationale:

The Faculty of Education Studies (FES) is launching the Master of Education in Instructional Technology (M.Ed. Instructional Technology) for teachers, educational software developers and curricula developers to:

- Contribute towards the achievement of the mission and objectives of the Arab Open University of dissemination of knowledge and contribution to human development in the Arab countries and the development of their educational systems through teacher professional development and training.
- Meet the high demand in many of the Arab States for qualified well-trained teachers who employ modern technology and teaching strategies
- Enhance the quality of teacher preparation and teacher training in general, thereby contributing to the socio-economic development and improvement of education in Arab States.
- Respond to employment market demands for personnel with skills and qualifications in instructional technology in, for example, businesses, mass media, and multimedia production.
- Meet the relatively high demand for teachers in the Arab States who can deal with new technology, especially using computers and the internet in education.
- Contribute towards the development of the educational process in the elementary, intermediate and secondary schools in Arab countries.
- Contribute towards the development of scientific research in the field of educational

technology.

2.1.2 Aims and Objectives:

M. Ed. Programme in Instructional Technology is: (Institution role)

- To provide students with high quality instruction and training in educational studies
- To offer a programme of distance learning that addresses the academic and professional needs of students and the community as teaching profession implies;
- To provide the right environment for students to develop sound and long-lasting theoretical, practical, and analytic competencies and strategies that will help them in their future profession and life;
- To develop creative and critical thinking in students as well as appropriate communication skills;
- To prepare students for further and more advanced studies;
- To prepare and qualify students for scientific research to work as researchers or to provide them with practical wisdom in educational institutes. in a regional and global environment;
- To build upon and develop students' technological knowledge and interest in the teaching profession;
- To provide students with opportunity to work independently and utilise various learning strategies.

This M. Ed. Programme in Instructional Technology will qualify students to be able to :
(Student role)

- Understand the fundamental concepts and skills for professional use of technology in the classroom as well as distance learning.
- Understand how well technology based solutions could help solving instructional problems.
- Design methods and tools for the development of innovative learning environments.
- Use various media to communicate and collaborate effectively with students, colleagues and others.
- Evaluate the effectiveness of hardware and software in improving student learning.
- Use data and current research to promote these practices.
- Identify suitable areas for progress of the use of (ICT) in education.
- Improve the understanding of the impact of (ICT) on the organisation of teaching and learning.
- Bring to the classroom all of the content, motivational and management expertise to capture students' imaginations and connect learning in the students.
- Use technology to foster students' curiosity and creativity, as well as engage students in meaningful problem-solving activities.
- Implement information communication technology effectively, as well as using student data to assess and modify instruction.
- Develop technology-rich lesson plans, teaching strategies, and assessments.
- Stimulate the development of services and systems to ensure access to multimedia products and internet based services for education.
- Assess the pedagogical and organisational impact of (ICT) on learning processes and environments.
- Invigorate the involvement of teachers in the conceptualization of educational multimedia resources and services for E-learning.

2.2 Relationship to other programmes and awards

Students who do not complete the requirements for the M.Ed. in Instructional Technology may be granted a Post Graduate Diploma in Instructional Technology provided they pass 120 credit points, including the following courses:

- ED 618 Instructional Design
- ED 623 Educational Psychology
- ED 631 Open and Distance Learning

- ED 633 Technology Applications in Education
- ED 634 Designing and Producing Educational Software

3. Programme intended learning outcomes

Intended learning outcomes are listed below.

The Faculty of Education Studies (FES) follows the same teaching and learning/assessment policy adopted by the Arab Open University (AOU) which follows two complementary modes:

- Face-to-face intractive tutorials attended by tutors and students, constituting 25% of course credit hours,
- and
- Interactive distance learning delivered through purposely designed teaching and support material(s) that are conducive for self learning, constituting 75% of course credit hours.

Learning is facilitated through a university-wide electronic Arab Campus Learning Management System(LMS) based on the open-source software 'Moodle'. All Branches are equipped with multimedia and computing laboratories to support students who do not have access to a personal computer.

The learning and teaching strategy for graduate studies in education (M.Ed.) essentially follows a blended model with more emphasis on self learning and students' contribution through specialised seminars, assignments, presentations, and working in syndicate or buzz groups where students tackle defined tasks, debate, discuss.

Students are required to assign more time for Independent Study (at least one hour per course per week). In this way students are encouraged to become active learners.

Although the M.Ed.in Instructional Technology Programme is planned and organised in Arabic, due to both Board of Trustees (BoT) instructions and local authority requirements, five courses are taught in English:

- ED 631 Open and Distance Learning
- ED 633 Technology Applications in Education,
- ED 634 Designing and Producing Educational Software
- ED 635 Multimedia
- ED 636 Internet Applications in Education

AOU's electronic facilities such as video conferencing, the internet, the electronic library, and the Arab Campus Learning Management System (LMS) based on the open source software moodle.

Rationale of English Language

The nature of the above mentioned five courses (ED 631, ED 633, ED 634, ED 635, ED 636)) renders them better studies in English language due to the fact that English is the key language in understanding the current development of science and technology, and the nature of the courses and their connection to the latest technology. Moreover, the internet, and other electronic sources available for learners are mainly in English. . Another reason for offering the above mentioned courses in English language is that technology applications

require understanding of technological concepts and terminologies, which are not yet available in Arabic. The students must be able to research the information required for the courses from original sources, as well as remain up-to-date with the latest development in ICT. This will also allow the students greater range of flexibility when looking to gain future experience without fear of language barrier.

Tutors often use English when they come to define, discuss, and elaborate on main concepts and theories of education or compare educational softwares and technology applications. They are encouraged to use often references of and learning materials in English. Moreover, students may opt to write their dissertation in English Language.

Students are urged to advance their knowledge and to develop new skills necessary for employment in their fields and to undertake continuous professional development. Students and tutors use, in addition to face-to-face tuition, the The electronic facilities will help the FES in exchanging scholars among AOU Branches as well as discussing final dissertations.

Unlike undergraduate courses, the graduate level courses are not assigned fixed text material(s). Students are provided with a list of required and suggested recently published extra readings as well as related web sites and links. Further reading material(s) are also provided in the form of supporting notes, study guide(s), and related activities which encourage all students to participate.

All AOU Branches are equipped with multi-media facilities and computing laboratories are wireless-enabled.

Assessment comprises three components:

- a) Attendance at required sessions and contributing in class activities (10% of the final mark).
- b) Preparation and presentation of essays and term papers (50% of the final mark).
- c) The final examination (40% of the final mark). The allocation of marks may be changed according to the nature and the content of the related course..
- d) In the case of the dissertation module its result will be determined by a board of examiners comprising:
 1. The student's supervisor (chair),
 2. One staff member of pertinent specialization,
 3. An external assessor (a PhD holder whose specialisation is closely linked to the topic of the dissertation).

How the learning and teaching strategy and associated assessemnt address spcification intended Learning Outcomes is shown below under the headings:

- A- Knowledge and Understanding
- B- Cognitive Skills
- C- Practical /Professional Skills
- D- Key/Transferable Skills

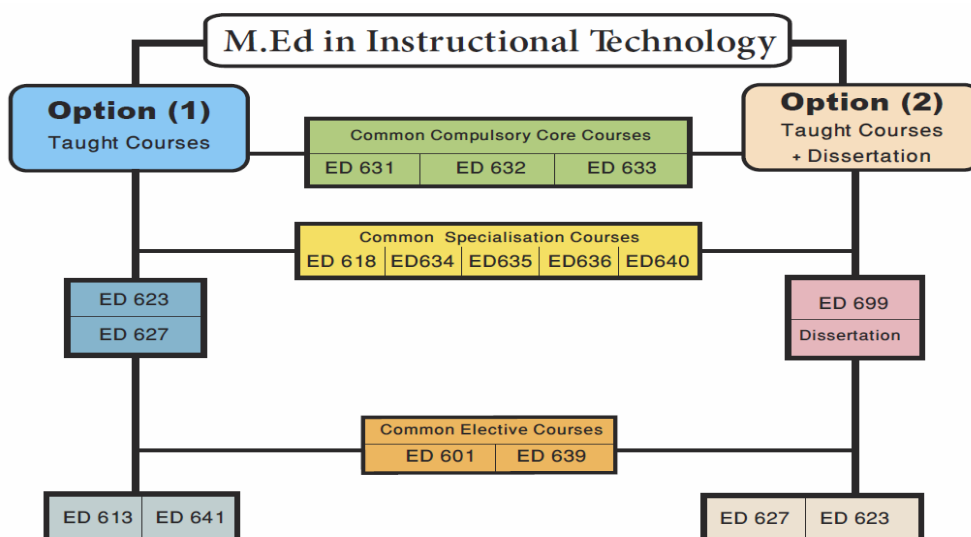
A. Knowledge and Understanding	
Inteded learning outcomes:	Learning and teaching strategy/assessment methods
<p>When students have completed the programme they will have knowledge and understanding of:</p> <ul style="list-style-type: none"> A1 professional ethics of the application of technology A2 concepts of instructional design A3 innovative multimedia technologies and their application to education A4 pedagogies of blended and distance learning A5 technologies and processes for blended and distance learning A6 advanced research methodologies 	<p>Knowledge and understanding are acquired at all levels through specially prepared course manuals, resource books, videos, audio-tapes and CD-ROMs, self-assessment exercises, group tutorials, individual tutor support, specially prepared research exercises, library study days and internet-based educational research activities. A selection of these media is used in each course that makes up the degree.</p> <p>Knowledge and understanding are assessed by means of tutor-marked assignments (TMAs) and written examinations. In addition, students are encouraged to assess themselves informally by means of activities and exercises contained in the course manuals, and through reflection on the comments received on TMAs and from individual feedback form tutors.</p>

B. Cognitive Skills	
Intended learning outcomes:	Learning and teaching strategy/assessment methods
<p>When students have completed the programme they will be able to:</p> <ul style="list-style-type: none"> B1 synthesise pedagogical and technological models of education for effective teaching and learning B2 critically explore theories of effective teaching and learning B3 evaluate critically technological models and instruments for learning B4 evaluate research methodologies in education in general and instructional design in particular B5 reflect critically on the application of instructional technologies to meet the learning needs of individuals and groups 	<p>Cognitive skills are developed through the learning and teaching methods and resources identified above. Each of the programme courses provides the students with the opportunity to identify their strengths and weaknesses in respect of each of the cognitive skills, to reflect on their progress in addressing their weaknesses and improving and consolidating their strengths.</p> <p>These skills are assessed by the formal and informal means identified above. Particular emphasis is placed in the courses on enabling the students to assess their own progress by means of structured activities and exercises, and through self-assessment of progress at the end-of-course units.</p>

C. Practical / Professional Skills	
Intended learning outcomes:	Learning and teaching strategy/assessment methods
<p>When students have completed the programme they will be able to:</p> <ul style="list-style-type: none"> C1 employ appropriate technology to support student learning effectively C2 create an interactive learning environment C3 facilitate the integration of technology across the curriculum and the institution C4 draw upon educational research to inform practice C5 employ instructional technology to promote independent learning 	<p>Practical skills are developed through the learning and teaching methods and resources identified in relation to knowledge and understanding. Throughout each course emphasis is placed on developing a reflective and coherent approach to contentious educational issues, through the use of both 'problem-type' and 'essay-type' questions. Research skills are addressed and developed all through the courses. The student, is required, through directed research tasks, to access information both in hard copy and electronic formats, and to use that information.</p> <p>These practical skills are assessed by the formal and informal means identified in relation to knowledge and understanding. Research skills are also assessed in TMAs.</p>

D. Key/Transferable Skills	
Intended learning outcomes:	Learning and teaching strategy/ assessment methods
When students have completed the programme they will be able to: <ul style="list-style-type: none"> D1 apply advanced problem-solving and decision making models D2 develop strategies for effective communications and conflict resolution D3 apply effective ICT strategies D4 work independently and apply effective time management skills D5 work collaboratively to lead change D6 think critically 	Key skills are taught and developed throughout by a combination of published teaching materials, textbooks, detailed tutor feedback on written work, participation in tutorials and practical activities and exercises, projects and micro teaching. These skills are assessed throughout the degree and are supported by tutor feedback and assignments as well as assessment of peers, tutors, and through the dissertation and its viva.

4. Programme Structure



Courses to be offered in English language
 * ED 631 ED 633 ED 634 ED 635 ED 639

4.1 Option 1: Taught courses

a- Core Compulsory Courses

(45 credit points)

Course Code	Course Title	Credit Points
* ED 631	Open and Distance Learning	15
ED 632	Research Methodology	15
* ED 633	Technology Applications in Education	15

*These courses are fully taught in English Language.

b- Compulsory Specialisation Courses

(105 credit points)

Course Code	Course Title	Credit Points
ED 618	Instructional Design	15
ED 623	Educational Psychology	15
ED 627	Educational Communication	15

*ED 634	Designing and Producing Educational Software	15
*ED 635	Multimedia	15
*ED 636	Internet Applications in Education	15
ED 640	Instructional Technology for Students with Special Needs	15

*These courses are fully taught in English Language.

c- Elective Courses (30 credit points)

Two from:

Course Code	Course Title	Credit Points
ED 601	Curriculum Analysis and Development	15
ED 613	Educational Leadership	15
ED 639	Special Topics in Instructional Technology	15
ED 641	Advanced Assessment Methods	15

4.2 Option 2: Taught Courses and Dissertation

a- Core Compulsory Courses (45 credit points)

Course Code	Course Title	Credit Points
*ED 631	Open and Distance Learning	15
ED 632	Research Methodology	15
*ED 633	Technology Applications in Education	15

*These courses are fully taught in English Language.

b- Compulsory Specialised Courses (75credit points)

Course Code	Course Title	Credit Points
ED 618	Instructional Design	15
*ED 634	Designing and Producing Educational Software	15
*ED 635	Multimedia	15
*ED 636	Internet Applications in Education	15
ED 640	Instructional Technology for Students with Special Needs	15

*These courses are fully taught in English Language.

c- Elective Courses (30 credit points)

Two from:

Course Code	Course Title	Credit Points
ED 601	Curriculum Analysis and Development	15
ED 623	Educational Psychology	15
ED 627	Educational Communication	15
ED 639	Special Topics in Instructional Technology	15

d- ED 699 Dissertation (30 credit points)

4.3 Progression across semesters

a- Option 1: Taught Courses

Semester	Course code/number	Credit points
1	ED631 – ED632 – ED633	45
2	ED618 – ED623 – Elective (1)	45
3	ED627 – ED634 – Elective (2)	45
4	ED635 – ED636 – ED640	45

b- Option 2: Taught Courses and Dissertation

Semester	Course code/number	Credit points
1	ED631 – ED632 –ED 633	45
2	ED618 – ED634 – Elective (1)	45
3	ED635 – ED636 – Elective (2)	45
4	ED640 – ED699	45

These two tables show students progression across semesters for the two options. This distribution enables students to resume their studies in a convenient and flexible way due to the following considerations:

- 1- The study load is evenly distributed across the four semesters. .
- 2- Students can lower their study load further by registering for a summer semester or two.
- 3- Students are allowed to study one of the two required elective courses in semester 2, thus enabling those who decide to quit the Programme to earn the Exit Diploma in Education in one academic year.
- 4- The suggested progression takes into consideration to offer the common courses across the two options in the same semester as far as possible. This will minimize the need for more tutors and gives students the flexibility of transfer from one option to another.

Annex 1 - Curriculum map

This table indicates which study units assume responsibility for delivering and assessing particular programme intended learning outcomes.

M.Ed. Degree in Instructional Technology Curriculum Map

Key:

- T : tutorial
- TMA : tutor marked assignment
- MTA : mid-term assessment
- F : final exam
- OH : office hour
- P : project
- D : dissertation
- A : activities
- c.c : core course
- comp. : compulsory course
- e : elective course

Intended Learning Outcomes	Courses														
	ED601 e/c	ED613 e/c	ED618 com.	ED623 e/c	ED627 e/c	ED631 c.c	ED632 c.c	ED633 c.c	ED634 com.	ED635 com.	ED636 com.	ED639 e/c	ED640 com.	ED641 e/c	ED699
A- Knowledge and understanding: When you have completed this course, you will have knowledge and understanding of:															
A1 professional ethics of the application of technology								X							X
A2 concepts of instructional design			X												
A3 innovative multimedia technologies and their application to education									X	X			X		
A4 pedagogies of blended and distance learning						X									
A5 technologies and processes for blended and distance learning						X									
A6 advanced research methodologies							X					X			X
B- Cognitive skills: When you have completed this course, you will be able to:															
B1 model education for effective teaching and learning			X			X							X		
B2 critically explore theories of effective teaching and learning	X		X	X		X									X
B3 evaluate critically technological models and instruments for learning						X						X		X	
B4 evaluate research methodologies in education in general and instructional design in particular			X				X					X			X

Intended Learning Outcomes	Courses														
	ED601 e/c	ED613 e/c	ED618 com.	ED623 e/c	ED627 e/c	ED631 c.c	ED632 c.c	ED633 c.c	ED634 com.	ED635 com.	ED636 com.	ED639 e/c	ED640 com.	ED641 e/c	ED699
B5 reflect critically on the application of instructional technologies to meet the learning needs of individuals and groups												X			X
C- Practical and/or professional skills and attributes: When you have completed this course, you will be able to:															
C1 employ appropriate technology to support student learning effectively			X												
C2 create an interactive learning environment															
C3 facilitate the integration of technology across the curriculum and the institution											X				
C4 draw upon educational research to inform practice						x									X
C5 employ instructional technology to promote independent learning			X			X									
D- Key skills: When you have completed this course, you will be able to:															
D1 apply advanced problem-solving and decision making models		X	X												
D2 develop strategies for effective communications and conflict resolution					X										X
D3 apply effective ICT strategies								X	X						
D4 work independently and apply effective time management skills												X			X
D5 work collaboratively to lead change		X										X			
D6 think critically	X	X		X	X							X		X	X

Modules (Courses) Indented Learning Outcomes & Assessment

Course Code and Title	Intended Learning Outcomes	Assessment
	Upon Completing the course, student will be able to:	
ED 601: Curriculum Analysis and Development	1- analyse and interpret curriculum development process	T, TMA, P
	2- critically explore discrepancies between goals, content and activities	TMA,MTA
	3- apply skills needed for objective and in-depth study of the issues related to curricula	F, TMA, P
	4- evaluate and modify existing curriculum	TMA,P,A
	5- think critically about issues related to curriculum	TMA,P,A
ED 613: Educational Leadership	1- clarify the societal and Institutional dimensions of educational leadership	MTA, A, T
	2- apply advanced problem-solving and decision making models	MTA, A, T
	3- reflect critically on the dynamics of the administrative and academic interface in an educational institution	MTA, A
	4- provide effective leadership	TMA, F, D, T
	5- develop new approaches and structures of leadership	TMA, F, D
	6- think critically	TMA, F, D
ED 618: Instructional Design	1- understand concepts of instructional design	MTA, P,F
	2- critically explore strategies and tactics used in instructional design	MTA, P,F
	3- design learning activities following the appropriate sequence and procedures	MTA, P,F
	4- employ effective instructional materials for face to face and distance education	TMA,P, A, D
	5. work collaboratively to lead change	TMA,P, A, D
	6. think critically about issues related to instructional design	TMA,P, A, D
ED 623: Educational Psychology	1- recognise different learning theories	TMA,MTA,F
	2- compare and contrast learning theories	TMA,MTA,F
	3- critically explore effective learning theories	MTA,P,A
	4- reflect critically on the different models of learning	MTA,P,A
	5- employ behavioural, cognitive and human theories to capture students imagination	MTA,P,A
	6- think critically about issues related to educational psychology	MTA,P,A
ED 627: Educational Communication	1- apply advanced communication strategies	MTA, F, T
	3- employ effectively available facilities for better communication	TMA, A, D
	5- evaluate critically arguments and assumptions related to good communication between instructors & learners	MTA, F, A
	6- use information technology to evaluate plans towards better performance in education	TMA, A
	7- develop strategies for effective communication	TMA, A, D
	8- facilitate the integration of technology across the curriculum and the institution	TMA, A, D
	9- think critically about issues related to educational communication	TMA, A, D
	1- be aware of pedagogies of open and distance learning	TMA, F
	2- model effective technologies for open and distance learning	TMA, P
3- critically explore theories of effective teaching and learning	TMA, A	
ED 631: Open and Distance Learning	4- evaluate various delivery techniques in open and distance learning	TMA, A
	5- employ instructional technology to promote independent learning	P, A, D

ED 632: Research Methodology	1- be familiar with advanced research methodology	TMA, P
	2- Identify appropriate statistical methods for each research design	TMA, P
	3- Independently design a comprehensive research proposal	MTA, F, P, A
	4- collect, organize and analyze data and information	P,D
	5-evaluate the designed research proposal in written and oral format	P,D
	6-write and present with appropriate scholarly apparatus and acknowledgements of the work of others, a substantial research paper	P,D
	7- evaluate research methodologies in education in general and instructional design in particular	P,D
ED 633: Technology Applications in Education	1- be aware of ethics, trends and issues in technology applications	T, MTA, F
	2- Incorporate digitized media in educational software	T, MTA, F
	3- plan and implement text ,graphics, audio and video materials for use as teaching tools	MTA, F, P
	4- Critically evaluate current practice, problems and research in Instructional technology	MTA, F, P
	5- apply effective ICT strategies to foster curiosity and creativity	MTA, F, P
	6- develop strategies for effective communications and conflict resolution	P, A
ED 634: Designing and Producing Educational Software	1- critically explore and evaluate different models of instructional design,	MTA, P, A,F
	2- design educational multimedia soft ware	A,MTA,TMA,F
	3- integrate software into curriculum to create an interactive learning environment	P,A
	4- develop educational multimedia product for specific subject area	MTA,P,A
ED 635: Multimedia	1- explore related research in design and development techniques critically	TMA ,P
	2- design multimedia software	A,TMA,P
	3- employ appropriate technology to support learning effectively	TMA,P
	4- apply various multimedia software for curriculum development and instructional design	A,P,D
	5- evaluate critically multimedia systems	A,P,D
ED 636: Internet Applications in Education	1- identify global information resources,	TMA,F,P
	2- reflect critically on the collaborative online learning environments	TMA,F,A
	3- use Web applications to develop educational web content	TMA,P,D
	4- employ appropriate technology to deliver teaching via video conferencing	A,P,D
	5- evaluate critically technological models and instruments for learning	A,P,D
	6- facilitate the integration of technology across the curriculum and the institution	A,P,D
ED 639: Special Topics in Instructional Technology	1- explore trends and issues in instructional design	P,TMA,O
	2- identify suitable area for progress of instructional design	O,TMA,P,D
	3- create rich lesson plans, and teaching strategies and assessments	P,TMA
	4- work collaboratively to develop strategies to promote flexible interaction using different types of technology	A,,P,TMA
	5- reflect critically on the application of instructional technologies to meet the learning needs of individuals and groups	A,,P,TMA
	6- think critically	A,,P,TMA
ED 640: Instructional Technology for Students with Special Needs	1- recognize appropriate technology for special needs	TMA,MTA,F
	2- synthesise pedagogical and technological models of education for effective teaching and learning for students with special needs	TMA,MTA,F
	3- model the effectiveness and efficiency of software for special needs	P,A,F
	4- employ appropriate technology to design and deliver educational study plans for specific subject area in electronic form for special need students	P,A,,D

	5- apply skills gained in instructional design and available resources in teaching and training students with special need	P,A,TMA
ED 641: Advanced Assessment methods	1- analyse examination results	P,MTA,
	2- develop authentic assessment tools	P,TMA,P
	3- employ assessment and evaluation tools to promote students learning	O,P,A
	4- handle various variables to assess student learning	O,P,TMA
ED 699: Dissertation	<p>Upon successful completion of this course the student will:</p> <ol style="list-style-type: none"> 1. Demonstrate a critical understanding of the literature relevant to her/his research topic. 2. Identify and explore dimensions of an aspect of instructional technology in a professional context. 3. Critically demonstrates current perspectives and debates in the field of instructional technology. 4. Provide evidence of analytical thought. 5. Implement strategies for the use of appropriate resources. 6. Examine and evaluate conceptual and theoretical perspectives relevant to his/her research topic. 7. Study, analyse and synthesise the relevance of indicated perspectives to the development of policy and practice in his/her field of specialisation. 8. Organize a piece of research/report in a scientific way which enables others to make use of his/her effort and/or build on his/her findings. 9. manage time effectively 	<p>Assessment will be through a dissertation which is assessed by the student's advisor in accordance with the following criteria:</p> <ul style="list-style-type: none"> - Ability of the student to articulate and explain the topic. - Quality of scholarship and research. - Ability to use appropriate theoretical and/or methodological concepts. - Quality of argument. - Quality of structure and organisation. - Standard of presentation. <p>The mark and grade given to a dissertation depends on the decision of the viva committee upon the satisfaction of the required criteria (for more details see Appendix 1 in the Programme Handbook, the content being modified from AOU Document submitted for validation of MA Literature, being in turn adapted from "The Criteria of Honours Dissertations, University of Queensland, Australia).</p>

Assessment:

The intended learning outcomes of each course/module are assessed by means of tutor-marked assignments (TMAs) as well as written mid-term examinations(MTA), Activities (A), and final examinations(F), if any. Particular emphasis is placed on enabling students to assess their progress through structured activities , projects and exercises.

Appendix1

Provisional Plan for the integration of up to date instructional Technologies across the Programme

The main aim of integrating technology is to use eLearning tools in general subject areas in education in order to allow students to apply computer skills to learning and problem-solving of real-life-scenarios.

Courses across the M. Ed. Instructional Technology Programme discuss and examine the theoretical framework and guidelines as well as practical knowledge of instructional technology. Students will examine the complex web of relationships between content, pedagogy and technology along with the context in which they function. Learning, teaching and assessment strategies will emphasize on:

- How to use up to date technology effectively to enhance communication and manage information
- How to use technology to change classroom/school learning environments
- How technology, pedagogy and content all interact with one another

The following are some examples of integration of theoretical knowledge with technology and practical experience:

1- ED 618 Instructional Design

Students will be introduced to aspects of instructional design and the role of the latest trends, and tools of educational/instructional technology in instruction, learning and assessment. Students will be required to incorporate the latest educational/instructional technology in:

- developing instructional materials
- developing instructional strategies
- designing rich case studies of technology integration in particular settings
- developing evaluation instruments

2- ED 633 Technology Applications in Education

In this course, students will study the roles and potentials of instructional technologies in education. The approach will not focus on technologies as an end in themselves, but rather on the connections and interactions between technology, teaching and learning along with the the context in which they interact and function. In this course, students will be able to:

- review the theoretical knowledge of technology applications
- discuss issues related to equity and access to technology resources
- plan and implement the use of technology in instruction, student learning and assessment

- evaluate current practice of instructional technology

3- ED634 Design and Production of Educational Software

In this course, the integration of theory and practice will be accomplished through learning by design. Students will be able to:

- study the importance of the entire process of designing and producing educational software
- incorporate digitized media in educational software.
- develop projects which include:
 - designing online courses
 - working in design teams to solve real-life scenarios and problems