Department of Education
Program Guide for
MA in Educational Technology (45 credit)
and
Diploma in Instructional Technology (30 credit)

Faculty and Staff Contacts

Faculty	Title	Room	Ext.	Email
Dr. Philip Abrami	Full Professor Director, CSLP	GA 1.220	2102	abrami@education.concordia.ca
Dr. Robert M. Bernard	Full Professor	FG 6.207	2027	bernard@education.concordia.ca
Dr. Giuliana Cucinelli	Assistant Professor	FG 6.325	2454	gcucinel@education.concordia.ca
Dr. Richard F. Schmid	Full Professor Department Chair	FG 6.329	2001	schmid@education.concordia.ca
Dr. Saul Carliner	Associate Professor	FG 6.323	2038	saul.carliner@education.concordia.ca
Dr. Ann Louise Davidson	Associate Professor	FG 6.321	5476	ann-louise@education.concordia.ca
Dr. Steven Shaw	Associate Professor	FG 6.327	2044	shaw@education.concordia.ca
Dr. Vivek Venkatesh	Associate Professor	FG 6.205	8936	vivek.venkatesh@education.concordia.ca

Staff	Title	Room	Phone	Email
Rosa Cerone	Internship Coordinator	FG 5.139	5701	rcerone@education.concordia.ca
Sean Gordon	Graduate Program Assistant	FG 5.140	2030	sgordon@education.concordia.ca

FAX: (514) 848-4520

Program E-Mail Address: etec@education.concordia.ca

Graduate Programs in Educational Technology

Since their establishment in 1969, the graduate programs in educational technology have attracted wide attention, nationally and internationally. As a result of our broad curriculum, our focus on research and development that informs practice, and the strong research and publication records of our faculty and students, organizations across Canada and in the US, Europe and Asia seek out our students for internships and our graduates for permanent positions. Government, industry and educational institutions regularly call upon us to conduct applied projects.

EDUCATIONAL TECHNOLOGY

Educational technology, an already mature field, continues to grow rapidly as the information age and the digital economy dominate all aspects of contemporary life. Educational technology generally refers to the application of processes and strategies to solve educational, training, and performance problems. In practical terms, educational technology focuses on three categories of interventions in educational institutions, corporate settings, governmental and NGO services: the design of instruction and curricula, the use of technology to teach and manage work, and the design and implementation of non-instructional solutions (e.g., workflow improvements, just-in-time job aids, management/incentive systems).

Educational technologists work in all levels of education. In the K-12 arena, our graduates work as producers of educational software, as curriculum and pedagogical experts and administrators for school boards, as technology specialists in schools, school boards and provincial ministries, as course developers for private and not-for-profit organizations, and as teachers. In universities, our graduates work in faculty development groups, as designers and administrators of distance/E-learning educational programs, as technology administrators and, for those with PhDs, as researchers and university faculty at institutions around the world.

In corporate, government, and not-for-profit environments, our graduates work as instructional designers, training managers, program and project administrators, change managers, evaluators, and learning executives. Some of the many organizations hiring our graduates include Air Canada, Bombardier, CANAC, Canadian Space Agency, CN, Equitas, Flight Security, Humanitas, Hydro BC, Hydro Quebec, IBM, Invensys Engineering, Standard Life, TV Ontario, the United Nations, and the governments of Quebec and Canada. Its manifestations can include paper based or online process guides, workbooks E-learning, and virtual classroom training, all informed by front-end analyses of the cause of performance problems/opportunities, and the evaluation of the intervention's effectiveness. It also involves computer-based multimedia systems design and development, educational planning and organization, development of learning systems, distance education, the allocation of resources and cost effectiveness studies.

Because it is an applied field that draws from a number of disciplines, educational technology's theoretical foundations include communications theory, design science, educational psychology, human-computer interaction, management theory, organizational development and software engineering.

COURSES IN THE PROGRAMS

The graduate programs include a 30-credit Diploma in Instructional Technology and a 45-credit MA in Educational Technology, which offers options for an in-depth internship or a thesis, with the possibility of a field experience for those in the "academic track", and a specialization within the PhD (Education) program. The curriculum of the programs provides students with an exposure to the core theories of learning, instructional design and human performance technology and an overview of educational technology. Master's and PhD students also receive solid grounding in research methods. In addition, electives provide in-depth explorations/instruction in the design of digital media, various computing environments, evaluation, communications and human resource development.

The academic year of the university consists of three semesters in Fall, Winter and Summer (there are normally 4 elective courses offered in the summer for MA and DIT students). Core courses are not offered during the summer term. Please consult the Graduate Calendar, or the Graduate Program Assistant for the exact beginning and ending dates of these sessions.
http://graduatestudies.concordia.ca/newsandannouncements/importantdates/.

The schedule for Summer courses is normally available in February and the schedule for Fall/Winter courses is normally available in July. All required courses are offered each year and in some cases several times per year. Some courses have lab times and some do not. This additional time, usually following directly after the regular course time, may be used in a variety of ways at the discretion of the instructor.

GRADING

Please see the Graduate Calendar for information on grading (under Academic Regulations in the link above). *IPs (in progress) are a privilege, not a right.* Instructors may refuse to give them or specify the conditions under which they will be given. There is a re-read procedure that is initiated through the Registrars Office.
http://graduatestudies.concordia.ca/publications/graduatecalendar/current/academicregulations/#grading

ACADEMIC ADVISING

Upon admission to one of our programs, an academic advisor will be assigned. This person is intended to help with the initial selection of courses and provide advice during the course-work phase of the program. We schedule appointments for you to meet with your advisor, usually two weeks before classes begin in your first term. Students attending these advising sessions must have read all relevant documentation, and carefully considered their alternative course of study and prepare any questions for your advisor, who will assist you with course selection.

M.A. students may opt to remain with their original academic advisor or may choose another faculty member to oversee their final project (i.e., thesis or internship). The student will also choose, in consultation with the supervisor, two other faculty members to serve on the final committee.

TEACHING AND RESEARCH ASSISTANTSHIPS AND OTHER FUNDING

In general, students in our graduate programs are expected to secure their own funding.

We do offer a limited number of funded opportunities for qualified students, but these opportunities are highly competitive and funding is not assured. Opportunities include:

Teaching Assistantships (TA): available yearly to qualified students and are administered through the Education Office. Position announcements are posed in mid-summer and provide instructions for submitting applications.

Research Assistantships (RA): Individual professors who have on-going funded research projects handle TA positions. Contact professors directly to inquire about employment opportunities and application procedures.

Fellowships: A limited number are awarded by the university on a yearly basis. Some fellowships are university-wide competitions while others are competitive within the Faculty of Arts and Science. The Faculty awards are not necessarily awarded annually. Information on the university-wide fellowship (and international fee remission) awards is available from the School of Graduate Studies (514) 848-2424 x 3809. These awards are for master's level students only.

Conference Funding: There is also limited funding available to master's students for the purposes of attending conferences where they are presenting papers, etc.   The funding must be applied for in advance of the conference date.

MA ETEC and DIT Program Courses

Note: Because not all courses are offered ever year, work closely with your academic advisor and the Program Assistant to plan appropriately.

MA ETEC Course	DIT Course	Course Title
ETEC 607	ETEC 507	Philosophical Issues in Educational Research (3 credits)
ETEC 613	ETEC 513	Learning Theories (3 credits)
ETEC 621	ETEC 521	Educational Cybernetics (3 credits)
ETEC 635	ETEC 535	Principles of Educational Message Design (3 credits)
ETEC 636	ETEC 536	Evaluation in Education and Training (3 credits)
ETEC 637	ETEC 537	Educational Gaming and Modelling (3 credits)
ETEC 640	ETEC 540	Research Methods I (3 credits)
ETEC 641	ETEC 541	Research Methods II (3 credits)
ETEC 650	ETEC 550	Fundamentals of Instructional Design (3 credits)
ETEC 651	ETEC 551	Fundamentals of Human Performance Technology (3 credits)
ETEC 652	ETEC 552	Knowledge Management (3 credits)
ETEC 660	ETEC 560	Introduction to Educational Computing (3 credits)
ETEC 662	ETEC 562	Social Technologies and the Sociocultural Aspects of Learning (3 credits)
ETEC 665	ETEC 565	Introduction to Digital Media in Education (3 credits)
ETEC 666	ETEC 566	Contemporary Use of Simulation in Training & Education (3 credits)
ETEC 669	ETEC 569	Designing and Developing Interactive Instruction (3 credits)
ETEC 671	ETEC 571	Administering Educational Technology Groups (3 credits)
ETEC 672	ETEC 572	Project Management (3 credits)
ETEC 676	ETEC 576	Human Resources Development (3 credits)
ETEC 680	ETEC 580	Global Perspective in E-Learning (3 credits)
ETEC 681	ETEC 581	Fundamentals of Distance Education (3 credits)
ETEC 690	ETEC 590	Field Experience (MA Option A—Thesis or Thesis-Equivalent only or DIT) (3 credits)
ETEC 693	ETEC 593	Special Issues in Educational Technology (3 credits)

MA Thesis (Option A) Non-Course Component Only		
ETEC 795	n/a	Thesis Proposal (MA Option A-Thesis, only) (3 credits)
ETEC 796	n/a	Thesis or Thesis-Equivalent (MA Option A-Thesis, only) (15 credits)
MA Non-Thesis (Option B) Non-Course Component Only		
ETEC 791	n/a	Internship (Non-Thesis Option) (15 credits)
ETEC 792B	n/a	Internship Report (Non-Thesis Option) (3 credits)
Readings Courses - MA Only		
ETEC 691	n/a	Advanced Readings and Research in Educational Technology I (3 credits)
ETEC 692	n/a	Advanced Readings and Research in Educational Technology II (3 credits)

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M.A. in Educational Technology

The M.A. Program in Educational Technology prepares students for careers at all levels of education (K-12 through university), corporate, government and non-profit environments, as well as for further study in the field (or academic stream, which prepares you for doctoral studies). We provide students with a firm grounding in the theories of learning, human performance technology and instructional design, research methods and the use of technology in education.

ACADEMIC REGULATIONS

1. **GPA Requirement.** The academic progress of students is monitored on a periodic basis. To be permitted to continue in the program, students must obtain a cumulative grade point average (GPA) of 3.00 based on a minimum of 12 credits. Students whose GPA falls below 3.00 are considered to be on academic probation during the following review period. Students whose GPA falls below 3.00 for two consecutive review periods are withdrawn from the program.

2. **C Rule.** If one "C" grade is received it will count toward the required or optional courses in the program. However, if a student receives a second "C" grade, the case will be reviewed by the program's faculty Committee which will recommend to the School of Graduate Studies whether the student shall be permitted to continue in the program. If allowed to continue, the student must either repeat one of the courses that was granted a "C" or register for an acceptable substitute approved by the Graduate Program Director. If any further "C" grades are received, the student will be withdrawn from the program. Students who have been withdrawn may apply for re-admission.

3. **F Rule.** Graduate students who receive a failing grade in the course of their studies will be withdrawn from the program unless continuation in the program is requested by the student's program or Faculty and approved by the School of Graduate Studies. Students who have been withdrawn may apply for re-admission. Students who receive another failing grade after re-admission will be withdrawn from the program and will not be considered for re-admission.

4. **Time Limit.** All work for a master's/magisteriate degree for full-time students must be completed within 12 terms (4 years) from the time of initial registration in the program at Concordia University; for part-time students the time limit is 15 terms (5 years).

5. **Graduation Requirement.** In order to graduate, students must have a cumulative GPA of at least 3.00.

PROGRAM OPTIONS: THESIS OR INTERNSHIP

One of the key decisions facing an MA student is the choice between the thesis/thesis-equivalent or non-thesis (internship) option. Students may select either of these options to complete the 45-credit program of studies. This sections is intended to help you decide which option is best for you, in light of your own interests and career objectives, and to help you complete the option of your choice with a minimum of difficulties.

This option is our "academic" stream. Its is primarily geared to students who wish to either continue to pursue advanced studies at the doctoral level, or students who wish to complete an MA with a strong background in research. A doctorate is generally a pre-requisite for faculty positions, and is increasingly either required or an asset for certain administrative positions, particularly in organizations involved in R&D. It is also an asset for faculty in community colleges and CEGEPs.

Program Requirements:

1. **Core Courses**. ETEC 613 (3 credits), ETEC 640 (3 credits), ETEC 641 (3 credits) and ETEC 650 (3 credits).

2. **Elective Courses.** 15 credits chosen from the list of courses, in consultation with the advisor.

3. **Thesis (Area I).** Students must complete ETEC 795 (3 credits) and ETEC 796 (15 credits), comprising a written thesis proposal, a thesis and an oral defense.

4. **Thesis-Equivalent (Area II).** Students must complete ETEC 795 (3 credits) and ETEC 796 (15 credits), comprising a written thesis-equivalent proposal, a thesis-equivalent and an oral defense. Students are required to produce educational materials to achieve specific objectives (e.g., an educational television production or a computer-based instructional program) and their evaluation.

A thesis is an extensive written development and discussion of a problem in the domain of educational technology that may take one of the following general forms:

1. An empirical research project (using quantitative and/or qualitative methods), in which the student describes the rationale and context for the project, situates it in the body of the supporting literature, describes the methodology, presents the results and describes the conclusions and implications of the study. Theses are often subsequently published in peer-reviewed journals or presented at academic and professional conferences.

2. The thesis-equivalent or "design and build project" in which the student designs, develops and evaluates a prototype learning project which innovatively applies theory or technology to a practical situation. A Thesis-equivalent describes the need for, and rationale and context of, the project, situates it in a body of literature and describes the project methodology, presents the results and describes the conclusions and implications. Students would choose such a project when the scope is larger than is feasible for a one-term course project and provides them with an opportunity to experience needs assessment, evaluation and other instructional design skills in-depth. This option is ideal for students who already have working experience in the field, or can undertake the process in their present workplace.

3. A theoretical or modeling study or a systematic review of the literature in some aspect of educational technology in which the student describes the rationale and context for the project, situates it in the body of literature, describes the methodology, presents the results or arguments and describes the conclusions and implications of the project.

Students in this option who wish to add an "internship-like" component to their studies can take the Field Experience and Research in Educational Technology (ETEC 690). This course would normally be completed with a host organization outside the university.

OPTION B: NON-THESIS (INTERNSHIP)

The internship is a capstone experience primarily intended for students who wish to acquire and/or refine "real-life" competencies in their intended workplace setting. As our practitioner-oriented option, the internship is both a learning opportunity, and a major contribution to the skill sets that will result in a high level of employability and job satisfaction. The internship allows the student to apply the knowledge and skills acquired in their course work. Activities are usually defined and monitored by an on-site supervisor, usually working in collaboration with a team at the host institution of actual projects.

The report is coordinated by a faculty member. This 675-hour experience varies with the interests of the student and the opportunities available. Students work for employers in government, corporate and non-profit environments; others work in educational settings, including the university. Internships are usually paid, although some organizations such as the United Nations and some NGOs are either prohibited from or are unable to pay the student. Broadly interpreted, the Internship is seen as your first "job" in a setting where you plan to work as an educational technologist.

Program Requirements:

1. **Core Courses.** ETEC 613 (3 credits), ETEC 640 (3 credits), ETEC 650 (3 credits) and ETEC 651 (3 credits), and either ETEC 671 (3 credits) or ETEC 672 (3 credits).

2. **Elective Courses.** 12 credits to be chosen from the list of course, in consultation with the advisor.

3. **Internship.** ETEC 791 (15 credits). ETEC 791 normally consists of an extensive activity (minimum 675 hours) in the university or in the field. The experience will vary with the interests of the student and the opportunities available. The objectives are: to apply skills acquired in program courses; to obtain more "real world" experience with the actual practice of educational technology; and to undertake a synthesizing process which combines the subjects studied separately within the program in a single undertaking.

4. **Internship Report.** ETEC 792 (3 credits). The internship report will address both the scholarly/academic and professional practice aspects of Educational Technology. Typically 10,000 or more words in length, the report should contain at least two parts: 1. A detailed description of the Internship activities, utilizing a case study format; including relevant references to the literature. 2. A conclusions and recommendations section which outlines what was learned, what one would do differently, and what potentially generalizable principles one might recommend to fellow educational technologists encountering similar circumstances. The student completes the internship by disseminating the experiences detailed in the report in a public presentation.

Before a student may start their internship, it is highly recommended that they have completed most of their course credits, including all required courses and elective courses involving competencies related to the placement. The Internship Handbook is available on FirstClass.

Educational Technology draws on a number of disciplines. Our curriculum reflects the broad, multidisciplinary approach through our program themes. Each theme includes a set of courses that help you develop skills and knowledge in a particular area.

ETEC 600-609   Philosophical and Theoretical Foundations of Educational Technology

ETEC 610-619   Psychological Aspects of Educational Technology

ETEC 620-629   Communication Theory

ETEC 630-639   Development and Evaluation of Curriculum and Educational Materials

ETEC 640-649   Research Methodology for Educational Technology

ETEC 650-659   Instructional Design and Performance Technology

ETEC 660-669   Educational Computing

ETEC 670-679   Management of Performance and Improvement

ETEC 680-689   Distance Education and E-Learning

ETEC 690-699   Field Experience and Research in Educational Technology

ETEC 790-799   Thesis and Internship in Educational Technology

Diploma in Instructional Technology (DIT)

PROGRAM INFORMATION

The Diploma in Instructional Technology is composed of thirty credits of courses, and reflects the same core objectives and competencies included in the MA. It provides the foundational knowledge and skills to students who wish to enter careers all levels of education and in the training industry: K-12 systems, universities, corporate, government and non-profit environments, as well as for further study in the field (e.g., our MA). This course-only component provides students with a firm grounding in the theories of learning, human performance technology and instructional design, and the technology of education. It is ideal for individuals who wish to upgrade and expand their competencies to be applied to their present place of employment, or those considering a career move.

ACADEMIC REGULATIONS

1. **GPA Requirement.** Graduate Diploma students must maintain a minimum GPA of 2.70 during their program of study in order to be considered a student in good standing.

2. **C Rule.** If one "C" grade is received it will count toward the required or optional courses in the program. However, if a student receives a second "C" grade, the case will be reviewed by the program's faculty Committee which will recommend to the School of Graduate Studies whether the student shall be permitted to continue in the program. If allowed to continue, the student must either repeat one of the courses that was granted a "C" or register for an acceptable substitute approved by the Graduate Program Director. If any further "C" grades are received, the student will be withdrawn from the program. Students who have been withdrawn may apply for re-admission.

3. **F Rule.** Graduate students who receive a failing grade in the course of their studies will be withdrawn from the program unless continuation in the program is requested by the student's program or Faculty and approved by the School of Graduate Studies. Students who have been withdrawn may apply for re-admission. Students who receive another failing grade after re-admission will be withdrawn from the program and will not be considered for re-admission.

4. **Time Limit**. All work for a Diploma, for full-time students must be completed within 6 terms (2 years) from the time of initial registration in the program at Concordia University; for part-time students, the time limit is 12 terms (4 years).

5. **Graduation Requirement.** To graduate, students must have completed all course requirements with a cumulative GPA of at least 2.70.

PROGRAM REQUIREMENTS

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Core Courses:

ETEC 513 (3 credits)
ETEC 550 (3 credits)
ETEC 551 (3 credits)

and

ETEC 571 (3 credits) **or** ETEC 572 (3 credits)

12 credits total

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Elective Courses:

- **18 credits minimum**
- selected from the 500 level courses

(refer to course description section)

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Course Descriptions in Educational Technology/Instructional Technology

INFORMATION ABOUT THE COURSE DESCRIPTIONS

The remainder of this Program Handbook is devoted to descriptions of individual courses that are offered once yearly, twice yearly or every other year. (Please consult the yearly timetable for times and availability of course offered.) Courses are listed by name and by course numbers.

Example: ETEC 660/560 Introduction to Educational Computing

The 560 indicates that the course is offered for DIT students and the 660 indicates that it is also an M.A. level course (some MA courses may also have a "700" level number), "800" level courses are reserved for doctoral (PHD) students.

In some cases, the description will contain the phrase "(Description is subject to change)". This means that a current description was not available at the time of publication, and that the course will be similar to the description, but is subject to modification before the beginning of term.

Courses are in listed in the following order:
- Core Course in MA and/or DIT
- Core Non-Course Component MA (only)
- Electives in MA and/or DIT
- Electives in MA (only)

Note: Because not all courses are offered ever year, work closely with your academic advisor and the Graduate Program Assistant to plan appropriately.

CORE MA/DIT COURSES

ETEC 613/513 Learning Theories (3 credits)
The primary goal of the course is for students to develop a critical understanding of classic and contemporary theories of learning, such as behaviourism, cognitivism, neo-cognitivism, and socio-constructivism as they inform instructional practice. Secondary course goals include enhancing students' abilities to: a) read and evaluate the primary literature in the area; b) present and write within the discipline; c) evaluate applications of theory to practice; and d) collaborate professionally including via computer conferencing.

ETEC 640/540 Research Methods I (3 credits)
This course provides an introduction to research methodologies germane to the field of educational technology. Students acquire competencies in analyzing, synthesizing and evaluating empirical research that employ quantitative, qualitative and mixed methodologies. Special emphasis is placed on acquiring skills to critique and review literature in educational technology.
Note: Students who have received credit for ETEC 548/648 may not take this course for credit.

ETEC 641/541 Research Methods II (3 credits)
Prerequisite: ETEC 640
In this course students develop a proposal, design a pilot study to investigate a research problem, and later analyze the data. Projects may use quantative or qualitative methodologies.

Note: Students who have received credit for ETEC 548/648 may not take this course for credit.

ETEC 650/550 Fundamentals of Instructional Design (3 credits)
This course introduces students to instructional design, which refers to both the systematic process for preparing learning materials as well as to the theories and principles that guide that work. Working on a real-world project, students directly engage in the process and prepare an instructional program.
Note: Students who have received credit for ETEC 512/712 may not take this course for credit.

ETEC 651/551 Fundamentals of Human Performance Technology (3 credits)
Prerequisite: ETEC 650.
Building on the base of instructional design, this course introduces human performance technology (HPT). HPT is a set of principles and methods for identifying and solving problems that cannot be solved through instructional programs alone. Working on a real-world project, students design a variety of non-instructional interventions.
Note: Students who have received credit for ETEC 512/712 may not take this course for credit.

ETEC 671/571 Administering Educational Technology Groups (3 credits)
This course prepares students to integrate into the real-world practice of educational technology and to eventually assume leadership positions in organizations. Through readings, experiential learning activities, and other assignments, this course introduces students to the basic themes of administering educational technology groups: (a) business management—successfully competing for work and resources needed to complete it; (b) project management—planning work and overseeing its progress; and (c) people management—establishing and managing expectations of, and relationships with, members of the group.
Note: Students who have received credit for ETEC 591/701 may not take this course for credit.

ETEC 672/572 Project Management (3 credits)
This course focuses on project management and its application to the fields of education and training. Special attention is placed on the different components of a project, but reviews of project management as a discipline, a process and a system are also undertaken. Following the established methodology proposed by national and international project management organizations, this course introduces the processes, skills, techniques and software tools required to effectively manage a project. Specific educational examples and cases of real-life projects are included in the course to describe how project management techniques can be used in education and training.
Note: Students who have received credit for ETEC 594/704 may not take this course for credit.

CORE NON-COURSE COMPONENT MA (ONLY)

ETEC 791 Internship (Non-Thesis Option) (15 credits)
Normally, internships are completed in the environment in which the student hopes to find employment (e.g., schools, industry, government, etc.). As a 15-credit, non-course component, the internship requires a minimum of 675 hours of direct project work, completed on a full- or part-time basis. Students are asked to consult with the Internship Coordinator **before** committing to an internship.

Note: Before a student may start their internship, it is highly recommended that they have completed most of their course credits, including all required courses, and elective courses involving competencies related to the placement.

*When a student is ready to start an internship, they should consult with the Internship Coordinator and review the internship handbook available on FirstClass.

ETEC 792 Internship Report (Non-Thesis Option) (3 credits)
For information on internship report requirements, please consult with the Internship Coordinator as well as your faculty supervisor.

*Please consult the Internship Handbook available on FirstClass for information on preparing and presenting your internship report.

ETEC 795 Thesis Proposal (3 credits)
and
ETEC 796 Thesis or Thesis-Equivalent (15 credits)

For information on thesis or thesis-equivalent possibilities, please contact a faculty member. More information is contained under M.A. program requirements Option A: thesis/thesis-equivalent.

Thesis advisors are usually chosen by the student. A signed copy of the "thesis proposal acceptance form" and a hard copy of the proposal itself must be placed in the student's file before actual credit is given. Student must also receive approval from the Ethics Committee before a grade of "ACCEPTED" is granted for the thesis/thesis-equivalent proposal.

The Department currently offers the courses listed below. Each course is worth 3 credits unless otherwise indicated. The pattern of courses offered may vary from year to year. Detailed information on the courses offered in a given year is available from the department.

ETEC 607/507 Philosophical Issues in Educational Research

Effective educational research requires careful reflection about both the concepts we are investigating and the concepts we are implicitly or explicitly using in our investigation. This course is concerned with ideas and procedures for clarifying and testing educational concepts. In the first part of the course, we will examine some general notions about educational language falling under such headings as slogans, metaphors, terms and distinctions; and, we will examine some ideas relevant to educational theory from the "new philosophy of science". In the second part of the course, students will participate in group projects investigating areas of educational research (to be selected by the instructor) current in theoretical "flux".
Note: Students who have received credit for ADIP 501 or ESTU 601 may not take this course for credit.

ETEC 621/521 Educational Cybernetics

Educational cybernetics is how to understand the systems we are in, and are in us, better and deeper and more imaginatively in order to improve our educational and human performance professional work. This course will enable students to learn to use the basic cybersystemic concepts and principles to analyze and develop educational and HPT ventures and to conduct research from the perspective of qualitative complex dynamic system model. **Main topics:** source systems and focal systems, good closings and good openings; simple automata and their duals GAME models and theory; the law of requisite variety/requisite diversity; cybernetics feedback (reinforcing (+) loops and stabilizing (-) loops; cybersystemic levels of human being and becoming; theories of learning conversations; viable systems theory and soft-systems methodology; qualitative and quantitative modeling and simulation of eduventures.
Note: Students who have received credit for ETEC 506/606 may not take this course for credit.

ETEC 635/535 Principles of Educational Message Design

An instructional intervention might have an appropriate instructional strategy, but how can we ensure that the message really gets through to the intended learners? This communication intensive course explores ways to create messages within instructional programs that are written and illustrated using effective information design techniques. The course emphasizes the important of tailoring messages to convey the technical aspects of the content in a way that interests, engages and even surprises learners. This course also deals with how to assess whether messages have their intended impact. It draws on relevant theory, research and practice in the fields of instructional and information design, human-computer interaction, interactivity and media theory.

ETEC 636/636 Evaluation in Education and Training

This course will provide the knowledge and skills on how to conduct evaluation of instructional material, programs and events. This course will mainly cover the two key facets of evaluation, summative evaluation that validates the learner's acquisition of knowledge and formative evaluation that is used to improve the effectiveness of an instructional unit.

ETEC 637/537 Educational Gaming and Modelling
This course examines the potential of games and modeling in educational settings. Students will study the learning concepts and theories that underpin the cognitive, motivational and affective qualities of these learning strategies. They will learn to evaluate, design and conceptually develop educational games or models, such as board games, role-playing and video games. At the end of this course students will be able to: (1) analyze and evaluate the educational value of a game or model; (2) identify and evaluate the theoretical underpinnings used in games and models; (3) explain the affective and motivational qualities of educational games and models in the light of specific learning theories; (4) develop a prototype of an educational game/model, using the concepts and skills covered in the course; (5) write narratives and storylines; (6) describe the theories related to the design and use of games and models in educational contexts; (7) criticize games and models in terms of their learning value and according to ethical considerations.

ETEC 652/552 Knowledge Management
Knowledge management is an area of research and application that spans the boundaries of organizational science and our own field of human performance technology. Put succinctly, knowledge management is about how an organization ensures that the right knowledge is available to the right individuals at the right time. In order to accomplish this goal, knowledge management theory addresses the whole life cycle of knowledge: creation, dissemination, utilization, evaluation. Broadly speaking, the whole notion of knowledge management fits with the framework of the knowledge economy, and the concept of knowledge as an asset and a strategic resource. At a more detailed level there are important links with other, older literatures including those concerning, for example, the learning organization, the agile organization, the virtual organization, taxonomy development and classification and to areas of technology such as document management and content management and advanced technologies for search and retrieval.
Note: Students who have received credit for ETEC 567/667 may not take this course for credit.

ETEC 660/560 Introduction to Educational Computing
This course is designed to engage graduate learners in Educational Technology in a discussion of the current trends in the development of software applications in educational or training environments, including those relevant in (1) school, college and university-based educational environments, as well as (2) human performance technology-related industrial and business settings. Students will cover topics such as the following: brief history of computer applications in education; applications of learning theory and cognitive science to the design of learning technologies; online learning design issues and strategies; learning technology standards and meta-data tagging; open-source learning technologies; learning content management systems and learning management systems and content management strategies; mobile learning; blended learning strategies. Learners will be required to complete problem-solving activities, case studies and written critiques of current literature in the field.

ETEC 662/562 Social Technologies and the Sociocultural Aspects of Learning
The development of digital technologies with social affordances and the adoption of various technological devices to support them has changed the ways in which human beings learn, live work and play. This area of educational technology is at the intersection of the cognitive sciences and sociology as it aims to study technologies that support learning and performance, and mind and its processes in the online society. This course will examine the potential of social technologies for learning and the theoretical and conceptual underpinnings of social learning in online communities, working with distributed teams and digital habitats in which niche online communities thrive.

ETEC 665/565 Introduction to Digital Media in Education
Because it is Internet-based, much e-learning reaches people in several communities, even countries. Using a variety of experiential learning approaches—including exposure to learning environments outside of the university, this course explores the resulting challenges. Some of the challenges pertain to the content, such as localization and translation. Some of the challenges pertain to context, such as differences in educational, economic, and occupational cultures.

ETEC 666/566 Contemporary Use of Simulation in Training and Education
Simulations are man-made abstractions of reality that allow immersive experiences in a controlled and safe environment. Instructional simulations are now commonly used in multiple domains, such as aviation, medicine and engineering.
The purpose of this course is to review the development and use of simulations in education and training. Students will be exposed to the theoretical and applied aspects of simulations, including the nature and classification of simulations; educational theories applied to simulation; the different input, calculation and output components of a simulation; development methodologies.
As the final project, students will also be required to learn simulation software in order to plan and create a simple educational simulation.

ETEC 669/569 Designing and Developing Interactive Instruction
This course will focus on the technical aspects of planning and producing digital learning instruction, whether they are to be delivered on a computer, mobile devices or by other digital means. In this course, students will be required to learn basic elements of mark-up languages, the use of a virtual classrooms and authoring software to produce digital instructional material.

ETEC 676/576 Human Resources Development
Human Resource Planning and Policy (HRPP) generally deals with the matching of abilities to employment opportunities in such a way as to maximize personal, social and economic benefits. In an institutional context--educational systems or government agencies--HRPP means the development and evaluation of academic programs, training courses or employment support policies (e.g., unemployment insurance) that will meet projected needs for skills and knowledge.
In a corporate context, HRPP covers a wide range of interrelated functions: forecasting, recruitment, training, job evaluation, work design, organizational design, compensation, career and succession planning.
This course offers an overview of research and practice in this very broad field. Part of the approach will be theoretical, presenting the basics of "human capital theory" (the notion that education and training are investments) and more recent research on "organizational capital" (the notion that organizations can be designed to learn). Part of the approach will be practical, using case studies to critically examine current techniques for developing and deploying human resources. Much of the focus will be on the emerging perspective of Strategic Human Resources Management (SHRM), which addresses the notion that development of human and organizational capital is a critical source of "competitive advantage". Key concepts such as e.g., competencies, employee engagement, performance appraisal, development, induction, teamwork, the high performance workplace, will be addressed.

ETEC 680/580 Global Perspectives in E-Learning
From the creation of the world-wide-web in the early 1990's, global connected technology has promised to revolutionize the world of education. Until recently, the reality over learning technology has felt short of the hype.   In the last decade, we have seen a dramatic acceleration in the use of digital learning technology on a global scale.

This course is an overview of salient issues and theory, research and practice around the phenomenon of E-learning and digital education. It is a history and overview of the field that is intended to help you begin thinking about E-Learning systems and making judgments about the strategies and technologies that will facilitate teaching and learning processes (i.e., what, when and how to use technology and how technology transforms the teaching and learning paradigms).

Note: Students who have received credit for ETEC 555/655 may not take this course for credit.

ETEC 681/681 Fundamentals of Distance Education

Distance education (DE) is a field of education that focuses on teaching methods and technology with the aim of delivering education to students who are not physically present in a traditional educational setting such as a classroom.

This course is an in depth review of the theory, research and practice in the field of distance education. The material covered will help students understand the organizational, technical and instructional aspects regarding distance education systems and how students can make more informed decisions about the strategies and technologies that will facilitate teaching and learning in a remote education and training context.

This course will also help students acquire a clearer understanding of the different area of DE and the major issues related to the design and implementation of remote instructional programs. Special attention will be made on the different business, technological instructional and financial models that distance education institutions use to fulfill their mandate.

Note: Students who have received credit for ETEC 592/702 may not take this course for credit.

ETEC 690/590 Field Experience (for Option A-Thesis/Thesis-Equivalent only)

This course will normally consist of a supervised field experience (placement) of 135 hours. The placement may be either internal or external. Internal placements may involve the creation of program material design and/or production, systems analysis and design or participation in a research project. External placements may vary with the environment and are typically conducted in industry, schools, government organizations or NGOs. A brief report on the activity will be required on completion.

ETEC 693/593 Special Issues in Educational Technology

There will be various topics offered under this heading. Topics are subject to change. The topics provided here are examples of areas that have /will be covered.

Some of the topics that have been offered in the past (or in the present) include:

- The Past and Future of Educational Technology
- Education Technology and Popular Culture
- Integrating Technology into Educational Practice
- Exemplary Methods and Potent Practices in Current Research
- Designing and Developing Web-Based Interactive Instruction/Performance Systems
- Self-Regulated Learning
- Corporate Practicum

Cognate Courses

Graduate students in educational technology may be permitted to register for up to two elective courses (6 credits) offered in other graduate programs. In all such cases, prior permission of the Graduate Program Director is required.

ELECTIVE MA COURSES (ONLY)

**ETEC 691 Advanced Readings and Research in Educational Technology I
and
ETEC 692 Advanced Readings and Research in Educational Technology II]**

These courses are intended to provide students who possess a serious interest in educational technology an opportunity to deepen their knowledge through intensive research in a restricted area and to communicate this to others. It may be especially useful for students soon beginning a thesis as well as those who wish to pursue their own interests (insofar as possible) in aspects of educational technology not considered in sufficient depth in other courses.

This is essentially a tutorial course, with occasional seminars, for the advanced student. Emphasis will be placed on conducting one or more individual research projects. When the subject has been fully prepared the student will be expected to present it as part of a seminar with other students. The latter, therefore, will be held irregularly.

In conjunction with a faculty member, the student should develop a written outline of his/her research program. Normally, the research should be in the area in which that faculty member is actively engaged in (as evidenced by e.g., paper, publications, research grants). If in doubt ask the Educational Technology Administrative Assistant or the faculty member for a description of research in progress, past research, special interests, etc.

Note 1: There is a form which must be obtained from the Program Assistant, which the faculty member must sign before you register for the course.

Note 2: Students usually meet individually with the faculty member with whom they are registered. However, they must be prepared to present research work in a presentation style to other students.

Note 3: See section on faculty research areas for potential supervisors.

Program Checklists

MA in ETEC (45 credits) Thesis Option		Course Titles
Core (12 credits)		
	ETEC 613	Learning Theories (3 credits)
	ETEC 640	Research Methods I (3 credits)
	ETEC 641	Research Methods II (3 credits)
	ETEC 650	Fundamentals of Instructional Design (3 credits)
Electives (15 credits)		
	ETEC 607	Philosophical Aspects of Educational Technology (3 credits)
	ETEC 621	Educational Cybernetics (3 credits)
	ETEC 635	Principles of Educational Message Design (3 credits)
	ETEC 636	Evaluation in Education and Training (3 credits)
	ETEC 637	Educational Gaming and Modelling (3 credits)
	ETEC 651	Fundamentals of Human Performance Technology (3 credits)
	ETEC 652	Knowledge Management (3 credits)
	ETEC 660	Introduction to Educational Computing (3 credits)
	ETEC 662	Social Technologies and the Sociocultural Aspects of Learning (3 credits)
	ETEC 665	Introduction to Digital Media (3 credits)
	ETEC 666	Contemporary Use of Simulation in Training & Education (3 credits)
	ETEC 669	Designing and Developing Interactive Instruction (3 credits)
	ETEC 671	Administering Educational Technology Groups (3 credits)
	ETEC 672	Project Management (3 credits)
	ETEC 676	Human Resources Development (3 credits)
	ETEC 680	Global Perspective in e-Learning (3 credits)
	ETEC 681	Fundamentals of Distance Education (3 credits)
	ETEC 690	Field Experience (for Option A—Thesis, only) (3 credits)
	ETEC 691	Advanced Readings and Research in Educational Technology I (3 credits)
	ETEC 692	Advanced Readings and Research in Educational Technology II (3 credits)
	ETEC 693	Special Issues in Educational Technology (3 credits)
Non-Course Components (18 credits)		
	ETEC 795	Thesis Proposal (MA Option A-Thesis, only) (3 credits)
	ETEC 796B (15 credits)	Thesis or Thesis-Equivalent (MA Option A-Thesis, only)

MA IN ETEC OPTION B: INTERNSHIP CHECKLIST

MA in ETEC (45cr) Internship Option		Course Title
Core (15 credits)		
	ETEC 613	Learning Theories (3 credits)
	ETEC 640	Research Methods I (3 credits)
	ETEC 650	Fundamentals of Instructional Design (3 credits)
	ETEC 651	Fundamentals of Human Performance Technology (3 credits)
	ETEC 671 **or**	Administering Educational Technology Groups (3 credits)
	ETEC 672	Project Management (3 credits)
Electives (12 credits)		
	ETEC 607	Philosophical Aspects of Educational Technology (3 credits)
	ETEC 621	Educational Cybernetics (3 credits)
	ETEC 635	Principles of Educational Message Design (3 credits)
	ETEC 636	Evaluation in Education and Training (3 credits)
	ETEC 637	Educational Gaming and Modelling (3 credits)
	ETEC 641	Research Methods II (3 credits)
	ETEC 652	Knowledge Management (3 credits)
	ETEC 660	Introduction to Educational Computing (3 credits)
	ETEC 662	Social Technologies and the Sociocultural Aspects of Learning (3 credits)
	ETEC 665	Introduction to Digital Media (3 credits)
	ETEC 666	Contemporary Use of Simulation in Training & Education (3 credits)
	ETEC 669	Designing and Developing Interactive Instruction (3 credits)
	ETEC 676	Human Resources Development (3 credits)
	ETEC 680	Global Perspective in e-Learning (3 credits)
	ETEC 681	Fundamentals of Distance Education (3 credits)
	ETEC 690	Field Experience (for Option A—Thesis, only) (3 credits)
	ETEC 691	Advanced Readings and Research in Educational Technology I (3 credits)
	ETEC 692	Advanced Readings and Research in Educational Technology II (3 credits)
	ETEC 693	Special Issues in Educational Technology (3 credits)
Non-Course Components (18 credits)		
	ETEC 791A (15 credits)	Internship
	ETEC 792B	Internship Report (MA Option B-Internship, only) (3 credits

DIPLOMA IN INSTRUCTIONAL TECHNOLOGY CHECKLIST

Core (12cr)		Course Title
	ETEC 513	Learning Theories (3 credits)
	ETEC 550	Fundamentals of Instructional Design (3 credits)
	ETEC 551	Fundamentals of Human Performance Technology (3 credits)
	ETEC 571 **or**	Administering Educational Technology Groups (3 credits)
	ETEC 572	Project Management (3 credits)
Electives (18cr)		
	ETEC 507	Philosophical Aspects of Educational Technology (3 credits)
	ETEC 521	Educational Cybernetics (3 credits)
	ETEC 535	Principles of Educational Message Design (3 credits)
	ETEC 536	Evaluation in Education and Training (3 credits)
	ETEC 537	Educational Gaming and Modelling (3 credits)
	ETEC 540	Research Methods I (3 credits)
	ETEC 541	Research Methods II (3 credits)
	ETEC 552	Knowledge Management (3 credits)
	ETEC 560	Introduction to Educational Computing (3 credits)
	ETEC 562	Social Technologies and the Sociocultural Aspects of Learning (3 credits)
	ETEC 565	Introduction to Digital Media (3 credits)
	ETEC 566	Contemporary Use of Simulation in Training & Education (3 credits)
	ETEC 569	Designing and Developing Interactive Instruction (3 credits)
	ETEC 576	Human Resources Development (3 credits)
	ETEC 580	Global Perspective in e-Learning (3 credits)
	ETEC 581	Fundamentals of Distance Education (3 credits)
	ETEC 590	Field Experience (for Option A—Thesis, only) (3 credits)
	ETEC 593	Special Issues in Educational Technology (3 credits)

Faculty Research Areas

DR. PHILIP ABRAMI
Classroom processes (e.g., cooperative learning); research design and methodology; research synthesis; technology in the schools
Students are encouraged to visit the web site of the Centre for the Study of Learning and Performance (CSLP) for an overview of some of the research being undertaken by faculty.
(http://doe.concordia.ca/cslp/)

DR. ROBERT M. BERNARD
Research on distance education and online learning; research on critical thinking' research on technology integration in education' comparative research on instructional methodologies; research design and quantitative methods; systematic review and meta-analysis

DR. SAUL CARLINER
Emerging genres of online learning and communication for the workplace; Management of workplace learning and communication groups; Informal learning; transfer of research to practice; case studies in the Design of instruction and other types of practical information

DR. GIULIANA CUCINELLI
Research-creation program exploring the areas of digital media theory and production including social media, media education, youth culture and digital media practices, interactive media theory and production, critical pedagogy, teacher education, community/cultural/media activism, emergent media practices, inter-generational storytelling, critical disabilities, ageing and technology, and mobilities.

DR. ANN-LOUISE DAVIDSON
Changes brought by ICT in society and in the educational system; relationships between ICT and pedagogy; the evolution of teaching practices through the use of digital technologies; impact of digital technologies on the social integration of minorities and marginalized populations; the use of mobile technologies in a problem-based learning approach; communities of practice and professional learning communities; collaborative action research;

DR. RICHARD F. SCHMID
Technology integration, particularly as applied to post-secondary education and early literacy; learning strategies; performance support systems; computer-mediated communication supporting collaborative learning and performance

DR. STEVEN SHAW
Educational computing; Pen-based computing and digital ink; learning content management; knowledge management

DR. VIVEK VENKATESH
Informative retrieval; self-regulation in online learning environments; course management systems; social computing technologies