

Master of Arts in Learning Technologies (Online)

Doctor of Education in Learning Technologies



INSPIRATION
for change

PEPPERDINE UNIVERSITY
Graduate School of Education and Psychology

A 10-year-old with a smart phone has access to more information and entertainment than anyone in human history. How do you engage her in the classroom?



A person with an iPad and a credit card can launch a future Fortune 500 company from a coffee shop. If she currently works for your company, can you tap into her skill set and create synergy between employee and employer?



A corporate training session shares best practices with employees. How can innovations improve business processes, take learning to the next level, or expand employee retention?



Learning Technologies Graduate School of Education and Psychology

Today's educators face these challenges and more in today's changing world. That's why Pepperdine University offers graduate degree programs in Learning Technologies—designed to help today's students become tomorrow's leaders.

Advance Your Career. Whether you are just starting out in your career or are a seasoned professional looking for cutting-edge training that will help you in the next phase, Pepperdine University's Graduate School of Education and Psychology (GSEP) offers practical, hands-on degree programs that adapt to your work schedule.

Build Your Network. You'll complete your degree with a cadre of diverse professionals. This model is a unique shared-learning experience that allows you to collaborate with your peers while you complete your degree and build long-term professional and personal networks for the future.

Inspire Social Change. As a graduate school within a Christian university, GSEP endeavors to educate and motivate students of all faiths to assume leadership roles in professions that improve and enrich the lives of individuals, families, and communities.

Flexible scheduling. Practice-driven. Outcome-focused.

Pepperdine University's prestigious Learning Technologies master's and doctoral programs attract students from all over the world. With a blended approach of online coursework and face-to-face meetings, the programs offer flexible scheduling so you can complete your degree while you work.

Master of Arts in Learning Technologies

One-Year Program: 85 Percent Online

The Master of Arts in Learning Technologies program offers the opportunity to develop skills and knowledge about current and near-future technologies and their role in learning settings. Students connect with the larger professional community and work on meaningful projects in collaboration with peers and faculty—all in order to prepare for the future of education.

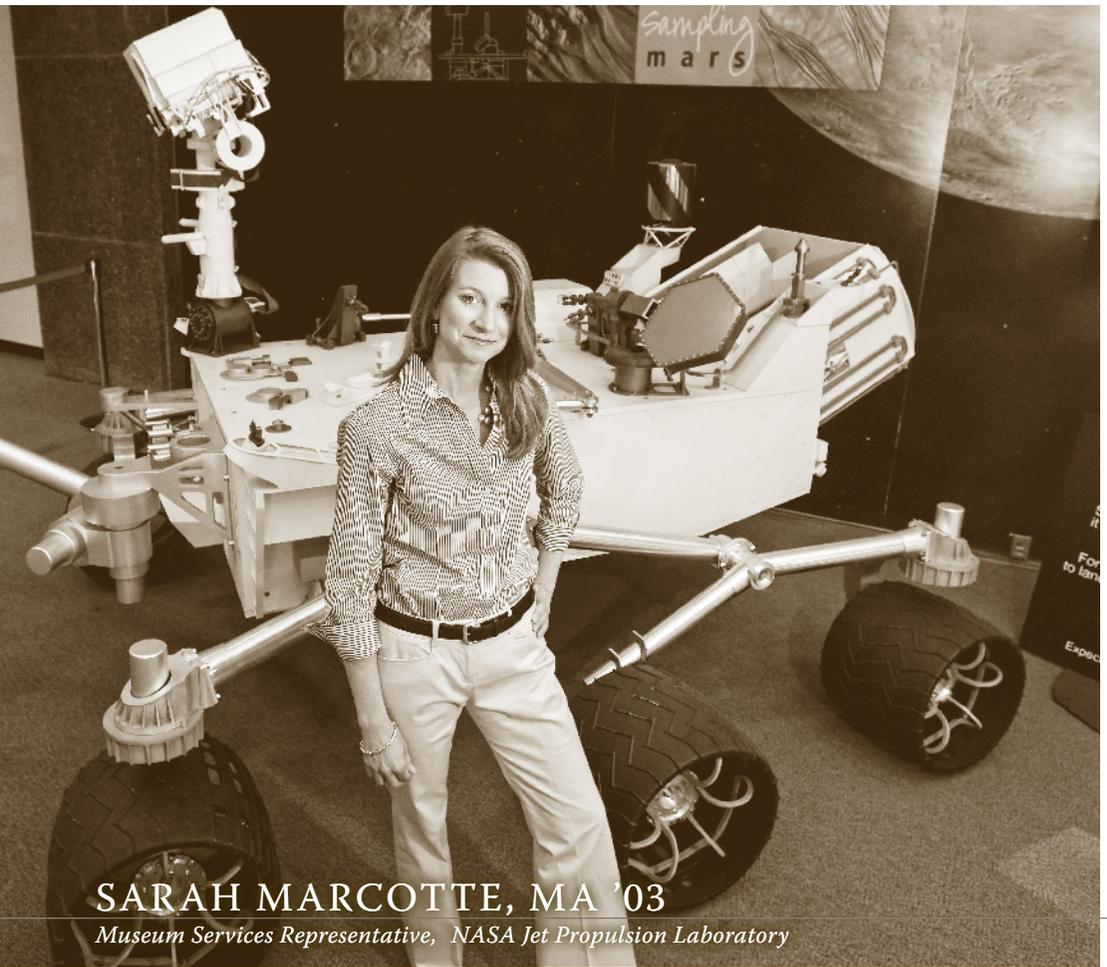
The program prepares students to lead others, develop colleagues, manage resources, make technology decisions, support organizational knowledge sharing, and secure project funding. Students work with multimedia, group-ware, and net-based applications and hardware, and become fully engaged in an electronic learning community.

Flexible Format. Global Availability.

The master's program offers a distance-learning format, which allows you to complete your degree while working full time, from anywhere in the world.

Eighty-five percent of the instruction is completed online, and the remaining 15 percent is completed through three face-to-face meetings:

- CadreCamp® is a prerequisite, five-day leadership workshop held in July at the Drescher Graduate Campus in Malibu, California.
- A midpoint meeting is held in conjunction with a national technology conference (location varies by year).
- The program concludes with the Action Research Conference at the West Los Angeles Graduate Campus and virtual presentations to the next cadre at CadreCamp©.



SARAH MARCOTTE, MA '03

Museum Services Representative, NASA Jet Propulsion Laboratory

“The Learning Technologies program at Pepperdine University has strengthened my work with museums. By learning new ways to leverage advances in technology and digital media, I am able to engage with museums audiences in new and innovative ways.”

Program Benefits

- **One-Year Program** – The summer session focuses on discovery, the fall on understanding, the spring on application, and the following summer on leveraging technology for community transformations.
- **Flexible Online Format/Learning** – You have more control over when and where you learn, and your place of work becomes your place of learning.
- **Practice Driven** – Most learning activities are customized to fit your practice so project work is integrated with everyday activities in the workplace.
- **CadreCamp®** – A prerequisite, five-day, face-to-face session where you earn program credit for leadership and technology course work, as well as meet your fellow cohort group members and faculty.
- **Learning Communities** – Since learning is socially constructed, we encourage ongoing interaction with peers and faculty. You work in online learning circles, which creates a remarkably supportive online community, providing feedback from diverse perspectives.
- **Action Research Project** – You'll use the process of "action research" to plan, execute, and reflect on improvements to your practice.
- **Technology Conference** – You'll meet innovators of learning technologies and learn to evaluate learning theories in practice, as well as perfect your presentation and networking skills.
- **Program Conference and Showcase** – You'll present your work at a public conference and virtual venue, sharing your new knowledge and voice with colleagues, family, and the world.
- **Outcome-Focused Approach** – Courses are designed to progress toward benchmarked outcomes, which help you periodically evaluate your growth.
- **Ongoing Alumni Community** – Students often develop lasting friendships and professional networks that continue beyond graduation.
- **Career Advancement** – Graduates of this program go on to successful careers as technology coordinators, training educators, consultants, and collegiate staff, becoming the innovative leaders who shape 21st century learning skills in a range of settings.

The Master of Arts in Learning Technologies program at Pepperdine University allows you to:

- Complete your degree in ONE year while working full time
- Get credit while you work with the Action-Oriented Research Project
- Expand your knowledge of current and near-future technologies
- Prepare to lead others in a technology-rich environment
- Access an exceptional range of career services dedicated to your lifelong success

The Curricular Approach

The one-year program is organized around three strands:

Conceptual Tools: Educational theories, concepts, and models help you design innovative learning environments and leverage technology for transformative change in the workplace. Students engage in collective review and synthesis of ideas to develop knowledge displays, which are featured online for the next cadre.

Design Learning: In a studio class, students form a design team that consults with real clients to address authentic learning needs. The experience emphasizes a creative design process with a focus on the end product, which will be showcased in: Learning Designs@Pepperdine

Action Research: Students learn how to pinpoint and solve workplace challenges through cycles of progressive problem solving. Action research balances problem-based inquiry, data-driven analysis, and meta-cognitive reflection that focus on improving your professional or workplace practices. This project will be presented in a conference at the end of the year, submitted in a final report as your master's thesis, and displayed online in a professional portfolio.



MARGARET RIEL, *Visiting Faculty*

“A core strand of the Master of Arts in Learning Technologies program involves relating coursework to workplace through Action Research. We help our students ‘take the university to work,’ transforming their workplace into a place of learning. Students work in collaborative ‘learning circles,’ leveraging technology to address workplace issues. The master’s program helps students build the conceptual, theoretical, and interpersonal and technology skills to be successful leaders in current, as well as future careers in a variety of settings.”

Practical Results

The heart of the Master of Arts in Learning Technologies program is a collection of individual and collaborative work that you can immediately implement:

- Cognitive Tools Knowledge Display
- Design Learning Showcase
- Action Research Project

With these displays and showcases, not only will you have a body of real-world experience when you complete your degree—you'll also have the collaborative work of everyone in your cadre, as well as cadre groups who came before you. The result is a wealth of strategies for your continued success after the program.

Program Objectives

Four outcomes are stressed in each strand of the program:

- LEARN: The cognitive effects of each strand or course
- ACT: Service-based design activities or projects
- FORM: Transformative reflection on the self, identity, values, community roles, and responsibilities to others
- PERFORM: The responsibility to share learning with others in local, community, and global settings



Program Schedule

SUMMER SESSION I - <i>DISCOVER</i> (3 units)	FALL SESSION - <i>UNDERSTAND</i> (9 units)	SPRING SESSION - <i>APPLY</i> (9 units)	SUMMER SESSION II - <i>LEVERAGE</i> (9 units)
Getting Started CadreCamp® Five days in Malibu online interaction	Personal Mastery Online interaction only	Community Change Midpoint meeting session; five days at technology conference; online interaction	Global Leadership Online interaction; five days in Los Angeles for exhibitions & commencement
ELT 630 (1) Conceptual Tools - Experience Distributed Cog & Learning	ELT 631 (3) Conceptual Tools - Understand Learning with Technology	ELT 632 (3) Conceptual Tools - Teaching & Learning Relationship w/ Tech	ELT 633 (3) Conceptual Tools - Technology Leadership through Service
ELT 640 (1) Learning Designs - Product Design in Teams	ELT 641 (3) Learning Designs - Analyze Problems and Tools	ELT 642 (3) Learning Designs - Apply Technology Learning Environments	ELT 643 (3) Learning Designs - Leverage Technology for Change
EDC 650 (1) Collaborative Action Research - Explore Action Research	ELT 651 (3) Collaborative Action Research - Formulate a Theory of Action	ELT 652 (3) Collaborative Action Research - Apply Action Research Methods	ELT 653 (3) Collaborative Action Research - Present Action Research

Course information may be found online at:
gsep.pepperdine.edu/masters-learning-technologies/courses

Admission Requirements

- Application for admission with a nonrefundable processing fee.
- A baccalaureate degree from a regionally-accredited institution.
- Official transcript in a sealed envelope from the accredited institution that awarded the baccalaureate degree to the applicant. Transcripts from all other colleges or universities attended are recommended.
- Two letters of recommendation attesting to the applicant's potential or ability to become an educator and leader in learning technologies, as well as the applicant's character. One of the letters of recommendation must come from a local mentor/sponsor/supervisor with whom the applicant works.
- A three-part statement, at least 2,000 words in length describing: (1) vision for technology in educational settings, (2) experience/background in technology, and (3) personal goals related to the pursuit of the degree.
- Personal interviews are required for all qualified candidates who apply for the program.

Financial Aid

Scholarships, grants, loans, graduate student assistantships, and payment plans are available for qualified students. More than 80 percent of students qualify for federal loans, and more than 40 percent are eligible for Pepperdine-funded assistance. Current information and all forms necessary to apply for financial aid are available online at: gsep.pepperdine.edu/financial-aid

Doctor of Education in Learning Technologies

Global Focus. Local Applications.

The Doctor of Education in Learning Technologies has been designed to prepare leaders for success in working with technological applications and creating innovations for education and business.

Students work in a cadre, or team, with annual intake every fall. Coursework is integrated with 60-percent face-to-face meetings and 40-percent online segments, creating a truly distributed learning environment. Online classes are synchronous (chat-based) and asynchronous (threaded discussions), and face-to-face classes take place at the West Los Angeles Graduate Campus, on the East Coast, and at a national conference location.

Courses focus on advanced learning theory as it is related to product design, the relationship between humans and computers, and the special management issues that surround technology. With a blend of basic and applied knowledge across disciplines, the curriculum emphasizes experiential learning and offers students access to a network of experts in learning and media organizations.

Diverse Cadre of Students

With its global perspective, the doctoral program is ideal for professionals in K-12 education, postsecondary education, museums, libraries, corporations, government institutions, NGOs, and media enterprises.

The cadre model offers you the following:

- A shared learning environment of 18 students
- Seasoned professionals with at least five years of work experience
- Peers from all over the nation and globe, from Arizona to Illinois, from the Philippines to Brazil
- A built-in professional network to take with you after you graduate
- Connections with innovators in technology

“Completing the doctoral program at Pepperdine has been a transformative experience both personally and professionally. There is a strong sense of community within the program. I’ve built invaluable relationships with faculty and my cadre group of professionals. Everyone learns and grows from each other; the curriculum, travel experiences, and applying theory to practice meld together to challenge and strengthen skill-sets. As a result, I am a more creative, collaborative, and decisive leader.”



James Liggins, EDD '12
Senior Level Project Leader | Space and Defense Industry

Real-World Engagement

60/40 Technology Blended Curriculum – With 60 percent face-to-face meetings and 40 percent online segments, this program is designed for the working professional.

TechCamp® – This five-day summer workshop, held in July at the West Los Angeles Graduate Campus, prepares you for success and offers you the chance to meet your cohort peers and faculty.

Learning Communities – Build your network and engage with your fellow students, faculty, and other experts. You'll also have the opportunity to interact with renowned authors and researchers in the field.

Travel Opportunities

Conference – You'll have the opportunity to attend the Games + Learning + Society Conference (GLS), where you will join the conversation at the intersection of game studies, education research, learning sciences, industry, government, educational practice, media design, and business.

Washington, D.C. – You'll visit D.C. in the spring of your second year to spend an extended workweek in small-group discussions, appointments, and hearings with decision makers and key analysts who impact technology policy in the United States. Then you'll prepare a white paper that addresses policy issues in technology and education.

International Study – Travel abroad with your classmates to cultivate a global perspective on learning and explore the uses of learning technology around the globe. The 2012-2014 curriculum features a 10-day trip to China, where time spent in cities such as Shanghai, Beijing, and Guilin will offer a global lens on innovation in China's urban and prefecture-level settings. Students will come away with a broader understanding of varying perspectives on technology, work and life in a tech-rich society.

Curriculum

The doctoral program balances basic core content areas with courses on applied topics such as knowledge-creation and collaboration, new media literacy, innovation and change, games and virtual worlds, and global perspectives on technology for learning.

Learning and Design

Students study the family of social learning theories including situated cognition, community of practice, sociocultural theory, and activity theory, and they use these theories to analyze and re-design learning in their workplace.

Global Perspectives on Learning and Technology

As part of the course, students visit a country outside the United States that is moving forward rapidly in deploying technology in education and public life. Past trips have included Costa Rica and China.

Knowledge Creation and Collaboration

Students work on projects that focus on production, collaboration, and distribution of knowledge, content/curriculum, and technologies that support these activities in formal and informal settings for learning, including e-learning.

Capstone Project: Imagining Futures

In lieu of the usual “comprehensive exam” approach to the capstone experience, our students propose and design an improved “near future” scenario for learning in the workplace, school, or informal setting.

	YEAR ONE	YEAR TWO	YEAR THREE
Fall face-to- face	West Los Angeles	West Los Angeles	West Los Angeles
	Conference	Conference	Preliminary Proposal Preparation Course
Spring face- to-face	West Los Angeles	West Los Angeles	
	International travel to China	Washington D.C., policy trip	
Summer face-to-face	Games +Learning+Society (GLS) Conference	West Los Angeles Capstone	

Course Schedule*

YEAR ONE		YEAR TWO		YEAR THREE	
Fall WLA & Conference	EDLT 770A (3) Cognitive Learning & Technology	WLA & Conference	EDD 724 (3) Personal Leadership & Ethics	WLA	EDLT 790 (4) Preliminary Proposal Preparation
	EDLT 750 (3) Introduction to Social Science Research		EDLT 727 (3) Knowledge Creation and Collaborative Learning		
	EDLT 725 (3) New Media Literacy		EDLT 735 (3) Inferential Statistics		
Spring WLA & China	EDLT 770B (3) Social Learning & Technology	WLA & DC	EDLT 752 (3) Qualitative Research Methods		
	EDLT 760 (3) Global Perspectives on Learning & Technology		EDLT 721 (3) Policy Development		
	EDLT 751 (3) Quantitative Methods & Descriptive Statistics		EDLT 740 (3) Applied Seminar in Learning Technologies		
Summer Madison, WI	EDLT 728 (3) Games, Simulations, & Virtual Worlds for Learning	WLA	EDLT 726 (3) Emerging Technologies		
	EDLT 762 (3) Innovation & Change		EDLT 780 (3) Capstone: Imagining Future Learning		

*Courses are subject to change each year.

Dissertation

In Year Three, students begin their dissertations, exploring a diverse range of topics. The Preliminary Proposal Preparation course is available to assist students in generating a credible first draft of the doctoral dissertation preliminary proposal, called a “qualifying paper.” The course is team-taught and includes preparation of a draft Institutional Review Board application. Recent dissertations include:

- View from Virtual Pocket: Using Virtual Simulation and Video Game Technology to Assess Situation Awareness and Decision Making of NCAA Quarterbacks
- Citizen Journalism and Digital Voices: Instituting a Collaborative Process Between Global Youth, Technology, and Media for Positive Social Change
- Language Anxiety in the Online Environment: An Exploratory Study of a Secondary Online Spanish Class
- Serious Games for First Responders: Improving Design and Usage with Social Learning Theory
- 21st Century Social Change Makers and Next Generation Social Entrepreneurs

Admission Requirements

- Application for admission with a nonrefundable processing fee.
- A baccalaureate and master's degree from a regionally-accredited institution(s).
- Official transcripts in a registrar's sealed and stamped/signed envelope from the accredited colleges or universities that awarded the baccalaureate and master's degrees to the applicant.
- Two recommendations: one from the applicant's employer and one from a workplace colleague that attest to the applicant's technology use.
- Scores from the Miller Analogies Test (taken within the previous two years) or the Graduate Record Examination (verbal and quantitative sections), taken within the last five years.
- A three-part statement, at least 2,000 words in length, describing your (1) vision for technology, (2) experience/background in technology, and (3) personal goals related to the pursuit of this degree.
- A personal interview is required for all qualified applicants who apply to the program.

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For an up-to-date course listing, visit:

gsep.pepperdine.edu/doctorate-learning-technologies/courses

To learn more about the master's and doctoral programs, including admission requirements and deadlines, please call, e-mail, or visit us at:

Master of Arts in Learning Technologies:

(866) 503-5467 • ma-edtech-online@pepperdine.edu
gsep.pepperdine.edu/masters-learning-technologies

Doctor of Education in Learning Technologies:

(866) 503-5467 • educational-technology@pepperdine.edu
gsep.pepperdine.edu/doctorate-learning-technologies

GSEP Mission

The Graduate School of Education and Psychology of Pepperdine University (GSEP) is an innovative learning community where faculty, staff, and students of diverse cultures and perspectives work collaboratively to foster academic excellence, social purpose, meaningful service, and personal fulfillment.

As a graduate school within a Christian university, GSEP endeavors to educate and motivate students to assume leadership roles in professions that improve and enrich the lives of individuals, families, and communities.

To this end, GSEP is dedicated to exemplifying and providing inspiration for change.

Pepperdine University is accredited through the Western Association of Schools and Colleges (WASC).

