



Master of Arts in Educational Technology (Online)
Doctor of Education in Educational Technology

INSPIRATION

for change

PEPPERDINE UNIVERSITY
Graduate School of Education and Psychology



HEPPERDINE UNIVERSITY

PAUL SPARKS, *Associate Professor, Education*

“The Online Master of Arts in Educational Technology program challenges students to discover professional passion and improve individual practice using learning theory, technology, and action research. Our collaborative online format is unique, proven, powerful and generates robust, caring communities of learners to support individual transformation. Students experience frequent online interaction, professional networking, and constructivist leadership preparing them well to create effective educational change.”

The promise of both the Master of Arts in Educational Technology and the Doctor of Education in Educational Technology programs is to create a lifelong connection to our students' unique cadre of fellow students which fosters a tradition of networking, sharing, and teaching.

Master of Arts in Educational Technology (Online)

The Education Division at Pepperdine University has been a pioneer and leader in the field of educational technology since it offered the first graduate degree program in educational technology in 1983. The doctoral program, developed in 1995, was among the first to offer a flexible, hybrid format of online and face-to-face interaction in a new and quickly growing academic field of inquiry. These programs bring together a geographically, culturally, and professionally diverse community in a cohort-based, hybrid model offering flexible format of face-to-face and Internet-mediated sessions.

Master of Arts in Educational Technology (Online)

Curriculum

The Master of Arts in Educational Technology program has a hybrid format with 85 percent of instructional contact conducted online. The balance of contact time takes place in three face-to-face sessions. The master's program is open to students who have a keen interest in technology and have a desire to take on leadership roles in education and training. Three years of educational or training experience are preferred. This master's program can be completed in just one-year.

The course curriculum is designed to develop and expand the student's knowledge of current and near future technologies and their role in various learning settings. Integral to this development is a yearlong Action Research Project where students engage in a systematic process of inquiry and change in their workplace. Students design, implement, analyze, and reflect on a workplace intervention to improve their professional practice. The Action Research Project is the backbone to the program - reflecting research conducted and serving as an integrating activity. Each of the courses serve as a series of lenses helping the students to develop new perspectives and make use of new tools for learning in the context of their work. Students also develop skills in communication through sharing their research in multiple venues. The Action Research Project is displayed on the Web in a professional portfolio, presented in a conference format at the end of the year and is submitted in a final report as the student's master's thesis.

The master's program places progressive focus on personal, local, and global perspectives. Course work emphasizes leadership/theory to explore how to best affect and facilitate learning in multiple environments. Technology is a theme explored to examine its uses at the personal level through global perspectives.



Program Schedule

SUMMER SESSION I (4 units)	FALL SESSION (9 units)	SPRING SESSION (8 units)	SUMMER SESSION II (9 units)
Getting Started VirtCamp® 5 days in Malibu Online Interaction	Personal Mastery Online Interaction Only	Community Change Midpoint Meeting Session 5 days at Tech Conf. Online Interaction	Global Leadership Exhibitions 5 days in Los Angeles Online Interaction
EDC 638A (1) Action Research	EDC 638B (2) Action Research	EDC 638C (2) Action Research	EDC 638D (2) Action Research
EDC 640 (1) VirtCamp®	EDC 633 (3) Educating Today's Learner	EDC 639 (3) Mentoring and Team Leadership	EDC 667 (4) Leadership and Ed. Technology
EDC 641 (2) Introduction to Distributed Learning Environments	EDC 664 (4) Learning and Educational Technology	EDC 665 (3) Curriculum and Technology	EDC 668 (3) Managing Learning Technologies for Change

Courses are continually updated to stay current with the field. Latest information may be found online at: <http://gsep.pepperdine.edu/academics/education/ma-edtech/description.htm>



Global Availability

- 85 percent online program that is designed for working professionals interested in technology and learning. Our students comprise a diverse mix of K-12 teachers, industry trainers and college educators from across the country and often around the world.
- Students meet face-to-face three times during the year. The program begins with VirtCamp® in Malibu to build community and technology skills. A midpoint meeting is held in conjunction with a national technology conference (location varies) and the program ends with an exhibition of work and graduation in the Los Angeles area.
- Most of the work is done online using collaboration tools such as instant messaging, discussion groups, and blogging. The interaction is immediate, personal, and available from any computer connected to the Internet.

Program Benefits

- **VirtCamp®** – A five-day intensive face-to-face session that builds community and individual technology skills.
- **Learning Communities** – Since learning is socially constructed, we encourage ongoing interaction with peers and faculty. These online communities are amazingly caring and effective, providing much more support than an instructor alone.
- **Online Interaction** – Students control when and where they learn, usually at home or work avoiding difficulties associated with traffic and parking.
- **Practice Driven** – Most learning activities are customized to fit your practice so homework is integrated with the real work you do everyday.
- **Action Research Projects** – Students use the powerful tool of action research to plan, execute, and reflect on improvements to their practice.
- **Conference Experience** – Students meet educational technology innovators and learn to build presentation and networking skills.
- **Exhibitions** – Students present their work at a public exhibition sharing their new knowledge and voice with colleagues, family, and the world.
- **Ongoing Alumni Community** – Students continue to interact after graduation forming lasting friendships and ongoing professional networks.
- **Career Advancement** – Graduates of this program go on to successful careers as K-12 technology coordinators, training managers and consultants, community college staff, and innovative learning leaders.



LINDA POLIN, *Professor, Education*

“The Doctor of Educational Technology program is for people who want to make a difference through effective uses of technology in the workplace, whether that workplace is a K-12 school, a college, a software company, or a government agency. This program prepares dynamic, visionary leaders who understand the value of networking and community, knowledge construction and sharing, and authentic collaboration.”

Doctor of Education in Educational Technology

Curriculum

Course work takes place online and in face-to-face meetings. There are five, five-day face-to-face meetings each academic year, two in the fall and spring semesters, and one in summer. The rest of the time students interact with their instructors and peers online, both synchronously and asynchronously. The program is fully accredited as a traditional doctoral program because 60 percent of course time takes place in the face-to-face sessions.

Students accepted into the program have at least three years beyond a M.A. in an educational setting and at least five years experience in an educational technology environment. This program is meant for working professionals as instructors expect students to blend coursework ideas and assignments into their workplace projects and settings.

Students enrolled in the doctoral program take courses such as:

Learning and Design

- Students update and deepen their understanding of cognitive and social learning theories in projects that examine the impact of theory on design of learning environments.

Organizational Change and Innovation

- Students study current change theory, futurist literature, and world trends in education and technology, with special emphasis placed on the dissemination and management of innovation and change in organizations.

Human Computer Interaction

- Students move beyond a historical overview of the process of developing interactive systems to engage in projects that allow the exploration of technology as a “socially shaped” phenomenon.

Managing the Technological Environment

- In addition to working in groups to form a virtual corporation that is considered marketable, students carry out individual case studies of management styles in a technology-rich environment.

Courses are continually updated to stay current with the field. A full course listing may be found online at: <http://gsep.pepperdine.edu/academics/education/edd-edtech/description.htm>

Doctor of Education in Educational Technology

Program Benefits

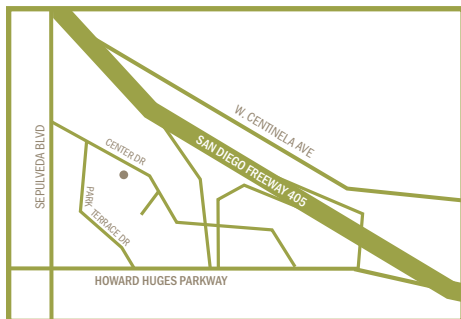
- **TechCamp** – A five-day, mandatory, preprogram, summer workshop prepares students for success in a hybrid program. Held in Malibu, in July, incoming students learn technology tools, meet cohort peers, and faculty.
- **Learning Communities** – We believe learning is an interactive, socially situated experience. We believe that students learn from each other as well as from course instructors and experts in the field. We support and facilitate dialogue with and create opportunities for students to interact with renowned authors and researchers in the field.
- **Consultancy** – At the beginning of their second year, students in the program spend an extended period of time in a consultancy project intended to provide them with the opportunity to apply their learning to topics, settings, or experiences beyond those available through courses or at their workplace.
- **Conference Experience** – Students spend five days at the American Educational Research Association conference where they interact with lead researchers in the field of education and technology.
- **Washington D.C.** – In the spring of the second year, students prepare white-paper documents on policy issues in technology and education, and travel to D.C. to spend an extended work week in small group discussions, appointments, and hearings with decision makers and key analysts impacting technology policy and practice in the United States.

Typically, our graduates choose to address societal issues by leading innovative technology-empowered learning communities to transform individuals and organizations.

Class Availability

Face-to-face sessions are held at a Pepperdine Graduate Campus in West Los Angeles or Malibu, and twice a year face-to-face sessions are held off-site at a national location. The off-site locations vary each year and are determined by the national conferences that students will attend as part of the course requirements. In the past, national conferences have been held in Boston, Chicago, New York, and San Diego.

	YEAR ONE	YEAR TWO	YEAR THREE
Fall face-to-face	West Los Angeles	West Los Angeles	West Los Angeles
	TBD	TBD	West Los Angeles
Spring face-to-face	West Los Angeles	West Los Angeles	
	AERA conference location	Washington D.C., policy class trip	
Summer face-to-face	Malibu or West Los Angeles	Malibu	



West Los Angeles Graduate Campus
6100 Center Drive
Los Angeles, CA 90065



Drescher Graduate Campus
24255 Pacific Coast Highway
Malibu, CA 90263

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: <http://gsep.pepperdine.edu/financialaid>

Profiles of Success

Chris L. Hickey
Alumnus '03, M.A., Educational Technology

“Reflecting back on my experience with the master’s program, the most profound result has been how it has renovated my professional praxis. Considering the additional benefit of being able to completely fulfill the requirements of the master’s program without interfering with my job responsibilities, choosing the GSEP program was without hesitation. Students are able to scaffold their own creativity, prior experiences, newly discovered knowledge, and professional passion to explore a research question in a manner that results in meaningful change.”



Lani Fraizer
North America Education and Workforce Development Consultant
2008 Current Student



“As a student in the Educational Technology (EDT) doctoral program, the professors and course curriculum challenge me to view my role as educator, entrepreneur, and leader from a global perspective. The knowledge and skills I learn in the program empower me to pursue my work connecting strategic networks and leveraging synergies in academia, nonprofit and business sectors for sustainable workforce development in information and communication technologies (ICT).”

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

M.A. in Educational Technology:

(866) 503-5467 • ma-edtech-online@pepperdine.edu

<http://gsep.pepperdine.edu/education/ma-educational-technology/>

Ed.D. in Educational Technology:

(866) 503-5467 • educational-technology@pepperdine.edu

<http://gsep.pepperdine.edu/education/edd-educational-technology/>

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).



