Digital Technologies and Connected Learning, M.A.

Degree Offered

• Master of Arts

Nature of the Program

Why Connected Learning? Learning is powerful when teachers connect students' personal interests to real-world opportunities. Curriculum designed using Connected Learning principles focuses on using new digital and networked technologies to expand opportunities for young people. It differs from traditional approaches to technology integration in which technology is viewed as a means toward more efficient and automated forms of education. Instead, Connected Learning puts learner-centered and experiential methods at the center of technology-enhanced learning. More importantly, teachers committed to connected learning design principles prioritize learning that create meaningful connections between their peers and their communities.

PROGRAM OVERVIEW

• Teacher leaders work collaboratively with educators, and coach/mentor classroom teachers in the use of research-based ambitious teaching practices to design and implement curriculum and classroom instruction.
• Teacher leaders analyze school-based curriculum and district data to create professional development programs that address the current strengths and needs of teachers and students.
• Teacher leaders collaborate and share information with school stakeholders about students, curriculum, instruction, and assessment.

Admissions

Admission into the Digital Technologies and Connected Learning major is based on the academic accomplishments of the applicant and well as the alignment of the applicant's goals with the goals of the program. Students are selected based on their fulfillment of the specific admissions requirements listed below and the overall strength of their application.

Application requirements:

• Official transcripts verifying completion of an undergraduate degree from an accredited college or university.
• Three official letters of recommendation speaking to the applicant's potential as a teacher leader in Digital and Connected Learning.
• Submission of an official goal statement related to the program, including professional goals and interest in this specific program.
• Professional vita.

Applications will be due by April 15 the semester prior to program entrance, although candidates will be reviewed on a rolling basis. Candidates will be admitted for a summer start only.

Applicants will be reviewed by a committee of department faculty using a standardized review rubric in which the reviewer will assess the candidate based on: 1) the applicant's fulfillment of the required admittance criteria; 2) the applicant's fit with the program's goals; and 3) the applicant's potential for success in the program. Reviewers will indicate an overall admissions recommendation for each applicant. Final admissions decisions based on reviewer recommendations will be made by the program coordinator.

Major Code: 451C

Major Requirements

A minimum GPA of 3.0 is required on all coursework.

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Major Learning Outcomes

DIGITAL TECHNOLOGIES AND CONNECTED LEARNING

Goal 1: Teacher leaders will work collaboratively with educators, and coach/mentor classroom teachers in the use of research-based ambitious teaching practices to design and implement curriculum and classroom instruction.

• Teacher leaders will collaborate with classroom teachers to plan standards-based lessons and units that incorporate a variety of digital technologies to promote active learning among K-12 students, deepen their understandings and improve their learning outcomes.
• Teacher leaders will coach and support teachers in creating an equitable learning environment that respects and values all students and addresses their diverse learning needs.

Goal 2: Teacher leaders will analyze school-based curriculum and district data to create professional development programs that address the current strengths and needs of teachers and students.

• Teacher leaders will evaluate standards, textbooks, and standardized assessments to make recommendations for addressing learning and achievement gaps.
• Teacher leaders will explore and analyze school and district data to develop a vision for the professional development of educators and school improvement that disrupts the inequities of the educational status quo.
• Teacher leaders will plan, implement, and evaluate professional development programs at the school and/or district level.
• Teacher leaders will coach/model effective teaching practices, defined by professional organizations, as they engage teachers in ongoing professional development and provide support to educators in their classrooms.

Goal 3: Teacher leaders will collaborate and share information with school stakeholders about students, curriculum, instruction, and assessment.

• Teacher leaders will share critical issues, policy initiatives, and curriculum trends in teaching and learning with colleagues, parents and local and state school boards.
• Teacher leaders will collaborate with teachers, parents and community members to create shared visions and action plans to ensure technology integration enhances/support teaching and learning.