MEd in Educational Technology and Learning Design: K-12 Education
Founded in 1905, Concordia University–Portland is an accredited, nonprofit, Christian university committed to sharing our Lutheran values of open discourse, intellectual inquiry, justice, diversity, and inclusion to prepare leaders for the transformation of society.

Concordia University’s College of Education is one of the most respected names in learning today, empowering educators who are resilient, serve with compassion, and impact lives beyond the classroom. We teach our students how to help their students find their voice. Part of an active, connected network of 20,000 College of Education alumni, Concordia-trained professionals continue to change the world, student by student.

CONCORDIA UNIVERSITY’S MASTER OF EDUCATION PROGRAMS

Our MEd programs offer relevant curricula designed and taught by an engaging faculty with experience in the field. Our five-week classes can be accessed completely online—anytime, anywhere. That convenience paired with clearly defined coursework and realistic deadlines are what make our degree programs doable and ideal for your busy working lifestyle.

The MEd in Educational Technology and Learning Design is designed to offer those in an array of professional fields a comprehensive understanding of how to create learning environments that optimize the use of technologies. Core courses will explore theories and emerging issues about the integration of technologies while also fostering proficiency at researching and evaluating those technologies with a people-first lens toward cultural and spiritual equity.

If you’re passionate about next-generation learning, Concordia is the university leading the way and shaping the future of education.
The MEd in Educational Technology and Learning Design: K-12 Education program provides teachers, staff, and administrators the preparation necessary to assess the impact of technologies on children and adolescents and to lead school or district-wide tech transitioning and implementation. This program will prepare you to become a technology leader who can evaluate and recommend various technologies for the K-12 classroom and apply your creative and analytical skills as a valuable resource for colleagues and administrative leaders. Coursework in this program is relevant and career-focused and aligns with International Society for Technology in Education (ISTE) standards for education and educators.

**LETS CHAT**

**CALL:** 1-888-986-8148  
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**AT A GLANCE**

- 30 CREDIT-HOUR PROGRAM
- 100% ONLINE
- COMPLETE IN JUST OVER ONE YEAR (with built-in breaks)
- CONSTRUCTIVELY UPDATED CURRICULUM
- ACCREDITED BY THE NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES (NWCCU)

**PROGRAM OBJECTIVES**

Successful candidates in the MEd in Educational Technology and Learning Design program will demonstrate skills in:

- Designing and implementing curriculum or learning initiatives that reflect current knowledge of research and trends in technology and academic content for all learners.
- Consulting, being able to assess learning environments, and making appropriate, research-based recommendations for improving learning design, learner experience, and learning outcomes through the integration of technology.
- Providing leadership that encourages technological interventions for learners through effective mentorship of professionals responsible for instruction, that is responsive to individual and community diversity.
- Providing leadership to support colleagues in the selection, utilization, and evaluation of technologies in learning environments; an aptitude to also assess and correct inappropriate uses of technology for learning.
- Developing a personal capacity for continuous improvement in understanding and utilizing technology by practicing a regimen of daily habits that incorporate research and collaboration with other practitioners.
COURSE SEQUENCE

CORE COURSES

EDET 501
The Future of Learning with and Through Technology
3 credits

EDET 508
Learning Theory for Educational Technology
3 credits

EDET 509
The Evolving Landscape of Educational Technology
3 credits

EDET 510
Culture and Equity with Educational Technology
3 credits

EDET 520
Research and Evaluation of Education Technology
3 credits

CONCENTRATION COURSES

EDET 550
Educational Technology Opportunities in the K-12 Environment
3 credits

EDET 551
Models and Strategies for Educational Technology and Learning Design in K-12 Classrooms
3 credits

EDET 552
Learning Design and Educational Technology Integration in K-12 Classrooms
3 credits

EDET 553
Technology Leadership in K-12 Schools
3 credits

CAPSTONE COURSE

EDET 598
Educational Technology & Learning Design Capstone
3 credits
COURSE DESCRIPTIONS
Concordia University-Portland’s Master of Education in Educational Technology and Learning Design: K-12 Education is a 30 credit-hour degree program.

CORE COURSES

EDET 501
The Future of Learning with and Through Technology
3 credits

The potential of technology to support educational aspirations seems boundless. In the past twenty years, innovations previously only dreamed of have entered learning environments. This initial course overviews the landscape of learning with technology, analyzing key breakthroughs in technological integration while also examining noted missteps. It will introduce the program expectation of maintaining a balance of curiosity and skepticism with new technologies in order to better serve the needs of learners across the educational spectrum.

EDET 508
Learning Theory for Educational Technology
3 credits

Effective educational technology use builds on the foundation of many operative learning theories commonly leveraged in most educational programs. Candidates will examine more closely the learning theories that have emerged in the last 30 years and evolved alongside the rapid deployment of educational technology, asking questions about the nature of cognitive load, the potency of multimedia design, and whether the human mind can be molded differently by the affordances of new tools.

EDET 509
The Evolving Landscape of Educational Technology
3 credits

The rapid development of new technologies—including social media, virtual and augmented reality, and artificial intelligence—has challenged educators to adapt their practice. This reality of teaching in a digital world is further complicated because in many cases, new technologies create as many problems as they portend to solve. This course conducts a review of the immediate past while also looking to potential future impacts of technologies in education.

EDET 510
Culture and Equity with Educational Technology
3 credits

This course explores a variety of lenses through which to evaluate instructional tools and environments. Candidates will both explore frameworks for understanding culture and equity in teaching—such as critical race theory and culturally responsive pedagogies—as well as discuss ways in which particular instructional tools and learning environments may provide access to equitable learning for diverse groups of learners. Discussion will primarily be centered on potential issues in candidates’ professional and learning contexts.
Con CEn Tra Tion CoUrSES

Leveraging educational technology in a K-12 environment is an opportunity to engage enthusiastic learners with tools that can accelerate their learning. At the same time, consumer technologies have proliferated extensively and educational technologies have expanded to the point that schools might not know what the best options are for student learning needs. This course will review how to evaluate technologies for use in the K-12 classroom, through case study analysis of those tools.

**CORE COURSES (CONT.)**

**EDET 520**
Research and Evaluation of Education Technology
3 credits

Educational technology research skills are critical to practitioners who will be tasked with serving as regional experts on the use of new technologies. This course provides an overview of a range of research methods that can be used for data collection, such as survey use and participant observation. Candidates will create their own evaluation scheme that they can use in their learning environment. They will be evaluated on their ability to assess different technologies.

**EDET 550**
Educational Technology Opportunities in the K-12 Environment
3 credits

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**EDET 551**
Models and Strategies for Educational Technology and Learning Design in K-12 Classrooms
3 credits

While educators can wait for the consumer marketplace to develop a solution to fit the pedagogical demands of a classroom, it may be more useful for an educator to design their own. Candidates will be guided through a Design Thinking process to use empathy work in order to assemble a prototype from existing resources that they can test in their learning environment.

**EDET 552**
Learning Design and Educational Technology Integration in K-12 Classrooms
3 credits

Building off of the prototypes developed in the previous course, students will collect qualitative and quantitative data to determine how their solutions addressed the problems analyzed. After testing and reflection, candidates will be guided through a process of determining how the use of their technology supports the pedagogy and learning. Candidates will engage in conversations about fostering Technological Pedagogical Content Knowledge (TPCK)—the interconnecting of technological expertise with pedagogical mastery in a K-12 setting.

**EDET 520**
Research and Evaluation of Education Technology
3 credits

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**EDET 550**
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Candidates have the opportunity to develop a project, portfolio or even a technology to demonstrate their mastery of program components. They will use accumulated resources to create a comprehensive and summative assessment product. In some cases, it might make the most sense to craft a district-wide technology plan, while in others, the development of a portfolio of e-learning modules would be the most practical. Professors will work with candidates to create an appropriate summative experience.

**CONCENTRATION COURSES (CONT.)**

**EDET 553**  
Technology Leadership in K-12 Schools  
3 credits

Building strength and skill in educational technology will result in candidates becoming valuable resources outside the classroom for their colleagues and administrative leaders. This course will underscore the methods for a MEd graduate to apply the skills learned in this concentration to regularly support other educators, both inside and outside their schools, to positively influence and support decision-making regarding innovative pedagogy, technology programs, and student success.

**CAPSTONE COURSE**

Candidates have the opportunity to develop a project, portfolio or even a technology to demonstrate their mastery of program components. They will use accumulated resources to create a comprehensive and summative assessment product. In some cases, it might make the most sense to craft a district-wide technology plan, while in others, the development of a portfolio of e-learning modules would be the most practical. Professors will work with candidates to create an appropriate summative experience.

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I experienced so much support not only from the professors, but from my colleagues who I was learning with as well. I never felt like I was on my own.

- DEBBIE DOYLE, ’18, MED IN C&I: STEAM
ED TECH & LEARNING DESIGN: K-12 EDUCATION

Our Enrollment Specialists are available to answer any questions you may have. But, it’s ultimately up to you to determine whether a degree program meets your needs. We suggest contacting the appropriate state agency, state department of education, employer, or school district to make this determination before applying for or enrolling in this program.

Completing a Master of Education degree program does not lead to state certification or licensure. The MEd is not designed or intended to lead in any way toward a teaching license, endorsement, or administrative credential.

ADMISSION REQUIREMENTS

U.S. CITIZENS OR PERMANENT RESIDENTS

Completed online application:
education.cu-portland.edu/apply

Applicants must have earned a bachelor’s degree or higher from a regionally accredited institution

Official transcripts from a regionally accredited college/university with posted bachelor’s or master’s degree. For your convenience, please sign the transcript release form if you would like Concordia University-Portland to request official transcripts on your behalf.

Work History Form

Applicants must have a cumulative undergraduate GPA of 2.8 or higher*

Statement of Intent that addresses the following:

Briefly introduce yourself to the Graduate Admissions Office and College of Education teams by discussing your professional background and your interest in pursuing a Master of Education at Concordia. (~75–100 words)

Describe your professional goals and their alignment with your chosen program and to Concordia’s overall mission. Illustrate how your strengths and experiences have prepared you for success in the program. (~200–250 words)

Discuss an immediate, real-world challenge in the professional field to which your degree aligns (e.g. PK-12 education, higher education, corporate training). Provide an example. What action should educators or professionals take to address this challenge? (~200–250 words)

For candidates who earned under a 2.80 GPA, please explain what led to the low GPA and how you will succeed in an academically challenging graduate program today.

*Standard admission may be granted to students who meet all the admission requirements of the specific program to which they are applying. Conditional admission may be granted to students who do not meet specific admission requirements; however, additional material and documentation will be requested. GPA and other criteria vary by degree program; please review the specific requirements listed and contact an Enrollment Specialist if you have additional questions or need more information.

LET’S CHAT

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International students (anyone who is not a U.S. citizen or permanent resident) will need to fulfill the following requirements to be considered for admission into any of our online programs.

The same requirements as U.S. citizens/permanent residents, plus the following additions:

Proof of a bachelor’s or master’s degree that is recognized by the Ministry of Education from that country

Statement of Financial Guarantee

Your university or college transcripts will need to be evaluated by an approved transcript evaluation partner

For applicants educated in a university or college where English is not the medium of instruction or where English is not the native language, official score results for the TOEFL or IELTS must be submitted. Any English test score older than two years will not be accepted. Score requirements vary by institution and program:

TOEFL: Internet-based score - 80; paper-based score - 550; IELTS: 6.5

International students enrolled in an online program will not be issued an I-20 from Concordia University-Portland and will not be eligible to receive an F-1 student visa to study in the United States.
MEd in Educational Technology and Learning Design: K-12 Education | 09/24/19

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EDUCATION.CU-PORTLAND.EDU/APPLY