



**POST M.ED. ♦ Instructional Design & Technology ♦ COURSE MATERIALS COSTS**

<b>COURSE</b> (bolded outline = courses unique to this degree concentration)	<b>MATERIALS</b> (bolded text = technology materials)	<b>COST</b>
<b>EDU505: Future of Education (3 credits)</b> This course explores social and technological trends along with current research in areas such as nano-bio-technology, brain and learning theory, artificial intelligence, gaming, edutainment among other areas and examines their implications for the future of education. Students will identify a variety of models for the future of education and do a descriptive case-study of change in a current education setting which may be a school, a corporation, an online education community, or any education-delivery organization. This course serves as the introductory cornerstone of the M.Ed. program and is a leading futures thread throughout the program.	\$15.52 – Friedman, T. (2007). <i>The World Is Flat 3.0: A Brief History of the Twenty-First Century</i> . ISBN: 9780312425074	\$15.52
<b>EDU507: Diversity and Achievement (3 credits)</b> Students in this course will analyze current and future demographic trends correlated with achievement data to chart cross-cultural achievement gaps and build culturally responsive teaching practices. A key course theme will be how culture affects learning and achievement. Each student in the course will produce an analysis of disaggregated achievement data. The achievement gap research literature will be reviewed and evaluated for practical strategies to close achievement gaps.	\$109.99 – Bennett, C. (2010). <i>Comprehensive Multicultural Education: Theory and Practice, 7<sup>th</sup> Ed</i> . ISBN: 9780131381292	\$109.99
<b>EDU510: The Cognitive Science of Teaching &amp; Learning (3 credits)</b> Implications of cognitive science research on acquisition of knowledge theory will be analyzed in terms of applicability to teaching and learning. Emphasis will be on practical means to facilitate mental processes related to attention, memory, motivation and problem-solving to foster depth in understanding and adaptable mechanisms for the transfer of learning.	\$36.00 – Thagard, P. (2005). <i>Mind: Introduction to Cognitive Science, 2<sup>nd</sup> Ed</i> . ISBN: 9780262701099 \$18.95 – Perkins, D. (2010). <i>Making Learning Whole: How Seven Principles of Teaching Can Transform Education</i> . ISBN: 9780470633717	\$54.95
<b>EDU515: Measurement and Metrics (3 credits)</b> Students will be exposed to a number of statistical tools and measurement processes that are foundational to evaluation efforts. Emphasis will be placed on the development of strategies for the identification, collection, presentation and use of metrics that are essential for measuring educational progress.	\$71.73 – Salkind, N. (2005). <i>Tests &amp; Measurements for People Who Think They Hate Tests &amp; Measurements</i> . ISBN: 9781412913645	\$71.73
<b>EDU520: Digitally-Mediated Teaching &amp; Learning (3 credits)</b> Students will explore a variety of digitally-mediated resources and identify multiple means of technologically supporting and delivering instruction. Students will review the relevant theories, research literature, and case studies on digitally-mediated teaching and learning, identify technology resources, and learn how they can be used. Students will gain skill in using digitally-mediated technology to enhance learning through mini-projects throughout the course.	\$27.11 – Tapscott, D. (2009). <i>Grown Up Digital: How the Net Generation is Changing Your World</i> . ISBN: 9780071508636 \$24.24 – Sabin-Wilson, L. (2010). <i>WordPress for Dummies, 3<sup>rd</sup> Ed</i> . ISBN: 9780470592748 \$61.73 – Rice, W. (2008). <i>Moodle 1.9 Learning Course Development: A complete guide to successful learning using Moodle</i> . ISBN: 9781847193537 <b>\$98.85 – Personal Learning Environment web domain and site hosting for 3-years (special ordering/activation link provided during course)</b>	\$211.93
<b>EDU530: Education Research: Evaluating and Using (3 credits)</b> Students will develop criteria to evaluate both qualitative and quantitative education research and become critical consumers of research. Evaluation criteria will include types of research design, levels of significance, validity, and reliability among others. Students will evaluate education research for practical application implications and conversely explore education practices to see if there's a research foundation supporting their use.	\$137.23 – McMillan, J. & Schumacher, S. (2009). <i>Research in Education: Evidence Based Inquiry, 7<sup>th</sup> Ed</i> . ISBN: 9780137152391	\$137.23
<b>EDU623: Designing Learning Environments (3 credits)</b> This course will engage the student in the theoretical and practical underpinnings of the effective design of learning experiences and events. Students will learn and apply the ADDIE design model and other complementary or competing models of design. Students will be introduced to principles of design from a variety of fields that provides metaphors for how one can design a learning experience for a student. Particular attention will be given to designing active student-centered learning environments.	\$70.00 – Lee, W. & Owens, D. (2004). <i>Multimedia-Based Instructional Design: Computer-Based Training; Web-Based Training; Distance Broadcast Training; Performance-Based Solutions, 2<sup>nd</sup> Ed</i> . ISBN: 9780787970697 \$50.00 – Bozarth, J. (2008). <i>Better Than Bullet Points: Creating Engaging e-Learning with PowerPoint</i> . ISBN: 9780787992453	\$120.00
<b>EDU625: Integrating Technology into Learning (3 credits)</b> Students will explore ways technology can be utilized in learning environments. The course will provide an overview of key research on human-computer interaction and the effective use of technology in education. Students will analyze research on online education, technology in the classroom, etc. to form practical implementations of technology based upon evidence. Students will be exposed to current technology used in various education settings. The course will encourage students to be creative in integrating technology to improve learning experiences in a final course project.	\$55.00 e-Learning and the Science of Instruction \$34.99 Adobe Flash Professional CS5 on Demand <b>\$178.95 – Adobe Flash Professional CS5 software (special ordering/download link provided during course)</b>	\$268.94
<b>EDU627: Assessing, Budgeting, and Evaluating Technology (3 credits)</b> This course will introduce students to assessing, budgeting, and evaluating technology in a variety of education settings, including K-12 classrooms, higher education, online education, and corporate training. Students will understand and apply principles of program and technology evaluation. A focus in this course will be on designing continuous development programs that use metrics to monitor program success and to improve program outcomes.	\$33.94 – White, R. & Downs, T. (2008). <i>How Computers Work, 9<sup>th</sup> Ed</i> . ISBN: 9780789736130 \$48.45 – Garton, C. & McCulloch, E. (2008). <i>Fundamentals of Technology Project Management</i> . ISBN: 9781583470534 <b>\$115.00 – ConceptDraw Office software suite (special ordering/download link provided during course)</b>	\$197.39
<b>EDU698: Readings, Research and Planning (3 credits)</b> Students will choose a final project at the beginning of this course that will be completed in the EDU699 Capstone Project course. This course will require students to complete a plan for their final project and to perform a literature review of relevant research to support the final project. Depending on the type of final project a student chooses, s/he may be required to provide an argument in favor of the theoretical perspective or world view they will be using in the final project.	No materials purchase	\$0.00
<b>EDU699: Capstone Project (3 credits)</b> Each student will design and implement a project related to his/her area of professional expertise and matched to at least three of the M.Ed. program goals. All projects must integrate technology and demonstrate new professional skill gleaned through the Post University M.Ed. program.	No materials purchase	\$0.00

**NOTES:**

- These course materials costs are accurate as of November 22, 2010 (Mod 2).
- Military program students have their course materials bundled as part of their tuition.
- Students receiving financial assistance should budget course materials costs into their financial aid packages.

<b>TOTAL</b>	<b>\$1,187.68</b>
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