



POST M.ED. ♦ Teaching and Learning ♦ COURSE MATERIALS COSTS

COURSE (bolded outline = courses unique to this degree concentration)	MATERIALS (bolded text = technology materials)	COST
EDU505: Future of Education (3 credits) 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
EDU507: Diversity and Achievement (3 credits) 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, 7th Ed.</i> ISBN: 9780131381292	\$109.99
EDU510: The Cognitive Science of Teaching & Learning (3 credits) 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, 2nd 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
EDU515: Measurement and Metrics (3 credits) 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 & Measurements for People Who Think They Hate Tests & Measurements</i> . ISBN: 9781412913645	\$71.73
EDU520: Digitally-Mediated Teaching & Learning (3 credits) 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, 3rd 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 \$98.85 – Personal Learning Environment web domain and site hosting for 3-years (special ordering/activation link provided during course)	\$211.93
EDU530: Education Research: Evaluating and Using (3 credits) 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, 7th Ed.</i> ISBN: 9780137152391	\$137.23
EDU603: Curriculum 2.0 (3 credits) Students will research, discuss and evaluate current curriculum research along with current theories and models of curriculum. Criteria for quality curriculum design will be considered along with analysis of the impact of developments such as Web 2.0, simulation learning, problem-based, or project-based learning among others. Students will design and develop a standards-based curriculum unit applicable to his/her teaching/learning context.	\$41.81 – Wiggins, G. & McTighe, J. (2005). <i>Understanding By Design, 2nd Ed.</i> ISBN: 9780131950849 \$28.08 – McTighe, J. & Wiggins, G. (2004). <i>Understanding By Design: Professional Development Workbook</i> . ISBN: 9780871208552	\$69.89
EDU605: Differentiated Instruction (3 credits) Advanced instructional and facilitative strategies will be identified, analyzed, practiced, and evaluated as a means to differentiate instruction for all learners. Research literature on differentiated instruction will be reviewed to determine current and predict future best practices. Emphasis will be placed on variations in content, process, and product variables mediated by instructional technology.	\$20.99 – Dodge, J. (2006). <i>Differentiation in Action: A Complete Resource With Research-Supported Strategies to Help You Plan and Organize Differentiated Instruction and Achieve Success with All Learners</i> . ISBN: 9780439650915 \$20.95 – Tomlinson, C. (2004). <i>How to Differentiate Instruction in Mixed Ability Classrooms, 2nd Ed.</i> ISBN: 9780131195004	\$41.94
EDU607: Assessing and Managing Learning (3 credits) Formative and summative assessment strategies and resources will be compiled and tested for applicability to varied learning contexts. Multiple means for managing learning will be developed, matched to diverse learning settings. Variables such as time, place, pace, learner diversity, curriculum among others will be considered.	\$65.99 – Stiggins, R., Arter, J., Chappuis, J., & Chappuis, S. (2009). <i>Classroom Assessment for Student Learning: Doing it Right—Using it Well</i> . ISBN: 9780132548762 \$78.33 – Larrivee, B. (2008). <i>Authentic Classroom Management: Creating a Learning Community and Building Reflective Practice, 3rd Ed.</i> ISBN: 9780205578566	\$144.32
EDU698: Readings, Research and Planning (3 credits) 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
EDU699: Capstone Project (3 credits) 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.

TOTAL	\$ 857.50
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