

**The State of
Online Graduate Degree Programs
in Education
with Concentrations in
Leadership and/or Technology**



by George Lorenzo
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Preface

Online graduate-level degree programs in the field of education come in a wide variety of shapes and sizes. At the private, not-for-profit Drexel University, for instance, prospective students interested in education-oriented online studies can choose from nine online graduate degrees offered by the Drexel School of Education. At the private, for-profit Capella University, prospective students can currently choose from four PhD programs, one EdD program, two EdS programs and nine MS programs in education—all listed under the “K-12 Profession” heading. The public, not-for-profit Arizona State University recently expanded its online programs for K-12 teachers, offering six programs this fall 2010 semester. The list goes on.

According to an American Association of Colleges for Teacher Education (AACTE) report published in April 2010, there has been a 12.3% increase in the number of AACTE institutions offering distance learning courses between 2003-04 and 2006-07. Nearly all public higher education institutions (91.2%) were offering distance learning courses in 2006-07, and 49.1% of private higher education institutions reported that they were offering distance learning courses. Additionally, among AACTE members, 60% reported that their teacher candidates are expected to demonstrate the ability to deliver instruction using technology.

Lorenzo Associates, Inc., hosts a special [website](#) that provides free links to more than 70 institutions that offer online degree or certificate programs in education. If your institution is not listed, please contact me at info@edpath.com.

This report is an overview of online graduate programs in education that have concentrations in leadership and/or technology. It is the first phase of a larger study being undertaken by

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Lorenzo Associates, Inc., publisher of [Educational Pathways](#) since 2002. Most of the content for this first report is based on 16 interviews I have thus far conducted with professionals who are either managing online degree programs in education or represent national education organizations.

In addition to interviews, some articles, research reports and scholarly papers were referenced to help substantiate some of the information in this report. I tried to cite the most current resources available, but I am sure I missed many and would love to hear from anyone about suggestions for more resources to review in order to help round out this research for future reports. It seems to me, however, that overall there is a definite lack of information and scholarly research about online programs in the education discipline. The relative dearth of such research is one of the main reasons why I embarked on this project in the first place.

So far I have interviewed professionals by telephone from Capella University, CalState-TEACH, Drexel University, the University of Maryland University College, Michigan State University, Penn State University, and University of Massachusetts Lowell. I was able to get only an email interview with Walden University. I contacted Kaplan Univer-



sity, but they decided not to participate, which makes me wonder about how open they really are. After all, they are a charter member of the Transparency by Design Initiative, which is all about being “transparent.” I also interviewed by telephone representatives from [AACTE](#), the [National Education Association](#) (NEA) and the [National Association of Secondary School Principals](#) (NASSP). The [National Council for Accreditation of Teacher Education](#) (NCATE) responded to an email request for an interview with one of their representatives by sending a return email with information about their accreditation policies for online programs. I am still working at interviewing more institutions and organizations for the next phases of this project, and I expect to have more extensive conversations with many more leaders in this field in the near future. Sometimes just linking up with people takes a good deal of time and effort, especially during the summer months. Other times it happens rather quickly with just one or two email requests for a telephone interview.

As what happens with many interviews I have had the great pleasure of conducting with academics over the past 10 years, the conversations are purposefully informal and some meander and flow without hitting the nail on the head, so to speak. Nonetheless, every interview always brings at least one golden nugget (and typically many more) of information that can be quoted, and I am always amazed by the passion educators have for their work and for their true friendliness and willingness to help.

It needs to be stated here that I am seeking funding/sponsorship for this project, which, to date, has been completely funded by my personal sweat equity as a freelance writer, editor and publisher. If you are an education technology vendor, institution or organization that is interested in sponsoring this effort, please contact me at georgelorenzo@edpath.com or by phone at

716-741-2271 during normal business hours, Eastern time.

Last, I must take a moment here to thank my daughter, Lisa Lorenzo, a bright sophomore in college who has been transcribing interviews for Lorenzo Associates, Inc., since she was a sophomore in high school. She types about 120-words a minute, and, I think, is unaware of how much she is actually learning on this part-time job.



George Lorenzo
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P.S.: Also see a newly created blog that covers online programs in education (comments encouraged), located at www.edpath.typepad.com/ote.

Online Graduate Programs in Education Attract Motivated Learners Seeking Career Advancement

Online degrees in education that concentrate on technology integration or leadership development are prominent areas of study for today's teachers and administrators who might be seeking to boost their career advancement opportunities. Some of the other prominent online graduate education degree programs that have gained in popularity feature concentrations in math, science, reading and special education.

A good case in point regarding the offering of online graduate-level leadership and technology programs is Capella University, where the School of Education offers an [Education Specialist](#) and a [Master of Science in Education](#), both with specializations in [Leadership in Educational Administration](#) or in [Curriculum and Instruction](#) [which stresses applying technology to the design of courses and pedagogies]. At Drexel University, one the more popular programs is an online [Master of Science in Learning Technology](#). Michigan State University offers an online pathway for a certificate, endorsement and [Master of Arts in Educational Technology](#). In addition, a relatively new [Hybrid Doctoral Degree in Educational Psychology and Educational Technology](#) program that ties into the MA program was recently launched in early 2010 and has been garnering many more applicants than it can possibly accept. At the University of Massachusetts Lowell an online [Master of Education in Educational Administration](#) has been holding steady and successfully since 2003. Penn State World Campus offers an online



[Master of Education in Instructional Systems-Educational Technology](#) and is currently redesigning its online [Master of Education in Curriculum and Instruction-Teacher Leadership](#) program. The University of Maryland University College offers an online [Master of Education in Instructional Technology](#).

About Leadership Programs

James Wold, associate dean at Capella University's School of Education explains that Capella's primary market is comprised of adults who are making career changes. "A lot of people want to be educational leaders," he says. "The skill sets are different today. Motivated people want to learn about assessment; they want to learn about professional development and how to move people forward. They want to learn about governance issues and how to work with boards at the leadership level." One of the downsides, however, is that unlike the private sector where tuition is often reimbursed by the company—because the professional development from earning a graduate degree ultimately helps the company in myriad ways—the public education sector typically does not provide such aid, although the benefits to districts and schools can be substantial. Other than being passionate educators who really want to make a difference, one of the big motivations to enroll in such programs comes from the distinct possibility of getting a salary increase or merit pay over time if and when the graduate is hired at a higher-level leadership position.

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Associate Dean for Undergraduate and Graduate Studies at Pennsylvania State University, Jacqueline Edmondson, says that interest in the Penn State World Campus online Master of Education in Curriculum and Instruction-Teacher Leadership program is “really high. The program is designed for people who are teachers. What we know from students who inquire about this program is that there are teachers out there who want to have leadership roles in their schools. They don’t necessarily want to become a principal; they want to work with other teachers, with children, with curriculum.”

As noted in a March 2010 Time Magazine [cover story](#), there is a nationwide movement to improve the quality of our nation’s teachers, with both the Obama administration and school districts across the country trying to create incentives to bring in what the Chancellor of the District of Columbia Public Schools, Michelle Rhee, refers to as a “different caliber of person.” In addition, in a May 2010 Time Magazine [cover story](#), it was noted that “a slew of research over the last decade has discovered that what makes the difference [in improving student learning and public schools, in general] is the quality of teachers and the principals who supervise them.”

These are some of the reasons why teachers, who want to take on a variety of leadership roles, including principalships, are enrolling in these online graduate degree programs.

UMass Lowell’s M.Ed. in Educational Administration

A good example of an online graduate leadership program can be found at the University of Massachusetts (UMass) Lowell where a 30-credit M.Ed. in Educational Administration consists of online course work and a culminating three-credit, two-semester practicum undertaken generally in the candidate’s school district. The

“Although most of the program is online, we also go out to schools to observe them acting in the role as a principal [during the year-long practicum]. We are out there working with them, mentoring in the school district and making sure that they meet the standards of Massachusetts for principal licensure. So, we are in the school districts, and it is a very clear promotion route for a lot of people enrolled in that program.”

practicum requires occasional visits to the campus by the candidate, as well as meetings at the school site with a college supervisor and a school mentor. There are two M.Ed. in Educational Administration tracks, one for Massachusetts teachers that culminates in a Massachusetts principal licensure and another for teachers in other states and countries that does not culminate in any licensure.

The majority of the students in the UMass Lowell program are those seeking to move into a principal position in Massachusetts, says Dean of the UMass Lowell School of Education Anita Greenwood. “Although most of the program is online, we also go out to schools to observe them acting in the role as a principal [during the year-long practicum]. We are out there working with them, mentoring in the school district and making sure that they meet the standards of Massachusetts for principal licensure. So, we are in the school districts, and it is a very clear promotion route for a lot of people enrolled in that program.”

Advice from NASSP About Leadership Programs

Richard Flanary, senior director of the [National Association of Secondary School Principals](#) (NASSP) Office of Professional Development and Program Development Services, says that prospective students who are thinking about

enrolling in any kind of online educational administration/leadership master's program really need to do their homework prior to making a commitment. In particular, Flanary notes that in order to obtain a good sense for what they need to learn in any degree program, K-12 professionals should read a recently published research report that was funded by the Wallace Foundation and is now freely available online, titled "[Learning from Leadership: Investigating the Links to Improved Student Learning](#)." The report was written by educators from the [Center for Applied Research and Educational Improvement at the University of Minnesota](#) and the [Ontario Institute for Studies in Education at the University of Toronto](#).

The Learning from Leadership report covers a lot of ground in more than 300 pages, with sections that address improving student achievement, fostering school improvement and student learning, and providing information about state leadership and relationships with districts. It was based on a six-year study "to identify the nature of successful educational leadership and to better understand how such leadership can improve educational practices and student learning." This report's noteworthy features includes research based on a large amount of survey, interview and student achievement data collected from nine states, 43 school districts and 180 elementary, middle and secondary schools.

Flanary also recommends that K-12 leaders look through the abundant amount of resources available through [Learning Point Associates](#), which began as the North Central Regional Edu-



cational Laboratory and has recently merged with the [American Institutes for Research \(AIR\)](#).

Prospective leadership students need to "look at where the opportunities are for them to gain knowledge and skills around factors that improve student performance," Flanary says. "What kind of clinical experiences am I going to have? What kind of access to mentors will I have in the program? What kind of experience do the professors have who are going to be teaching and facilitating classes? Those are the kinds of things I would hope people would look at before enrolling in any program."

Greenwood adds that all of the professors who teach in UMass Lowell's online programs go through a rigorous training program. "It is not just about how you upload courses; it is about the pedagogy of teaching online. I think being innovative in pedagogy and not putting loads of things online for students to read, and then not checking in with them. That is what really differentiates us."

Within the practice of applying innovative pedagogy in schools is having knowledge about how to integrate modern education technologies in the classroom. With that in mind, the UMass Lowell M.Ed. in Educational Administration program includes a Planning, Technology and School Improvement course as well as a Role of the Curriculum and Instructional Leader course. "Our courses require that teachers do something that they must report back on, so there will be assignments—whether in curriculum, instruction, or something else—that requires them to show how they can use a particular technology," Greenwood explains. "They have to try it out and report back to the group. We want people who are very serious about advancing their own professional development."

About Technology Programs

Learning how to integrate technology in the classroom is obviously another prominent landscape stretching across the range of on-line graduate programs in education. Kenneth Hartman, academic director for Drexel University Online, puts the online MS in Learning Technology among the top three online programs offered by Drexel University's School of Education, along with the MS in Higher Education and the MS in Special Education.

Students who enroll in the MS in Learning Technology "are people who want to learn how to use educational technology in the classroom, not

Online teaching and learning "is evolving as the technology evolves, More and more colleges see this as a good opportunity to educate more people in a manner that younger students are increasingly demanding."

just people who want to be, for example, a technology coordinator in a school district, but teachers who are in the classroom and want to stay toe-to-toe with their kids," Hartman says, adding that teachers who want to expand their careers also enroll in this program.

Within the teaching and learning environments of all Drexel University online programs, there is "an emphasis on getting students deeply engaged, using a variety of tools not only with their instructors but with each other," Hartman continues. "It could be as simple as a threaded [text-based] discussion to using audio and video for a discussion. It is having professors put up their content in a portable format so that students can view it on a mobile device. It is utilizing various tools that enable small group interactions and that allow groups to use wikis and blogs to record and present materials for assignments."

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What Students and Educators Are Saying About Technology Integration

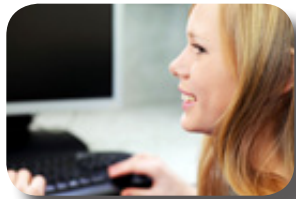
A good amount of useful information about how today's K-12 teachers and administrators are attempting to stay "toe-to-toe" with their students can be found in the Speak Up 2009 National Findings, from Project Tomorrow. Two recent reports, in particular, paint an interesting picture: "Creating Our Future: Students Speak Up About Their Vision for 21st Century Learning" and "Unleashing the Future: Educators Speak Up About the Use of Emerging Technologies for Learning." While these reports were created through interviews and surveys with students and educators from traditional schools, districts and colleges of education, the messages they bring are obviously clear and helpful for the online teaching and learning world.

Free Agent Learners

For starters, the Speak Up reports describe the modern education-oriented identities and habits of numerous elementary, middle and high school students as being "Free Agent Learners." The "Free Agent" term is actually a throwback to "Free Agent Nation," an article written by popular business author Daniel Pink, first published in *Fast Company* magazine back in 1997 and then turned into a book that



was published in 2002. Pink wrote about a fast growing population of do-it-yourselfers (DIYs) who have become suc-



cessful independent contractors and self-employed entrepreneurs, the kind of people who don't accept the old top-down management styles and have changed the way they work, live and play through their strong personal drive for self-education and collaborations with like-minded people and experts. They also have a strong thirst for knowledge and drive that enables them to pull up their own bootstraps, so to speak.

A similar thing is happening with young students today. Free Agent Learners, as noted in the "Creating Our Future" Speak Up report, are K-12 students who have taken their educational matters into their own hands.

For these students the schoolhouse, the teacher and the textbook no longer have an exclusive monopoly on knowledge, content or even the education process, and therefore, it should not be surprising that students are leveraging a wide range of learning resources, tools, applications, outside experts and each other to create a personalized learning experience that may or may not include what is happening in the classroom. . . they are instead taking their educational destiny and their future into their own hands by adapting the tools they have become accustomed to in their personal life for learning.

So, in short, K-12 educators need to adapt to today's new 21st century learners. "Unleashing the Future" reported on how the Speak Up Project in 2009 "endeavored to better understand

how educators are responding to students' interest in a new paradigm for learning and how they may already be leveraging technology to facilitate digitally rich learning environments where students have opportunities to learn collaboratively, with classmates or experts, anytime or anywhere."

While the report addressed the many impediments that are preventing educators from effectively integrating technology at their schools—such as poor firewall-blemished Internet access, an inability to determine how to safely incorporate mobile devices into newly designed and innovative learning environments, and the fact that only a very small percentage of teachers are actually

acquiring the necessary skills to teach in an online or blended modality—it also noted that new genera-



tion of digital natives are increasingly starting to enroll in higher education teacher preparation programs. "These budding professionals appear to be poised to leverage a wide range of emerging technologies within their future classrooms; however, their formal training highlights a need to provide additional guidance to help them effectively leverage the technology for learning." This kind of thinking portends that online learning courses and programs with an emphasis in tech-

"These budding professionals appear to be poised to leverage a wide range of emerging technologies within their future classrooms; however, their formal training highlights a need to provide additional guidance to help them effectively leverage the technology for learning."

Two Questions for Jim Wold About the Integration of Technology in the Classroom

Jim Wold is associate dean at Capella University's School of Education. Before joining Capella, Wold served for eight years as a superintendent of a school district in Wisconsin and has held a variety of other positions in K-12, including assistant superintendent of schools, a high school principal and an English teacher. We asked him some questions about the integration of technology in K-12

Educational Pathways: What's your point of view regarding how to effectively teach educators how to integrate technology in the classroom?

JW: I think there are a couple of perspectives, and it is an interesting question. First I, don't think one can make the assumption that because you deliver online using technology that you're preparing people to effectively use technology in the classroom to impact student learning. So, my assumption would be that's not necessarily the case. What we're seeing with accrediting bodies is that the standard is becoming a question of what specific technology do you use to help impact student learning. We're seeing it in Minnesota where they're integrating six new technology standards into their basic teacher education. It's slow in coming at the state level. People talk about it a lot. The problem is you may or may not get into a district that has the technology, or even the will, to use technology effectively. It's not three or four computers per person, and it's not a magic white board; it's something much more beyond that.

Basically, if you look at the way kids are learning now, they're creating content knowledge themselves. I think it's a lot more sophisticated than people think, than using a PowerPoint. The joke we always have in education is the overhead was in the bowling alley for 20 years before it came into the classroom. I think we're seeing the same thing here. I think there's a hole. So, to answer your question, it's something that we're trying to improve, but I don't think anybody is doing it tremendously well. It's different, because it's not like just using a computer.

Educational Pathways: Is effective integration of technology into the K-12 classroom, for the most part, very far from being a reality?

JW: I think it's about where do kids learn? Do you have to be in front of a teacher? Does a teacher have to know more than you in order to teach, which has been the paradigm? With technology, you need to know content, but these kids are learning things that you might not know. How do you accept that? How do you grow that? Is it social networking building content knowledge with Wikipedia and then using that? The kids are doing it in their social lives, but they take a step back about twenty years when they come into the classroom. It's a different set of training, I don't see anybody doing it really well.

When I was superintendant and principal, we went to the board and measured technology with inputs, you know, what is our ratio of computers and how much are you spending and all that? I think the question today is what are people learning differently and better, and how do you know? Essentially, most of the money for technology has gone to, I believe, administrative functions in the schools— grade books and similar things. That is not a bad thing, but on the other side, the technology for academic computing, which is the learning part, is not being used. When there's a decision to be made, it's going to go towards the whiz bang stuff and not for an embedded program, especially with existing teachers. What incentive is there for a teacher who has got ten years in the district to go learn technology? They're not going to make any more money, because they're probably not going to have the technology that they learned about in the workshop [in their schools]. So they'll use it at home, and they might not use it in school.

nology integration, accompanied by instruction about how to implement sound and meaningful pedagogical practices, are a great growth area for student enrollments in the field of education at both the undergraduate and graduate levels.

MSU's Options

Indications of this kind of growth can be found at Michigan State University (MSU), where a passionate educator, **Professor Punya Mishra**, directs an online MA in Educational Technology program. "Our business is really all about creativity," he says, "and making teachers designers of technology. We are taking technology as a way to rethink content and rethink pedagogy. How do you take something like a GPS device or a cell phone,

for instance, and do something interesting with them? How could you use cell phones to teach physics?

How could you teach Newton's Law using a cell phone?" Mishra says enthusiastically. "The solutions are all around us, and I think that is the focus of our program that makes it interesting and valuable."

At MSU, prospective students who want to take graduate-level educational technology courses can choose from a certificate program offered in a weekend, summer-accelerated or online format; an endorsement program in a hybrid, overseas or online format, and a Master of Arts program in a hybrid, overseas or online format. Credits earned from any of these three programs may also be applicable toward a new Hybrid Doctoral Degree Program in Educational Psychology and Educational Technology that started in summer 2010.



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Hybrid Format Works Well

Mishra describes how he believes the hybrid format is the "most valuable." The hybrid version combines working together in a special face-to-face summer cohort along with the flexibility of completing online courses during the remaining academic year. Participants meet, collaborate with each other and faculty, and learn for two weeks in East Lansing for a three-course integrated seminar: Learning in School and Other Settings, Technology and Leadership and Approaches to Research. After the two weeks, they collaborate online over four weeks, working on projects that they will apply to their classrooms in the fall. They reconvene on campus for one day after the four weeks, or they have the option of attending the one-day meeting virtually.

"We do a lot of intensive, hands-on activities, getting to know each other, giving perspective on what it means to learn and use technology in your teaching," Mishra says. Most of the students enroll because "they want to improve; they see technology is changing things around them and they want to learn more." Other students enroll in order to get credit that will help advance their careers and ultimately earn them a raise. "I'm perfectly fine with that," Mishra adds. "We are all motivated by multiple things. Our goal is to blow their minds away. At the end of two weeks they become different people, regardless of the motivation they had when they started."

As noted on the MSU website:

The hybrid summer cohort has two goals: an easy goal and a difficult one. The easy one is to learn about technology. Some students may already know a lot about technology and some may know less, but learning how to use the technology is the easy goal. The difficult goal is figuring out what to do with the knowledge of specific technologies to help students learn and to develop professionally. This is where things get messy and confusing. Clear answers are hard to come by, in fact sometimes it may not even be clear what the problems are. The goal of the summer cohort is to make some headway into these issues. This three-course, integrated seminar brings together a study of technology, teaching and learners. Throughout the time together on-campus and online students will explore various uses of technology and what is currently known—or believed—about human learning and development. After all, in order to use technology in meaningful ways, we must understand who it is that will use the technology and their abilities at a specific age and/or grade.

MSU students explore technology intergration through a framework called the **Technological Pedagogical Content Knowledge Framework (TPCK)**. Essentially, in a **handbook** on TPCK that was edited by the AACTE Committee on Innovation and Technology [co-chaired by Mishra], the short definition of TPCK is presented as:



The knowledge and skills that teachers need in order to meaningfully integrate technology into instruction in specific content areas. Recognizing, for example, that effective uses of technology in mathematics are quite different from effective uses of technology in social studies, teachers need specific preparation in using technology in each content area they will be teaching.

An Immature Field

Glenn Bull, instructional technology professor at the Curry School of Education, University of Virginia and member of the AACTE Committee on Innovation and Technology, says that implementing the TPCK framework is essential for teachers to understand when they consider integrating technology inside any kind of learning environment, be it face-to-face or virtually. “You have to have a deep understanding of the content, of the pedagogy, and of the technology that is connected to that. This is difficult to do, and the way it is done now, by using a blog or a wiki [or other educational technologies], for example, does not necessarily make you a better teacher. Having said that, there are probably lots of huge opportunities to do very good things in an online environment, but I think it’s a very immature field at this stage.”

From a Global Perspective: Teaching Teachers Online How to Integrate Technology in Meaningful Ways

At the University of Maryland University College (UMUC) Associate Professor and Director of Assessment in the Department of Education, Datta Khalsa, is doing some “very good things” in a mature and meaningful way inside an online course she teaches: EDTC 645: Integration of Technology: Global Perspectives. The course

“You have to have a deep understanding of the content, of the pedagogy, and of the technology that is connected to that. This is difficult to do, and the way it is done now, by using a blog or a wiki [or other educational technologies], for example, does not necessarily make you a better teacher. Having said that, there are probably lots of huge opportunities to do very good things in an online environment, but I think it’s a very immature field at this stage.”

is offered in UMUC’s Online Master of Arts in Teaching and in its Master of Education in Instructional Technology. EDTC 645 explores the advancement of K-12 student learning through technology, covering “how schools design innovative units and programs that take full advantage of technology’s ability to reach beyond national borders and promote global understanding and how various nations approach the challenge of technology integration in the schools.”

“I focus a lot on the tools that can help with global collaboration, and free tools that exist that could support interactions and discussions between students beyond the face-to-face classroom—so blogs, wikis, free website tools like [Weebly](#), [PBWorks](#) and [edublogs](#),” Khalsa says. The course takes a global project-based learning approach, meaning, in short, that students learn how to work together on projects in an online environment that builds community around real-life experiences. Taking EDTC 645 further along, Khalsa explains how a “global strand” is being developed at UMUC whereby various assignments in each course throughout both online programs support the knowledge, skills and dispositions for the development of teachers as model global citizens who can, in turn, impart the finer elements of global awareness, communication and collaboration to their students.

Khalsa’s [research](#), published in various education-themed books and papers, as well as presented at conferences, also shows how the global strand “provides candidates with practice in applied 21st century skills.” For example:

Global curricular content and dispositions are united with web 2.0 technology skills and social networking abilities in order to practice 21st century skills as they develop project-based learning activities for their future students. Efforts are also supported by multimedia and an online learning management system. Teacher candidates increase personal global awareness and become advocates for local, national and international problem-solving and are active as global citizens. They develop evidence of their competencies to plan, model and facilitate 21st century learning in the classroom.

Khalsa adds that her early-stage past work and training in this field came from an organization she was involved with called [iEARN](#) (International Education and Resource Network). As noted on its website, “iEARN is a non-profit organization made up of over 30,000 schools and youth organizations in more than 130 countries. iEARN empowers teachers and young people to work together online using the Internet and other new communications technologies.”

In her Ph.D. dissertation, which has helped in-



crease understanding related to implementation and training for global project-based learning in the K-12 classrooms, Khalsa wrote:

Netgeners have embraced technology, especially related to their social needs for connectivity. Global project based learning is a pedagogy that serves the social learning needs of K-12 students. If educators incorporate international online community interaction with project based learning into classroom teaching plans, they can heighten student motivation and skills needed for a diversified, collaborative culture. Teachers, as innovators, can share power and responsibility and then pass on experiences and skills to their students, strengthening the self-efficacy, agency and commitment of youth to learning, innovation and world change. The end results paint a picture of international teachers and students working together towards a common good while developing caring attitudes, compassion and an understanding of the role they play in a complex world.

Such noble results can certainly be incorporated inside all graduate-level online leadership and technology programs in higher education, and it is only a matter a time before online educators around the globe make it part of everyday normal practice to transform their operations to meet such goals in our increasingly complex world.

Epilogue

I must say that talking with professionals from the education discipline can be arduous, primarily because they really tend to go deep into minutiae. This is similar to most interviews with academics, but for some reason these professionals seem to go deeper into minutia than most. I found myself re-reading the interview transcriptions in order to truly understand what they were saying, which, it turns out, was a very educational exercise in and of itself.

As an education journalist, I typically forget what I write very shortly after publication and then go on to the next job, but I don't think that will be the case for this project. It took much more time to complete than similar-in-length reports that I have worked on in the past. As is always the case, I can only hope readers will find this first report to be helpful and easy to understand. In this instance, however, this hopeful feeling is more pronounced mainly because there were no outside editors for this "summer" project.

Plans for the next report in this context of the "state" of online degrees in education include writing about what real job opportunities exist for newly minted teachers who have graduated from such programs, and what career advancement possibilities exist for the already employed online education degree graduates, as well as for newly laid-off teachers, administrators and instructional technologists who have completed such programs. In addition, I plan on writing a few case studies of successful programs to give prospective students an idea of what to look for when seeking out online programs in education, as well as for educators to obtain information that could help them with the development of more effective online teaching and learning environments.

If you are a student or educator who would like to be interviewed for subsequent reports, please contact me at info@edpath.com.

About Educational Pathways & Lorenzo Associates, Inc.

The first issue of Educational Pathways (EdPath) was published in January 2002. EdPath started as a monthly print-based, paid-subscription newsletter that featured articles about online teaching and learning in higher education. It is now an intermittently published electronic newsletter that covers a wider range of topics and issues in both higher education and K-12. George Lorenzo is founder, writer, editor and publisher of EdPath. Producing EdPath led to the launch of Lorenzo Associates, Inc., in 2003. Lorenzo Associates, Inc., is a research, writing, editing and publication production service for education technology vendors, educational organizations and for institutions that offer online degree programs. Lorenzo Associates, Inc., also publishes the [Guide to Online MBA Programs](#) website, featuring an in-depth and free eBook about what every prospective online MBA student should know. Lorenzo Associates, Inc., also publishes the [Guide to Online Education Degree and Certificate Programs](#) website. Additionally, Lorenzo Associates, Inc., provides an eNewsletter production and email marketing service through [eNewsletters, Etc.](#), in partnership with [Constant Contact](#). For more information, contact George Lorenzo at georgelorenzo@edpath.com, 716-741-2271 (Eastern time).