

## Mode

Online

## Language

English &  
Spanish

## Duration

18 months

## Modules

- **VED611 Development and Integration of Technologies in Distance and Virtual Education (3 Credits)** The main objective of this course is to present a framework of virtual education. From its origins, students will have a clear vision of the ways in which virtual education has changed the teaching process and see what will influence it in the future. We will study all levels of the distance educational system, providing students the opportunity to have a broad view of the applications of virtual education.
- **VED612 Fundamentals of the E-Learning Learning Modality (3 Credits)** E-learning in the 21st century provides a coherent, comprehensive, and empirically based framework for understanding. This course explores the pedagogical and organizational technological implications in the presence of the e-learning system. The course provides practical models in which students can use the full potential of e-learning; In addition, special attention is given for an understanding of these technologies from an educational perspective.
- **VED621 Virtual Education and E-Learning (3 Credits)** Information and communication technologies and their impact on the world of learning in the last decade have profoundly changed the paradigms, scenarios and values at all levels of education. The professionalization of tools and practices, in addition to the consolidation of academic and practical knowledge, has been a major continuing issue throughout the past few years. This course presents the development in the field of open, distance, and e-learning through new technologies, methodologies, and tools, which have profoundly changed the paradigms, scenarios, and values at all levels of education over the last decade
- **VED622 Virtual Education and Technology (3 Credits)** Web technologies are having a tremendous impact on commerce, the media, business, and education in general. Starting with the "Edu blogosphere", this course will cover the impact that technologies on the web are having in education. Students will explore the potential of blogs, media exchange services and other social programs - which, while not specifically designed for e-learning, can be used to train students and create new and exciting opportunities for learning and become much more personal, social and flexible

- **VED631 Virtual Learning Platforms (3 Credits)** The digital revolution has hit education with more and more classrooms plugged into the whole wired world. The knowledge revolution has transformed jobs, homes, lives, and therefore must also transform schools. To keep pace with a globalized technological culture, we must rethink how we educate the next generation or our schools will be left behind. This course reviews all the virtual learning platforms that are bringing schools into the digital age and promoting education beyond the schools. Students will have a vision for the future of education that goes well beyond the walls of the classroom to include online social networks, distance learning with anyone and anywhere access, digital home-schooling models, video-game learning environments, and more.
- **VED632 Learning Environment and Diversity (3 Credits)** Equally grounded in the research and practical applications, this course shows how virtual learning environments could represent the future of education. As academics begin to use environments, such as Second Life to reach a broader student audience, this course offers a different, yet successful, approach to delivering content over the Internet through virtual learning environments that have the potential to transform education. Covering a broad spectrum of frameworks, from commercial multiplayer video games to online learning, the students will find how powerful these environments can be in the arena of education, and that data-driven practice will ensure almost **universal take-up, even among those currently unwilling to use virtual learning.**
- **VED641 Curriculum Design for Virtual Education (3 Credits)** As virtual education spreads, both as a means of enhancing the learning experience and opportunities to reach out to new communities, it will be important to develop a curriculum that has innovations and quality. The need for both quality enhancement strategies, in the form of research, development and evaluation, as well as, quality assurance strategies that focus on regulations and guidance are discussed in-depth. This course focuses on how to build a curriculum for virtual education that enhances learning.
- **VED642 Web 2.0 Distance Learning (3 Credits)** This course is full of practical advice and information on using Web 2.0 tools, with the emphasis on student learning through collaboration. Students will see the importance of Web searches to find information on student behaviors and strategies for teachers. Students will also learn to use multimedia with a focus on collaboration and sharing, including charts, sidebars, screen shots, and student handouts. Step-by-step instructions will be provided for several tools and suggested action steps will be offered. A "Tool Chart" will provide the URLs for all the Web 2.0 tools that are introduced throughout the course

- **VED651 The Ecosystem of Innovation and Knowledge (3 Credits)** Context is the interactions between the learner and a set of inter-related resource elements that are not tied to a physical or virtual location. It is something that belongs to an individual and that is created through his or her interactions in the world. Students are going to analyze the learner-centric “Ecology of Resources” model of context as a framework for designing technology-rich learning environments and the importance of matching available resources to each learner’s needs. This interdisciplinary course will draw on a range of disciplines, including geography, anthropology, psychology, education, and computing to find the dynamics and potential of teacher-learner interaction within a learning continuum and across a variety of locations.
- **VED652 Research Methodology (3 Credits)** In this course students will begin conducting a scientific research project that will serve as the basis for the completion of a Master Thesis. To this effect, students must follow rigorously the applicable steps of the scientific method, which covers the portion of the research process that includes conceptualization and ethics, and the description of the qualitative, quantitative, or mixed scientific method to be followed. Specifically, students will identify and frame a problem of interest that is worthy of seeking a solution for and/or answers to related questions, which have been conceptualized to fundamentally improve the understanding of such problem; Address the problem and/or questions related to the problem by performing a background research conducive to gathering pertinent information aimed to become familiar with what is current known about the problem and/or the proposed related questions, including potential answers; Establish the parameters that will be used to probe and understand the selected problem and/or the proposed questions; Conceptualize and design the scientific method to be implemented for conducting the probe; Plan and propose a precise and complete research proposal that includes all the above elements and, in addition, a detailed description of the procedures to be followed during the execution of the field work as well as the population expected to participate and/or sampling to be collected for future analysis, and the description of the method of evaluating the information collected. Students must follow the most updated version of the APA guidelines to write their research proposal. The student must successfully complete this requirement with a B grade or higher to graduate.
- **VED661 Cloud Learning Environment, and Comparative Study (3 Credits)** In this course, students are going to review the development of virtual education around the world with the intent to compare the experiences and decide on their own point of view about the state of virtual education. Starting with the definition of what cloud computing is, why it is, and its pros and cons, this course will provide students with a wide range of experiences. Students will explore all the features of the cloud platforms, infrastructure, services and applications, and security. They will assess the value of cloud computing, including licensing models, ROI, understand abstraction, partitioning, virtualization, capacity planning, and various programming solutions. There will be discussions on the use Google®, Amazon®, and Microsoft® Web services, explore cloud communication methods, such as IM, Twitter®, Google Buzz, and Facebook®, and discover how cloud services are changing mobile phones and vice versa.

- **VED662 Thesis (3 Credits)** In this course students are expected to continue and eventually complete their Master Thesis. To this effect, students must follow methodically the scientific method described as part of the research proposal previously completed and approved. During this final phase, student will execute the approved procedure to conduct the field work, which could be repeated as needed to ensure that the collected data is accurate and reliable at the time of gathering; Compile the information gathered from experimentation and/or observation; Carefully record all the compiled data (observations, measurements, information from surveys, among other predetermined data) as a functions of the variables tested; Analyze the recorded data applying the appropriate methodology; Interpret the results focusing primarily on providing a solution to the selected problem and/or providing answers to the proposed related questions, without disregarding opportunities for addressing other aspects of the propose problem not previously identified as objectives, but that transpired from the interpretation of the gathered data; Establish the conclusions inferred from the experimental results; and present recommendations suggesting further relevant scientific research. Students must follow the most updated version of the APA guidelines to write their Master Thesis, and coordinate a final oral presentation, which should be considered an integral part of a research project. The student must successfully complete this requirement with a B grade or higher to graduate.