



M.ED. PROJECT DESCRIPTION

The MEd Project in Educational Technology draws from all of your course experience in the program. This document summarizes many of the features of the Project and Comprehensive Exam, however, you should discuss your planning with your Academic Supervisor as you proceed with the final steps of your program. The completion of the MEd Project is carried out across three courses:

1) EDCI 598A - Project Proposal and Literature Review

Throughout your MEd program, you should have built up a collection of references and shorter pieces of writing - both independently and as part of your coursework. In this course, you should complete an introduction component (e.g., introduction to your topic area, the problem, and the purpose or key question for your inquiry) followed by an analytical review of empirical literature. You should also include a proposal for the application of knowledge you intend to carry out in EDCI 598B. The format may vary within Departmental and Institutional parameters and must be approved by your Academic Supervisor.

2) EDCI 598B - Project

The project may be presented in an appropriate media format approved by the Academic Supervisor, but may be text or other forms of media (e.g., video), but it must include a written submission of moderate length (e.g., the theoretical framework and literature review). The project will be examined by the committee (supervisor and committee member or two co-supervisors) and consist of:

- i) Introduction
- ii) Theoretical Framework
- iii) Literature Review
- iii) Application of Knowledge
- iv) Conclusion (Summary of Learning, Reflections on Growth, and Recommendations for Future Research and Practice)

3) EDCI 597: Comprehensive Exam

The Comprehensive Exam (oral and written) is a Faculty of Graduate Studies Requirement for every M.Ed. This is typically an oral comprehensive exam, in the presence of an external faculty member who chairs the process, where our cohort gathers to showcase their work and knowledge in a short presentation, followed by questions from the committee. Completion includes:

- A. the submission of the written (and media-based, if applicable) components of the project to your committee
- B. the presentation of your findings in a 10-minute, public oral presentation (with questions from your supervisor, committee member, and maybe the class community time permitting).

Collaboration: At the MEd Project level, the Faculty of Graduate Studies permits learners to collaborate on work in EDCI 598A and 598B, provided there is a clearly documented plan for individual contributions to the literature and reflections on growth components, which must be approved by the Academic Supervisor. The component criteria below may be modified or expanded by the academic supervisor to incorporate the contributions of additional students contributing to one project. The EDCI 597 Comprehensive Exam, however, must be completed individually and each learner must be able to address their individual contributions to the project.

Media Format: The introduction, theoretical framework, and literature review components should be completed in text format. The application of knowledge and conclusion components may be completed in a variety of media formats (video, audio, etc.). Project components (text files, video files, etc.) can be uploaded to [UVic's Research and Learning Repository \(UVic Space\)](#). Any uploaded materials may include links to project components that reside beyond the repository, but those project components should also be posted within UVic Space. Independent websites, for example, need to be captured and uploaded or alternatively screenshots provided within text. All media formats should be created in web accessible formats, such as providing transcriptions for spoken words or narrated captions for visual imagery.

Media Consent: If you plan to include people other than yourself in any media creation (e.g., guests in podcasts, subjects in video, etc.), you must obtain school district media consent from the video subjects prior to capturing them on the video. If connected to a school, please use the media consent form provided by your district. If not connected to school activities, please consult with your supervisor to obtain a media consent form. As school district media releases are different from UVic Human Research Ethics permissions, these individuals should be made aware that you also intend to use the media creation to fulfill your UVic graduate program.

Human Research Ethics: MEd projects are focused on professional practices, such as educational resource development, and do not collect primary data for analysis, which is only done in thesis-based MA or PhD programs. Please talk to your supervisor early if you wish to switch to a MA program to conduct research or to discuss any potential ethical issues. Students who intend to use "secondary data" such as students' work, visual footage or audio recordings of students, teachers, etc. or similar outputs they created for their professional position as the basis for their MEd projects will require Human Research Ethics Review.

Licensing Intellectual Property: We encourage you to consider licensing your work Creative Commons to encourage public sharing with attribution; however, the decision resides with you as it is your work. The UVic Librarian can help you with licensing questions at copyright@uvic.ca.

Appendices

Project Component Criteria:

Introduction (APA-formatted text: approx. 4-5 pages)

- A brief introduction to the topic
- Research problem or rationale for your topic and its significance to your area of focus
- Professional journey and relevance, if applicable
- A brief overview of the project design and goals
- (only for paired or group projects): Roles and responsibilities for collaborative projects should be specified. All members must contribute to all components of the project. Roles should be identified for each contributing member for work contributed. The academic supervisor may modify or increase component criteria depending on the type of collaboration proposed.
- Your literature search methods (e.g., which library databases did you search, what search terms and criteria for inclusion. This can sometimes appear in the literature review section or be moved to an appendix).
- A definition of terms, if applicable, which can be provided in an Appendix if it becomes too long.

Theoretical Framework (APA-formatted text: approx. 1-2 pages)

- This section often appears at the start of the literature review, but can be embedded near the bottom of your introduction. This section will share the theories or concepts that guide your literature review and research. It frames your thinking about the phenomena - just like connectivism might inform one person's lens on human behaviour, social emotional learning theory or place-based education might be the lens for another person's approach.

Literature Review (APA-formatted text: approx. 20-25 pages)

- An introduction to the literature review;
- Identification of the question(s) (sub-topics) that you address through the literature review;
- A coherent and comprehensive critical review of the significant literature that is included in your literature review. This review of literature will comprise the largest part of your literature review section.
- A thematic survey that outlines 3 to 7 sub-topics within the main area of the review
- Identification and detailed elaboration of any significant works that have been widely cited and serve as a foundation for your topic or a sub-topic.
- A summary and critique of the main findings of your review.

*note: your literature review component may take one of the following two formats:

- 1) narrative literature review in chapter format or
- 2) manuscript format prepared for submission to a journal for publication.

We encourage that the literature review component be submitted to a specific journal to ensure greater dissemination of your work and contribution to the field; however, the choice is entirely yours to make. Those opting for the manuscript format must identify the journal first to access author guidelines before writing the article, as these guidelines contain word count requirements, headings requirements, etc. Your supervisors can assist you in identifying a journal and preparing the manuscript for submission. In this case, the literature review would be a separate PDF file, but will remain a part of the project.

Application of Knowledge

In your document or as a separate file, use the name of your project (e.g., “Chapter 4: A Unit Plan of One’s Own” if part of the same document or “Cross-Curricular Inquiry: A Documentary” if a separate video file). Project and media format expectations are to be co-created with your academic supervisor.

Your application of knowledge must:

- Demonstrate a high level of achievement in the application of knowledge required in educational technology
- Mastery of the skills required to complete a complex project in educational technology. The application can take the shape of an educational resource (e.g., website), a documentary video, a series of podcasts, or a written plan or report. It may also be a combination of these presented on an online portfolio.

This work may range from a practical approach for the classroom or an online learning environment or you may think broader for a school, district, university, or you may even consider a regional/national/global focus. Alternatively, you may take this opportunity to create an evidence-informed report targeted for policy-makers or leadership in various contexts (district, university, government).

Conclusion (APA-formatted text: approx. 10 pages OR 10 minutes if in audio or video format)
(Media format expectations are to be co-created with your academic supervisor)

Your conclusion must include:

- Summary of Learning
 - Provide an overview of your learning through the project and program
- Reflections on Growth
 - Describe and explain the implications of your research on yourself, your practice, and the field
 - Make explicit connections between the research and findings from the literature review to a learning context
- Recommendations for Future Research and Practice
 - Identify where more research is needed
 - Identify recommendations for policy and practice

Examples of Project component formats:

Example 1: A trio of MEd students completes a literature review to be submitted to a journal, creates a video for their application of knowledge for cross-curricular inquiry, and creates an audio podcast for their conclusion and reflections.

- Chapter 1: Introduction is in PDF form.
- Chapter 2: Literature Review is in a separate PDF file for the as it was prepared to be submitted to a journal. The length of the literature review was extended to 40 pages to take into account the different areas of the three group members (e.g., English, Information Technology, and Trades).
- There is a separate video file for the application of knowledge (as a video documentary was the project choice).
- Finally, a separate audio file is created for a panel interview approach for the paired or group conclusion and reflections. The length of the podcast was extended to 20 minutes by the supervisor to take into account the three voices that need to be heard.

Example 2: An individual MEd student completes a literature review in regular narrative format, then creates a website for the application of knowledge.

- a PDF file that contains Chapter 1: Introduction and Chapter 2: Literature Review, and Chapter 4: Conclusion and Reflections. This PDF file could either contain the website artifacts under the title “Chapter 3: <Insert Title> Website, where the website is described and screenshot images of the website is inserted.
- Alternatively to the website being captured in the PDF, a separate archive of the website could be uploaded provided it meets UVic Library standards. Regardless, there should be text in the PDF document with a hyperlink to its location on the internet, but this cannot be depended on for its reference in the project document.

Example 3: A pair of MEd students create a series of 5 short videos for their application of knowledge and complete their introduction and conclusion in a video format.

- The pair would still have to create a PDF with a shorter version of a text-based Chapter 1: Introduction to hold essential elements, such as a brief 2-page introduction to the topic, problem, a description of the project (introducing the videos and files associated with the project), and other required components, such as definition of terms, search methods, etc.
- This PDF would also include the narrative literature review, Chapter 2.
- They would then provide the 5 separate video files that are a part of their application of knowledge
- A 6th video file would be provided for their Conclusion and Reflections. The length of this video would be extended to 15 minutes by the supervisor to take into account the two voices that need to be heard.