EDIT 760
Online Teachers and Learners
(1 credit hour)
NET

PROFESSOR(S)
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COURSE DESCRIPTION:

A. **Prerequisites** – Admission into Integration of Online Learning in Schools certificate or masters program within George Mason University's Division of Learning Technologies in the Integration of Technology in Schools Program.
B. **Course description from the university catalog -** This introductory online course examines the attributes of teachers and K-12 learners with emphasis on the attitudes, behaviors, and adaptations required by online teachers and learners.

NATURE OF COURSE DELIVERY: The five-week course is structured around readings, reflections, and activities in a series of five entirely asynchronous online modules using a mentor-mentee learning model between students and the instructor.

LEARNER OUTCOMES:

This course is designed to enable students to:

1. Understand the use of appropriate language for online discussion - language that is precise and expressive (netiquette),
2. Identify the overall goals, objectives, and structure of the IOLS program,
3. Describe the rational for and current landscape of K-12 online learning,
4. Describe the benefits, potential, challenges, and limitations of online learning for both learners and teachers,
5. Understand the attributes, roles, and responsibilities of online K-12 learners, and
6. Understand the attributes, roles, and responsibilities of K-12 online teachers.

PROFESSIONAL STANDARDS:

This course is aligned with the International Association for K-12 Online Learning (iNACOL) (2010) National Standards for Quality Online Teaching. Standards A.4, A.5, A.6, J.1, and J.2 are

covered by the program prerequisite for licensure. The full list and description of standards can be accessed at http://www.inacol.org/research/nationalstandards/iNACOL_TeachingStandardsv2.pdf. Standards aligned with this course are:

Standard A - The online teacher knows the primary concepts and structures of effective online instruction and is able to create learning experiences to enable student success. (A.1)

Standard B - The online teacher understands and is able to use a range of technologies, both existing and emerging, that effectively support student learning and engagement in the online environment. (B.4, B.5)

Standard C - The online teacher plans, designs, and incorporates strategies to encourage active learning, application, interaction, participation, and collaboration in the online environment. (C.5, C.6, C.7, C.8)

Standard D - The online teacher promotes student success through clear expectations, prompt responses, and regular feedback. (D.1, D.2, D.6, D.7, D.8, D.9, D.10)

Standard F - The online teacher is cognizant of the diversity of student academic needs and incorporates accommodations into the online environment. (F.2, F.6)

Standard I - The online teacher demonstrates competency in using data from assessments and other data sources to modify content and to guide student learning. . (I.1, I.2, I.3, I.4, I.5, I.6, I.7, I.8, I.9, I.10, I.11, I.12, I.13)

Standard K - The online teacher arranges media and content to help students and teachers transfer knowledge most effectively in the online environment. (K.1, K.2)

REQUIRED TEXTS:

1. Stavredes, T. (2011). *Effective online teaching: Foundations and strategies for student success.* San Franciso: Jossey-Bass. (ISBN 978-0-470-57838-4)

2. Additional Web-based reading assignments will be accessible from course Web site.

COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENT, AND EVALUATION CRITERIA:

A. Requirements

1. Participation is <u>mandatory</u>, as discussions, readings, and activities are important parts of the course.

2. Each student is expected to complete all readings and participate in all online discussions.

3. Each student is expected to participate in and complete all projects.

4. Students who must miss online activities are responsible for notifying the instructor (preferably in advance) and for completing any revised assignments, readings, and activities.

5. All assignments must be completed electronically. Assignments are to be submitted on the date due. Late assignments will not be accepted without making prior arrangements with the instructor.

B. Performance-Based Assessments

Participation (50 points – 10 points per week): Students will be evaluated based on their participation in course discussions, group activities, and participation in synchronous meetings. Students are expected to provide articulate responses to weekly discussion board posts and engage with instructor and group members.

PowerPoint Presentation (30 points - 5 points per week): In response to a request from their Superintendent, students will prepare a PowerPoint presentation including speaker notes to their school board about K-12 online learning using a template provided on the course Web site. The presentation is to be designed to inform the school board about the current state of K-12 online learning, the benefits and limitations, and recommendations to the school board concerning implementation of K-12 online learning.

Electronic Portfolio (20 points): Throughout their program of study, students are required to create and continually revise a professional, online portfolio. This portfolio should not be a collection of what the student has done, but rather a reflection of what they have learned. Templates and assistance will be provided to assist students in the creation and maintenance of this portfolio. All exhibits in the online portfolio will include a short reflection. At the end of this course, a comprehensive, course-wide reflection and supporting samples of work will be added to the portfolio, which reflects student learning.

C. Criteria for evaluation –

Participation Rubric

	Exceeds Expectations 5 points x 10	Meets Expectations 3 points x 10	Does Not Meet Expectations 1 point x 10
Participation	Student participates on a consistent basis. They respond to posts in a thoughtful, intelligent, and timely manner that displays in-depth thought and consideration of the readings and discussions. Student engages with group on a regular basis and assists the	Students posts and participates on a regular basis. They respond to posts in a timely manner that displays consideration of the readings and other comments. Student participates with the group and helps with activities.	Student fails to participate in group discussions on a regular basis. Additionally, their posts do not indicate a consideration of the course material or posts from other students. They fail to assist in completing group activities.

	completion of all group activities in an exceptional manner.		

Presentation Rubric (30 points)

	Exceeds Expectations 5 points x 6	Meets Expectations 3 points x 6	Does Not Meet Expectations 1 point x 6
School Board Presentation	Slides are aesthetically constructed with creative and effective visuals, slides present insightful and useful information targeting main points/topics, speaker's notes are comprehensive and persuasive with robust prompts to support verbal delivery, slides are carefully checked for spelling and grammar.	Slides are well constructed with effective visuals, slides present useful information targeting main points/topics, speaker's notes provide persuasive prompts to support verbal delivery, slides contain minimal spelling and grammar errors.	Slides lack effective construction with limited or inappropriate visuals, slides present too much textual information and fail to target main points/topics, speaker's notes are missing or incomplete and do not support verbal delivery, slides have not been checked for spelling and grammar.

End of Course Portfolio (20 points)

	Exceeds Expectations 5 points x 4	Meets Expectations 3 points x 4	Does Not Meet Expectations 1 point x 4
End of Semester Portfolio	Includes artifacts and robust reflections for all components of the portfolio wiki, has comprehensive reflections making connections to course concepts and to implications for practice	Includes most artifacts and acceptable reflections for all components of the portfolio wiki, has reflections making connections to course concepts and to implications for practice	Missing artifacts and incomplete or minimal reflections for all components of the portfolio wiki, connections to course concepts and to implications for practice are limited

D. Grading scale

Requirements	Percentage
Participation	50%
School Board Presentation	30%
Electronic Portfolio	20%

Grade	Point Range
A	94-100
A-	90-93
B+	86-89
B	80-85
C	70-79
F	69-below

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See **http://academicintegrity.gmu.edu/honorcode/**].

- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See **http://ods.gmu.edu/**].

- Students must follow the university policy for Responsible Use of Computing [See **http://universitypolicy.gmu.edu/1301gen.html**].

- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See **http://caps.gmu.edu/**].

- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See **http://writingcenter.gmu.edu/**].

*The College of Education & Human Development is committed to the following five values: collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. **http://cehd.gmu.edu/values/***

- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See **http://gse.gmu.edu/**].

PROPOSED SCHEDULE

Date	Topic/ Learning Activities	Readings & Assignments

Week 1	• Welcome & Program Overview: Getting Started, setting goals, examining the course
	• Program Overview: roles and responsibilities of program participants
	• Netiquette
		Complete assignments describe on the course web site:
		  • Contract for Learning
		  • Top Ten list
		  • Passport to Online Learning
		Respond to all prompts and participate in conversation with online instructor

Week 2	Introduction to Online Learning: Trends, benefits, challenges A Challenge from your School Board	• Stavredes: Read chapter 1 • Read linked articles on the course web site. • Keeping Pace with K-12 Online Learning: An Annual Review of Policy and Practice (2011) (p.4-31) • Creating Our Future: Students Speak Up about their Vision for 21st Century Learning • Younger Students Join Online Learning Trend • Respond to all prompts and participate in conversation with online instructor • Work on School Board Presentation
Week 3	Introduction to K-12 Online Learners: attributes and challenges faced by K-12 online learners • Students Speak out • The Voices of Experience - Part 1 • Personas of Online Learners	• "Self-Learning" is the New "Schooling" • Additional readings accessible on course Web site • Respond to all prompts and participate in conversation with online instructor • Work on School Board Presentation
Week 4	Introduction to K-12 Online Teachers: Investigating online teaching experience to include benefits, challenges, trends, and issues. • A Benefits/Dilemmas Analysis	• Read linked articles on the course web site. • What You (Really) Need to Know • Three Developments That Are Transforming Online Learning (watch) • A Day In the Life of an Online Teacher (watch) • 5 K-12 E-Learning Trends • New Online Teaching Model: Sage-on-the-Side? • Respond to all prompts and participate in conversation with online instructor • Work on School Board Presentation
Week 5	Create Portfolio Wiki site using template and instructions accessible on course Web site. Enter portfolio artifacts and reflections related to EDIT 760.	• Respond to all prompts and participate in conversation with online instructor • Submit finished School Board Presentation