

GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
Integration of Online Learning in Schools

EDIT 761
Models of Online Learning
(2 credit hours)
NET

PROFESSOR(S)

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COURSE DESCRIPTION

- A. **Corequisite:** EDIT 760
- B. **Course description from the university catalog:** Provides opportunities for learners to identify, explore, and evaluate a range of educational models for K-12 online learning. These include blended learning (web-enhanced, web-supported), the flipped classroom, mentor-mentee dyad, group collaborative, synchronous, asynchronous, parent directed e-learning, mobile learning, and web-delivered programmed instruction.

NATURE OF COURSE DELIVERY: The course is delivered online using asynchronous and synchronous communication tools. Students participate in discussions and activities both as individuals and in group settings. Students practice concepts learned in the readings and discussions through the use of case studies, role playing, and production of culminating products.

LEARNER OUTCOMES

This course is designed to enable students to:

- 1. Define and analyze multiple models of online learning.
- 2. Identify the benefits and limitations of each model,
- 3. Understand and explain criteria for selecting different models of online learning,
- 4. Understand and explain the relationship between each online learning model and its impact on students and teacher.

PROFESSIONAL STANDARDS

This course is aligned with the International Association for K-12 Online Learning's (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, A.3)

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.6, C.8)

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. Horn, M. B., & Staker, H. (2011). *The Rise of K–12 Blended Learning*. *Innosight Institute*. Retrieved from <http://www.innosightinstitute.org/innosight/wp-content/uploads/2011/05/The-Rise-of-K-12-Blended-Learning.pdf>.
2. Horton, W. (2011). *e-Learning by Design* (2nd ed.). Pfeiffer.
3. Hrastinski, S. (n.d.). Asynchronous and Synchronous E-Learning (EDUCAUSE Quarterly) | EDUCAUSE. Retrieved from <http://www.educause.edu/EDUCAUSE+Quarterly/EDUCAUSEQuarterlyMagazineVolume/AsynchronousandSynchronousELea/163445>
4. Kerr, S. (2011). Tips, Tools, and Techniques for Teaching in the Online High School Classroom. *TechTrends: Linking Research & Practice to Improve Learning*, 55(1), 28–31. doi:10.1007/s11528-011-0466-z
5. Norton, P. (2003). COPLS: An alternative to traditional online course management tools. *Technology and Teacher Education Annual*, 1, 465–472.
6. Norton, P., & Hathaway, D. (2008). Exploring two online learning environments: A classroom of one or many? *Journal of Research on Technology in Education*. 40(4), 475-495.
7. Watson, J. (2008). Blending learning: The convergence of online and face-to-face education. *Promising Practices in Online Learning*, North American Council for Online Learning.

Additional Web resources linked to course pages.

COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENT, AND EVALUATION CRITERIA

A. Requirements

1. Participation is mandatory, 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 (30 points – 3 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.

Request for Proposal (25 points): As students progress through the course, they will design a RFP for a mobile application to enable K-12 online instructors to investigate and select online learning models (Model App). This RFP will be a synthesis of concepts and materials studied as well as demonstrating an understanding of the affordances and “pitfalls” of the different models explored in this course. A template will be provided on the course Web site.

Curriculum Committee Review (25 points): As students progress through the course, they will view simulations of the different models of online learning. Students will create a document for their curriculum committee specifying how each model enables as well as inhibits K-12 teachers and learners. Students will be required to provide recommendations to the curriculum committee and support their argument with references. This activity requires students to analyze, evaluate, and recommend online learning models. A template will be provided on the course Web site.

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 reflecting student learning.

C. Criteria for evaluation

Participation Rubric

	Exceeds Expectations 3 points x 10	Meets Expectations 2 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 completion of all group activities in an exceptional manner.	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.

RFP for Model App (25 points)

	Exceeds Expectations 3 points x 8 1 point clarity	Meets Expectations 2 points x 8 1 point clarity	Does Not Meet Expectations 1 point x 8 1 point clarity
Model App RFP	RFP is creative and innovative and displays a comprehensive understanding of all models and their affordances. The RFP convincingly informs and provides suggestions to K-12 teachers. The RFP is well constructed and carefully edited for spelling and grammar errors.	RFP is well described and displays an understanding of all models and their affordances. The RFP informs and provides suggestions to K-12 teachers. The RFP is well constructed with minimal spelling and grammar errors.	RFP is does not demonstrate an understanding of all of the models and their affordances. The RFP provides incomplete or unclear suggestions to K-12 teachers. The RFP is poorly constructed with multiple spelling and grammar errors.

Curriculum Committee Review (25 points)

	Exceeds Expectations 3 points x 8 1 point clarity	Meets Expectations 2 points x 8 1 point clarity	Does Not Meet Expectations 1 point x 8 1 point clarity
Curriculum Committee Review	Review clearly and comprehensive analyzes all 8 submissions to the Curriculum Committee and provides detailed feedback. Insightful recommendations are provided in an accurate and easily understood manner. Review recommendations are well supported by research and provides suggestions for resubmission. The review addresses <i>all</i> requirements specified in the design template. The review is well constructed and carefully edited for spelling and grammar errors.	Review analyzes all 8 submissions to the Curriculum Committee and provides detailed feedback. Recommendations are provided in an accurate and easily understood manner. Review recommendations provide some research support and suggestions for resubmission. The review addresses <i>all</i> requirements specified in the design template. The review is well constructed with minimal spelling and grammar errors.	Review does not include an analysis of all 8 submissions to the Curriculum Committee and feedback is minimal. Recommendations are present but not accurate or easily understood. Review recommendations are not supported by research and provide minimal suggestions for resubmission. The review does not address <i>all</i> requirements specified in the design template. The review is poorly constructed with multiple spelling and grammar errors.

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	30%
RFP for Model App	25%
Curriculum Committee Review	25%
Electronic Portfolio	20%

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

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

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 CLASS SCHEDULE

Date	Topic/Learning Experience	Readings/ Assignments
Week 1	<u>Introduction to Models of Online Learning</u> - Overview of Syllabus: Schedule and Requirements - Scavenger Hunt - Introduction to Curriculum Committee (CC) Review - Introduction to Google Docs - Create a KWL Chart for the course and post to Google Docs	- Read Linked Articles on Course Website
Week 2	<u>Fully Online Model</u> - Brochure for Fully Online (template provided) - Letter to administrator/parents/students - Upload Brochure, Letter, and CC Feedback on Google Docs. - Work on your RFP for Model App	- Read Linked Articles on Course Website - CC Submission: fully online activity - Update Portfolio
Week 3	<u>Synchronous Model</u> - Login at TIME TBA for a synchronous activity - Upload synchronous activity assignment and CC Feedback on Google Docs - Work on your RFP for Model App	- Read Linked Articles on Course Website - CC Submission: synchronous activity - Update Portfolio
Week 4	<u>Asynchronous Model</u> - PowerPoint Presentation - Concept Map for Synchronous/Asynchronous - Upload PowerPoint, concept map, and CC Feedback on Google Docs - Work on your RFP for Model App	- Read Linked Articles on Course Website - CC Submission: Asynchronous activity - Update Portfolio
Week 5	<u>Blended Learning – Introduction</u> - Happy Hour (HH) - Glogster Poster on Blended Learning - Upload HH, poster, and CC Feedback on Google Docs. - Work on your RFP for Model App	- Read Linked Articles on Course Website - CC Submission: Blended activity - Update Portfolio
Week 6	<u>Blended Learning – Integrated</u> - 60 minutes video on Kahn Academy - Take an existing lesson and make it blended learning (integrated lesson) - Upload lesson, write up, and CC Feedback on Google Docs - Work on your RFP for Model App	- Read Linked Articles on Course Website - CC Submission: Integrated activity - Update Portfolio
Week 7	<u>Blended Learning – Concentrated</u> - Top 10 on Blended Learning - Complete PD workshop using Youtube - Brainstorm with blended learning - Upload brainstorm, Top 10, and CC Feedback on Google Docs. - Work on your RFP for Model App	- Read Linked Articles on Course Website - CC Submission: Concentrated activity - Update Portfolio
Week 8	<u>Mentor – Mentee Dyad (COPLs)</u> - “A piece of my mind” - Participate in a WebQuest and role play online mentor - Upload WebQuest, letter to the editor and CC feedback on Google Docs - Work on your RFP for Model App	- Read Linked Articles on Course Website - CC Submission: COPLs activity - Update Portfolio
Week 9	<u>Emerging Models of Online Learning</u> - Podcast activity - Upload podcast and CC feedback on Google Docs - Work on your RFP for Model App	- Read Linked Articles on Course Website - CC Submission: Mobile Learning/TBA - Update Portfolio
Week 10	<u>Summarizing Activities</u> - Complete final assignment posted on course Web site - SUBMIT your RFP for Model App	- Finish your RFP for Model App - Complete all feedback for the CC submissions - COMPLETE MODELS SECTION OF YOUR

	<ul style="list-style-type: none">- Complete all Curriculum Committee Review- Make sure all Google docs are available to instructor	PORTFOLIO
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