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

EDIT 763
Tools for K-12 Online Learning
(2 credit hours)
NET

PROFESSOR(S):

Name: Priscilla Norton
Office phone: 703-993-2015
Office location: Thompson Hall, L041
Office hours: T/TH 2:00 – 4:00 pm
Email address: pnorton@gmu.edu

Name: Dawn Hathaway
Office phone: 703-993-2019
Office location: Thompson Hall, L041
Office hours: T/TH 2:00 – 4:00 pm
Email address: dhathawa@gmu.edu

COURSE DESCRIPTION:

A. **Prerequisite:** EDIT 760 and EDIT 761 **and Corequisite:** EDIT 762
B. **Course description from the university catalog:** Examines tools that structure and support online learning with particular emphasis on the unique affordances of each tool including tools for producing, delivering, and supporting online learning.

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. Understand how to select and use a variety of online tools for communication, productivity, collaboration, analysis, presentation, research, and delivery,
2. Understand how to use and incorporate subject-specific and developmentally appropriate technologies, tools, and resources,
3. Understand how a variety of communication technologies can be used to support K-12 online teaching and learning,
4. Identify and explore emerging web-based resources and assess their applicability to K-12 online learning contexts, and
5. Understand the importance of compliance with intellectual property and fair use policies in online learning contexts.

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)

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.1, B.2, B.3, 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 D - The online teacher promotes student success through clear expectations, prompt responses, and regular feedback. (D.1)

Standard E - The online teacher models, guides, and encourages legal, ethical, and safe behavior related to technology use. (E.1, E.2, E.3, E.4, E.5)

Standard F - The online teacher is cognizant of the diversity of student academic needs and incorporates accommodations into the online environment. (F.1, F.3, F.4)

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. Hrastinski, S. (2008). Asynchronous & synchronous elearning. *Educause Quarterly*, *31*(4), 51-55. Retrieved from http://www-cdn.educause.edu/EDUCAUSE Quarterly/EDUCAUSEQuarterlyMagazineVolum/AsynchronousandSynchronousELea/163445.
2. Rose, R., & Blomeyer, R. (2007, November). *Research committee issues brief: Access and equity in online and virtual schools*. Retrieved from http://www.inacol.org/research/docs/NACOL_EquityAccess.pdf
3. Toope, D., & Hammett, R. (2011). Digital technologies and new literacies: Transforming teachers' pedagogies. In T. Bastiaens & M. Ebner (Eds.), *Proceedings of World Conference on Educational Multimedia, Hypermedia and Telecommunications 2011* (pp. 2605-2609). Chesapeake, VA: AACE.
4. Additional readings are available on course website.

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 (45 points – 3 points per week): Students will be evaluated based on their participation in course discussions, group activities, and participation in synchronous meetings.

Digital Technologies Tools Wiki (35 points): Students will create a collaborative tools wiki that summarizes the affordances of tools explored throughout the course. The wiki will be designed as a reference for teachers looking to incorporate new technologies into online or blended learning environments. This ongoing activity requires students to identify resources, assess the value of the tool, determine ways in which the tool could be used, and provide additional resources about the tool to readers. The collaborative tool wiki also addresses legal and ethical issues relating to online learning tools and the selection and evaluation of new tools. A template is 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. This is the designated course performance based assessment and will be scored in Taskstream.

C. Criteria for evaluation

Participation Rubric

	Exceeds Expectations 5 points x 9	Meets Expectations 3 points x 9	Does Not Meet Expectations 1 point x 9
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.

Digital Technologies Tools Wiki (35 points)

	Exceeds Expectations 5 points x 7	Meets Expectations 3 points x 7	Does Not Meet Expectations 1 point x 7
Design Document	Tools Wiki creatively and comprehensively includes all of the resources investigated throughout the course. A complete analysis of each tool's affordances and supporting resources is clearly communicated. FAQs for selected tools provide new tool users with information necessary to judge implementation possibilities. Introductory page clearly and concisely states the purpose and value of selecting the appropriate tool. Robust information about legal and ethical obligations is provided in an accurate and easily understood manner. Examples included to illustrate the affordances of tools are accurate, understandable, and insightful. The Tools Wiki is well constructed and carefully edited for spelling and grammar errors.	Tools Wiki includes all of the tools investigated in the course with an adequate analysis of their affordances and supporting resources. Resources supporting online teachers' ability to successfully use tools are presented in the FAQs. Adequate information about selection of tools for specific learning environments is presented. Information about legal and ethical obligations is provided in an accurate and easily understood manner. Adequate information about the tools is provided in an accurate manner. The Tools Wiki is well constructed with minimal spelling and grammar errors.	Tools Wiki does not include the resources necessary to understand the affordances of tools presented in the course. Information about the tools is incomplete or poorly developed. FAQs and legal and ethical issues are absent or inadequately/inaccurately presented. The Tools Wiki is poorly constructed with multiple spelling and grammar errors.

End of Course Portfolio (20 points)

End of Semester Portfolio	Exceeds Expectations 5 points x 4	Meets Expectations 3 points x 4	Does Not Meet Expectations 1 point x 4
Personal Learning	Includes a comprehensive set of artifacts with robust reflections for all components of the portfolio wiki and reflects mastery of concepts studied during the course.	Includes most artifacts and acceptable reflections for all components of the portfolio wiki, and reflection mastery of concepts studied during the course	Artifacts and reflections are missing and/or incomplete and reflections fail to indicate mastery of concepts studied during the course.
Implications for Practice	Includes thoughtful and comprehensive descriptions of what is learned embedded throughout the portfolio wiki. Reflections express clear and robust connections to course concepts and to implications for K-12 online learning practice.	Includes descriptions of what is learned embedded throughout the portfolio wiki. Reflections express connections to course concepts and to implications for K-12 online learning practice.	Descriptions of what is learned are poorly developed throughout the portfolio wiki Reflections fail to express connections to course concepts and to implications for K-12 online learning practice.
Reflections/Connections	Reflections express lessons drawn for practice with robust connections to concepts/theories studied, personal teaching and learning goals, and emerging understanding of the art of online teaching and learning.	Reflections express lessons drawn for practice with clear connections to concepts/theories studied, personal teaching and learning goals, and emerging understanding of the art of online teaching and learning.	Reflections fail to express lessons drawn for practice with limited connections to concepts/theories studied, personal teaching and learning goals, and emerging understanding of the art of online teaching and learning.

Portfolio Construction	The portfolio wiki is well constructed and reflects a website design with working links, a clear navigation system, and a common look and feel throughout rather than a collection of pages. The portfolio wiki is carefully edited for spelling and grammar errors.	The portfolio wiki is well constructed and reflects a website design with working links, a clear navigation system, and a common look and feel throughout . The portfolio wiki is edited with minimal spelling and grammar errors.	The portfolio wiki is poorly constructed and represents a collection of pages rather than a website design with working links, a navigation system, and a common look and feel throughout. The portfolio wiki has multiple spelling and grammar errors.

C. **Grading scale**

Requirements	Percentage
Participation	45%
Digital Technologies Tools Wiki	35%
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/***

PROPOSED CLASS SCHEDULE

Date	Topic/Learning Experiences	Readings and Assignments
Week 1	Introduction and affordances—choosing and evaluating tools 1. The introduction to the course will establish course requirements and lead to the development of a collaborative tools wiki. 2. Readings and discussion of affordances—understanding and evaluating the strengths and weaknesses of new and established tools.	• Establish a wiki for the tools course based on content discovered in the introductory activity • Read blog posting on affordances: http://paaralan.blogspot.com/2010/09/affordance-and-educational-games.html • Watch video about Google Docs http://www.youtube.com/watch?v=eRqUE6IHTEA • Using what you learned about affordances, use Google Docs to develop a list of criteria for evaluating tools with your group.
Week 2	Tools for Interaction—Synchronous The activities for this week focus on synchronous online learning tools. 1. Readings on similarities, differences, and affordances of asynchronous and synchronous communication in learning experiences. 2. Reading and video on wikis establish the affordances and uses in education settings.	• Read Hrastinski, *Asynchronous vs Synchronous eLearning* • As a collaborative group, create a 'synchronous and asynchronous learning' top 10 list using chat. • Wikis for learning—read and explore wiki about wikis: http://wikitlc.pbworks.com/w/page/14742671/What%20is%20a%20Wiki • Watch video about wikis http://www.youtube.com/watch?v=-dnL00TdmLY
Week 3	Tools for Interaction—Asynchronous The activities for this week focus on asynchronous online learning tools. 1. Asynchronous tools' unique affordances allow for practical exploration in the activities this week. 2. Asynchronous, collaborative work through the Google Docs and discussion boards facilitate synthesis of tool affordances.	• Discussion Board activity from QuickTopic: Wiki Affordances, similarities and differences between portfolio wiki and wiki used for tools collaboration—complete Venn diagram. • Using chat and Google Docs, design a section of your group's wiki to include a list of tools discovered throughout the course with their definition, affordances, and useful resources. Each week will add new tools to the list. • Add wikis, chat, Google Docs, discussion boards, and video to tools affordances section of wiki.
Week 4	Tools to Support Learning—Part 1 This week explores some of the variety in tools available to build learning activities and experiences. 1. Read and explore the model online production tools and analyses. 2. The ever-growing list of online production	• Read two online articles about choosing and using online tools in the classroom. http://kimcofino.com/blog/2008/01/19/the-technology-toolbox-choosing-the-right-tool-for-the-task/ and http://web2survivalguide.wordpress.com/web-20-and-education/choosing-the-right-tool/

	tools warrants exploration into the ways they can be used to enhance learning. Useful online tools explored this week: Voki, QR Reader, Glogster, Spiderscribe, Pixton, Animoto, Google Earth, Wordle, and Diigo	• Explore the sample FAQ for Prezi and Storybirds—this will be the model for a collaborative investigation into several other tools. • Using the list provided, individually explore the online production tools. Take notes about their features, affordances, and ways they can be used in the classroom.
Week 5	Tools to Support Learning—Part 2 The exploration of learning tools from week four continues into a synthesis of the tools for classroom use. 1. This week, the criteria developed in week one is used to synthesize information extracted about the various online tools.	• Using notes from week 4, work within collaborative groups to produce FAQs for the remaining tools. Place all analyses in the group wiki.
Week 6	Tools for Production—Part 1 Both teachers and students can create content through locally stored software programs and online applications. This week's activities introduce some of these tools. 1. Exp;ore the possibilities of Captivate, Camtasia, and games/simulations in online learning. 2. Communicate the value of simulations in learning environments using Storybirds. 3. Add new learning tools to the group's tool affordances wiki page.	• Explore samples at Adobe Captivate site. http://www.adobe.com/products/captivate.html. • Watch the video about Adobe Captivate http://www.youtube.com/watch?v=gheyG9ckZcs&feature=related. • Read Top 5 Reasons to use Camtasia http://www.emergingedtech.com/2010/05/5-reasons-why-i-think-camtasia-rocks/. • Explore the online games on the game list. • Highlight the value of games in learning using 10 Storybirds. • Add Captivate, Camtasia, Spiderscribe, Animoto, Games, Google Earth, and Diigo to your tool affordances section of your group wiki.
Week 7	Tools for Production—Part 2 Activities for this week explore online production mediums for both group-collaborative and self-reflective work. 1. Explore the world of blogs through Prezi. 2. Use established blogs to create and synthesize new content knowledge. 3. Add new learning tools to the group's tool affordances wiki page.	• Explore three Prezi presentations about blogs: http://prezi.com/a-zcb3in9r5g/using-blogs-in-the-classroom/ and http://prezi.com/bz3y9jbltloh/middle-years-conference-blogs/ and http://prezi.com/eroratmkqsos/blogging-in-the-history-classroom/. • Read through the Room for Debate NY Times blog on Room for Debate—NY Times Blog "Can Young Students Learn from Online Classes?" at http://www.nytimes.com/roomfordebate/2011/04/05/can-young-students-learn-from-online-classes. • Write your own response blog on this topic and post in your group wiki. • Add Voki, Wordle, Pixton, Prezi, QR Reader, Storybirds, and Glogster to your tool affordances section of your group wiki.
Week 8	LMS and CMS This week focuses on the larger software organization systems that underlie many online learning environments. 1. Explore Learning Management and Course Management systems through Mentor Mob's online playlist. 2. Synthesize findings from Mentor Mob into Spiderscribe's online mind mapping	• Read and explore to learn about Learning Management Systems and Course Management Systems in Mentor Mob http://bit.ly/HQVOX8 • Create a Spiderscribe mind map that explores the concepts of LMS and CMS in online learning environments. • Add Learning Management Systems, PowerPoint and Mentor Mob to your group

	application. 3. Add new learning tools to the group's tool affordances wiki page.	affordances wiki.
Week 9	Issues and Questions This week's activities address the legal and ethical issues of learning and the digital space. 1. Read about section 508 rules for online and virtual schools and create a summary brochure to inform teachers about compliance. 2. Read about copyright and fair use for educators and create a summary poster one would keep near a computer for teachers and students that summarize the most important and frequently used information.	• Read Rose & Blomeyer, *Access and Equity in Online Classes and Virtual Schools*. • Create a summary brochure for teachers about section 508 rules. • Read sections 1-5 of Education World's Copyright and Fair Use guidelines. http://www.educationworld.com/a_curr/curr280.shtml. • Create a summary poster for both Fair Use/Copyright to post near computers or use as a reminder with students. • Post brochure and posters in group wiki.
Week 10	Putting it All Together: The purpose of this week's activities is to think about how teachers can best use the tools presented in this course in a variety of settings. The group wiki is designed to assist with that understanding. 1. Readings this week focus on course synthesis and application. 2. A summary of the course and purpose is added to the group wiki. 3. Final edits to the group wiki create a clean look and feel with clear navigation.	• Read Toope & Hammett, *Digital technologies and new literacies: Transforming teachers' pedagogies* • Use Google Docs and/or chat to add an introduction/summary of digital technologies for teachers and readers of the group wiki. • Edit group wiki to maintain a consistent look and feel