

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

EDIT 767-6N1
Designing K-12 Online Learning
(3 credit hours)
Spring 2014

PROFESSOR(S):

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COURSE DESCRIPTION

- A. **Prerequisites:** EDIT 766
- B. **Course description from the university catalog:** Develops frameworks for designing and structuring online learning opportunities and emphasizes course content and learning outcomes, selection of appropriate online models, and organization of online lessons and courses, online learning tools, and assessment and evaluation strategies.

NATURE OF COURSE DELIVERY: The first 10 weeks of this 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. The last 5 weeks of this course is targets students' unique teaching content and grade level and uses a series of entirely asynchronous online mentor-mentee interactions between individual students and the instructor.

LEARNER OUTCOMES

This course is designed to enable students to:

1. Design developmentally appropriate learning opportunities to support fully online learning environments;
2. Use current research on teaching and learning to plan fully online learning environments and experiences;
3. Plan for the management of technology resources within the context of fully online learning activities;
4. Design fully online learning experiences that address the full range of content standards;
5. Use online technology resources within a fully online learning model to support learner-centered strategies;
6. Design online learning technologies to promote students' higher order skills and creativity;
7. Manage student learning activities in a fully online learning environment; and
8. Apply multiple methods of evaluation to assess students' learning in fully online learning environments.

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.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.1, C.6, C.8)

Standard D - The online teacher promotes student success through clear expectations, prompt responses, and regular feedback. (D.3, D.5, 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.5)

Standard G - The online teacher demonstrates competencies in creating and implementing assessments in online learning environments in ways that ensure validity and reliability of the instruments and procedures. (G.1, G.2, G3)

Standard H - The online teacher develops and delivers assessments, projects, and assignments that meet standards-based learning goals and assesses learning progress by measuring student achievement of the learning goals. (H.1, H.2, H.3)

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. Brooks & Brooks. (1999). *In Search of Understanding*. Alexandria, VA: Association for Supervision & Curriculum Development. (ISBN: 0871203588).
2. Norton, P. & Wiburg, K. (2003). *Teaching With Technology, Second Edition*. Belmont, CA: Wadsworth. (ISBN: 0534603092).
3. Brown, J. S., Collins, A., & Duguid, P. (1989). Situated cognition and the culture of learning. *Educational Researcher*, 18, 32 - 42.
4. Additional readings accessible from the course Web site.

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 (20 points): 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.

Comprehensive Curriculum Plan for a Fully Online Course (40 points): Students will create a comprehensive curriculum plan for a fully online course in their unique teaching situation following guidelines established by the FACTS model, integrating standards, learning activities, and content goals. The curriculum plan will be accompanied by appropriately designed supplemental materials as well as a developed assessment/evaluation system with supporting instruments. A template will be provided on the course Web site.

Online Implementation Paper (20 points): Students will create a paper that thoroughly presents a plan for implementing their comprehensive curriculum plan as a fully online course. The paper will specify and support students' choices related to online learning model, online technology tools and resources, and online learning strategies. The paper will identify online materials and products that need to be developed. 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. 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 4	Meets Expectations 3 points x 4	Does Not Meet Expectations 1 point x 4
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	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.

	activities in an exceptional manner.		
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Comprehensive Curriculum Plan (40 points)

	Exceeds Expectations 5 points x 8	Meets Expectations 3 points x 8	Does Not Meet Expectations 1 point x 8
Comprehensive Curriculum Plan	Curriculum plan creatively and comprehensively presents course requirements and learning activities. Curriculum design frameworks in the FACTS model are innovatively addressed. Robust information about learning goals, learning activities, and learning outcomes is present. Curriculum plan addresses <i>all</i> requirements specified in the provided template. Curriculum plan is well constructed and carefully edited for spelling and grammar errors.	Curriculum plan presents course requirements and learning activities. Curriculum design frameworks in the FACTS model are addressed. Information about learning goals, learning activities, and learning outcomes is present. Curriculum plan addresses <i>all</i> requirements specified in the provided template. Curriculum plan is well constructed with minimal spelling and grammar errors.	Curriculum plan does not present clear and comprehensive course requirements and learning activities. All curriculum design frameworks in the FACTS model are not addressed. Information about learning goals, learning activities, and learning outcomes is unclear and incomplete. Curriculum plan does not address <i>all</i> requirements specified in the provided template. Curriculum plan is poorly constructed with multiple spelling and grammar errors.

Online Implementation Paper (20 points)

	Exceeds Expectations 5 points x 4	Meets Expectations 3 points x 4	Does Not Meet Expectations 1 point x 4
Online Implementation Paper	Paper creatively and comprehensively presents a strategy for implementing curriculum plan as a fully online course. Paper innovatively addresses all implementation considerations. Paper presents robust rationale for online learning model and technology choices. Paper addresses <i>all</i> requirements specified in the provided template. Paper is well constructed and carefully edited for spelling and grammar errors.	Paper presents a strategy for implementing curriculum plan as a fully online course. Paper addresses all implementation considerations. Paper presents adequate rationale for online learning model and technology choices. Paper addresses <i>all</i> requirements specified in the provided template. Paper is well constructed with minimal spelling and grammar errors.	Paper does not presents a complete strategy for implementing curriculum plan as a fully online course. Paper does not address all implementation considerations. Paper does not present a rationale for online learning model and technology choices. Paper does not address <i>all</i> requirements specified in the provided template. Paper 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.

D. Grading scale

Requirements	Percentage
Participation	20%
Comprehensive Curriculum Plan	40%
Online Implementation Paper	20%
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://oai.gmu.edu/the-mason-honor-code/>].
- 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/policies/responsible-use-of-computing/>].
- 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

	Topics and Learning Activities	Readings and Activities
Week 1	Course Expectations – Asynchronous Delivery Syllabi, Timelines, Expectations Examining Examples Topics: Situated Cognition and Constructivism	Readings: Brooks and Brooks' <i>In Search of Understanding Situated Cognition and the Culture of Learning</i> Group Activities: Situated Cognition Acrostic Poems Top Ten Things a Constructivist Teacher Says
Weeks 2 and 3	Topics: Engaging 21 st Century Learners, Standards as Means not Ends, the importance of design principles, behaviorism vs constructivism Examining a Case Study	Readings: Forward, Chapter 1, and Chapter 2 in <i>Teaching with Technology</i> Group Activities: Design Challenge 2
Weeks 4 and 5	Topics: five central principles – the PICKLE, authentic problems, knowledge vs information, mining standards, discourse, structure and process Examining a Second Case Study Understanding the Curriculum Plan template	Readings: Read Chapter 3 and 4 in <i>Teaching with Technology</i> Group Activities: Design Challenge 3 Design Challenge 4 Individual: Begin Curriculum Plan
Weeks 6 and 7	Topics: problem-solving and the curriculum, authentic problems, and activities, background building activities, constructing activities, and sharing activities, literacy and the curriculum, use of multiple information types Examining a Second Case Study	Readings: Read Chapter 5 and 6 in <i>Teaching with Technology</i> Group Activities: Design Challenge 5 Design Challenge 6 Individual: Work on Curriculum Plan
Weeks 8 and 9	Topics: using information: search, sort, create, and communicate, community and learning, collaboration, cooperation, democracy, and diversity, Creating a system of assessment Examining a Third Case Study	Readings: Read Chapter 7 and 8 in <i>Teaching with Technology</i> Group Activities: Design Challenge 7 Design Challenge 8 Design Challenge 9 Individual: Work on Curriculum Plan
Weeks	Course Expectations – Shift to Mentor/Mentee Delivery	Work on Curriculum Plan

10 and 13	Focus on the Curriculum Plan	Conversations with mentor about curriculum plan – submissions and revisions
Week 14 and 15	Understanding the Online Implementation Paper Template	Conversations with mentor about curriculum plan – submissions and revisions Complete curriculum plan Conversations with mentor about implementation plan – submissions and revisions Complete Online Implementation Paper