

**GEORGE MASON UNIVERSITY  
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT  
GRADUATE SCHOOL OF EDUCATION  
INSTRUCTIONAL DESIGN AND TECHNOLOGY**

**EDIT 201-A01 (1 credit)  
Strategies for Online Learning Success  
Summer 2014, May 19 to June 27, 2014  
Course meets online via [MyMasonPortal/Courses](#)**

**Instructor:**

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Office Hours: By Appointment Only

**COURSE DESCRIPTION:**

Helps students assess their readiness for online learning using effective strategies for online interaction and activities designed to promote successful online learning experiences.

**Prerequisites:** None

**NATURE OF COURSE DELIVERY:**

- This course is for undergraduate students in any discipline who may be seeking to enroll in a fully online program. The course is offered in a modular, online format and is designed to provide students with the skills they need to succeed in the online environment.
- The course is **self-paced**, enabling students to proceed at their own speed. Once registered, students may start or stop any of the modules but must complete the **course by the end of the semester in which they are registered**.
- The course includes a combination of multimedia presentations, interactive exercises, electronic resources, videos and a final skills assessment to assess mastery. Students will also be provided with technical and content support.
- To participate in this course, students will need the following resources:
  - Internet access with a standard up-to-date browser (Mozilla Firefox works best, but Internet Explorer works as well).
  - The following software plug-ins for PCs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:
    - Adobe Acrobat Reader: <http://get.adobe.com/reader/>
    - Windows Media Player: <http://windows.microsoft.com/en-US/windows/downloads/windows-media-player>
    - Apple QuickTime Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)
  - Mason email account, active with log in name and password
- To access the course, go to [MyMasonPortal](#) and log in with your Mason email name and password. After logging in, click on the **COURSES** tab at the top of the page to see your list of courses. Select **EDIT 201** and follow the instructions on the course **Welcome** page.

## **LEARNER OUTCOMES:**

At the end of this course, students will be able to:

- Compare and contrast the benefits and challenges of the various delivery methods of online courses
- Describe the technical and logistical requirements of a personal space for successful online study
- Compare and evaluate various time management strategies
- Demonstrate appropriate social interaction and electronic communication (netiquette)
- Examine various strategies for staying connected with peers and instructors in the online environment

## **PROFESSIONAL STANDARDS:**

To ensure that students acquire the skills, behaviors and attitudes deemed essential to online learning in both educational and workplace settings, this syllabus follows the standards set down in the American Society of Training and Development ([ASTD](#)) e-Learner Competencies:

- Self-directive competencies: Self- advocacy, self-reliance, self confidence
- Metacognitive competencies: Self-awareness, self-assessment
- Collaborative competencies: Virtual communication skills for synchronous and asynchronous environments

## **REQUIRED TEXTS:**

There are no textbooks required for this course. Students will be provided with electronic resources to complement presentations, exercises and videos.

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

A. **Requirements:** There are two main requirements in this course: (1) module quiz completion and (2) final skills assessment.

**(1) Module quiz completion (60% total):** Students complete a quiz at the end of each of six content modules. Each quiz consists of objective, fixed-response questions. Each quiz passed accounts for 10% of the 60% total. When completed, the score earned for each quiz is posted under the **My Grades** link in the left-hand navigation menu of the Blackboard course site.

**(2) Final skills assessment (40%):** After all course modules have been completed, students complete a final skills assessment covering all course content. The assessment consists of three (3) essay-type assignments, located under the **Final Assessment** link in the left-hand navigation menu of the Blackboard course site. For information about how the Final Assessment is evaluated, please consult the *Final Assessment Grading Rubric* at the end of this syllabus. The rubric is also posted in Blackboard and accessible via the **Final Assessment** link.

**B. Grading scale:** A+ = 100%; A = 94-99%; A- = 90-93%; B+ = 88-89%; B = 84-87%; B- = 80-83%; C+ = 78-79%; C = 74-77%; C- = 70-73%; D = 60-69%; F = 59% and below. Scores of .5 and above are rounded up; anything below .5 is rounded down.

## COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

### GMU POLICIES AND RESOURCES FOR STUDENTS

- a. Students must adhere to the guidelines of the George Mason University Honor Code [see <http://oai.gmu.edu/the-mason-honor-code/>].
- b. Students must follow the university policy for Responsible Use of Computing [see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- c. Students are responsible for the content of university communications sent to their George Mason University e-mail 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 e-mail account.
- d. 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/>].
- e. 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/>].
- f. Students must follow the university policy stating that all sound-emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. 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/>].

### PROFESSIONAL DISPOSITIONS

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

### CORE VALUES COMMITMENT

The College of Education and Human Development is committed to 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>].

**EXPECTATIONS:**

- **Course Week:** Because asynchronous courses do not have a “fixed” meeting day, our week will start on [Monday, May 19th], and finish on [Friday, June 27th].
- **Log-in Frequency:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be three times per week. See also Workload below.
- **Participation:** Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials and completing course activities and assignments.
- **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course.
- **Technical Issues:** Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Advising:** If you would like to schedule a one-on-one meeting to discuss course requirements, content or other course-related issues, and you are unable to come to the Mason campus, we can meet via telephone or web conference. Send me an email to schedule your one-on-one session and include your preferred meeting method and suggested dates/times.
- **Netiquette:** Our goal is to be collaborative, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others from taking them as personal attacks. Be positive in your approach to others and diplomatic with your words. I will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.
- **Workload:** Because the course is self-paced, the following **proposed schedule** provides recommended completion times, for evenly-paced progression through the material. The modules need not be completed in numerical order; after viewing the *Orientation*, students may start with any of the six modules. However, **all module exams and the final assessment must be completed by June 27, 2014.**

Module	Topic	Recommended Time Frame
Orientation	Introduction and overview	1 Day
1	Online learning definition, scope	1 Week

<b>Module</b>	<b>Topic</b>	<b>Recommended Time Frame</b>
	Module Quiz	
2	Self-motivation, self-direction Module Quiz	5 Days
3	Technical and logistical readiness Module Quiz	5 Days
4	Time Management Module Quiz	2 Weeks
5	Communication, netiquette Module Quiz	1 Week
6	Staying Connected Module Quiz	5 Days
	Final Assessment	1 Day

It is the student's responsibility to follow a regular schedule of completion reading topics, doing knowledge checks, taking quizzes, and submitting final assessments by the due date.

**Final Assessment Rubric**

	<b>Exemplary</b>	<b>Accomplished</b>	<b>Developing</b>	<b>Incomplete</b>
<b>Planning Process</b>	<b>The semester plan:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Highlights due dates for all projects and long-term assignments in all 3 syllabi</li> <li><input type="checkbox"/> Considers all weekly written assignments and discussion forum posts</li> <li><input type="checkbox"/> Evaluates all potential conflicts</li> <li><input type="checkbox"/> Generates a detailed plan to resolve potential conflicts</li> </ul>	<b>The semester plan:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Highlights due dates for all projects and long-term assignments in 2-3 syllabi</li> <li><input type="checkbox"/> Considers most weekly written assignments and discussion forum posts</li> <li><input type="checkbox"/> Evaluates almost all potential conflicts</li> <li><input type="checkbox"/> Generates a general plan to resolve potential conflicts</li> </ul>	<b>The semester plan:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Highlights due dates for all projects and long-term assignments in 1-2 syllabi</li> <li><input type="checkbox"/> Considers some weekly written assignments and discussion forum posts</li> <li><input type="checkbox"/> Evaluates some potential conflicts</li> </ul>	<b>The semester plan:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Incompletely highlights due dates for a few projects and long-term assignments</li> <li><input type="checkbox"/> Does not consider some weekly written assignments and discussion forum posts</li> <li><input type="checkbox"/> Makes no attempt to evaluates some potential conflicts</li> </ul>
	<b>Points: 9-10</b>	<b>Points: 7-8</b>	<b>Points: 5-6</b>	<b>Points: 0-4</b>
<b>Calendar Exercise</b>	<b>The paper or virtual calendar:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Is populated with all long-term projects and assignments listed on the syllabi</li> <li><input type="checkbox"/> Populates paper or digital calendar with all project assignments with personal plans and sports/work commitments</li> <li><input type="checkbox"/> Is populated with reminders for all weekly academic commitments (discussion forums, journal responses, etc.)</li> <li><input type="checkbox"/> Highlights all potential conflicts</li> </ul>	<b>The paper or virtual calendar:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Is populated with most long-term projects and assignments listed on the syllabi</li> <li><input type="checkbox"/> Populates paper or digital calendar with most project assignments with personal plans and sports/work commitments</li> <li><input type="checkbox"/> Is populated with reminders for most weekly academic commitments (discussion forums, journal responses, etc.)</li> <li><input type="checkbox"/> Highlights most potential conflicts</li> </ul>	<b>The paper or virtual calendar:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Is populated with some long-term projects and assignments listed on the syllabi</li> <li><input type="checkbox"/> Populates paper or digital calendar with some project assignments with personal plans and sports/work commitments</li> <li><input type="checkbox"/> Is populated with reminders for some weekly academic commitments (discussion forums, journal responses, etc.)</li> <li><input type="checkbox"/> Highlights some potential conflicts</li> </ul>	<b>The paper or virtual calendar:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Is randomly populated with few long-term projects and assignments listed on the syllabi</li> <li><input type="checkbox"/> Populates paper or digital calendar with less than ½ project assignments with personal plans and sports/work commitments</li> <li><input type="checkbox"/> Is not populated with reminders for most weekly academic commitments (discussion forums, journal responses, etc.)</li> <li><input type="checkbox"/> Makes no attempt to highlight potential conflicts</li> </ul>
	<b>Points: 14-15</b>	<b>Points: 9-13</b>	<b>Points: 6-8</b>	<b>Points: 0-5</b>
<b>Netiquette and Conflict Management</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identifies all examples and evidence of poor netiquette in discussion forum thread</li> <li><input type="checkbox"/> Identifies all examples and evidence of poor communication in the discussion thread</li> <li><input type="checkbox"/> Effectively demonstrates and models proper netiquette in communication with team members</li> <li><input type="checkbox"/> Includes thorough explanation for conflict resolution strategy</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identifies many examples and evidence of poor netiquette in discussion forum thread</li> <li><input type="checkbox"/> Identifies many examples and evidence of poor communication in the discussion thread</li> <li><input type="checkbox"/> Attempts to demonstrate and model proper netiquette in communication with team members</li> <li><input type="checkbox"/> Includes explanation for conflict resolution strategy</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identifies some examples and evidence of poor netiquette in discussion forum thread</li> <li><input type="checkbox"/> Identifies some examples and evidence of poor communication in the discussion thread</li> <li><input type="checkbox"/> Shows some evidence of proper netiquette in communication with team members</li> <li><input type="checkbox"/> Includes weak explanation for conflict resolution strategy</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identifies few or no examples and evidence of poor netiquette in discussion forum thread</li> <li><input type="checkbox"/> Identifies few or no examples and evidence of poor communication in the discussion thread</li> <li><input type="checkbox"/> Does not shows evidence of proper netiquette in communication with team members</li> <li><input type="checkbox"/> Does not includes explanation for conflict resolution strategy</li> </ul>
	<b>Points: 9-10</b>	<b>Points: 7-8</b>	<b>Points: 5-6</b>	<b>Points: 0-4</b>
<b>Philosophy Statement</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Completely copies the quote verbatim</li> <li><input type="checkbox"/> Includes all facets of the quote in paraphrase</li> <li><input type="checkbox"/> Thoroughly explains why quotes has personal meaning</li> <li><input type="checkbox"/> Includes &gt;4 well-written sentences about quote meaning</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Copies the quote verbatim</li> <li><input type="checkbox"/> Includes almost all facets of the quote in paraphrase</li> <li><input type="checkbox"/> Makes concerted effort to explain why quotes has personal meaning</li> <li><input type="checkbox"/> Includes 3-4 well-written sentences about quote meaning</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Does not copy the quote verbatim</li> <li><input type="checkbox"/> Includes some facets of the quote in paraphrase</li> <li><input type="checkbox"/> Makes attempt to explain why quotes has personal meaning</li> <li><input type="checkbox"/> Includes 1-2 sentences about quote meaning</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Does not copy the quote verbatim</li> <li><input type="checkbox"/> Poorly paraphrases quote</li> <li><input type="checkbox"/> Poorly explains why quotes has personal meaning</li> <li><input type="checkbox"/> Includes few sentences about quote meaning</li> </ul>
	<b>Points: 5</b>	<b>Points: 4</b>	<b>Points:3</b>	<b>Points: 0-2</b>

**Grade Breakdown**

Planning Process: /10

Calendar: /15

Conflict Management : /10

Philosophy Statement : 5

**TOTAL: /40**