GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION
Educational Instructional Technology (EDIT)
Instructional Design and Technology (IDT) Program

EDIT 201 DL1: Strategies Online Learning Success
1 Credits, Fall 2014

PROFESSOR:

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COURSE DESCRIPTION:

A. Prerequisites/Corequisites
None

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

C. Expanded Course Description
Not Applicable

DELIVERY METHOD:

This course will be delivered online using an **asynchronous** format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before "@masonlive.gmu.edu) and email password. The course site will be available on August 25, 2014 @ 8 am EST.

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.

TECHNICAL REQUIREMENTS:
To participate in this course, students will need the following resources:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;
- Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.
- 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/
- A headset microphone for use with the Blackboard Collaborate web conferencing tool
- 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.

EXPECTATIONS:

- **Course Week:** Refer to the asynchronous bullet below if your course is asynchronous or the synchronous bullet if your course is synchronous.
  - Asynchronous: Because asynchronous courses do not have a "fixed" meeting day, our week will **start** on August 25th, and **finish** on December 17th.
- **Log-in Frequency**: Refer to the asynchronous bullet below if your course is asynchronous or the synchronous bullet if your course is synchronous.
  - Asynchronous: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be 2 times per week.
- **Participation**: Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **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.
- **Workload**: Expect to log in to this course **at least 2 times a week** to read announcements, participate in the discussions, and work on course materials. Remember, this course is **not** self-paced. There are **specific deadlines** and **due dates** listed in the **CLASS SCHEDULE** section of this syllabus to which you are expected to adhere. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **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.

LEARNER OUTCOMES or OBJECTIVES:

This course is designed to enable students 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 (American Society of Training and Development (ASTD) e-Learner**):**

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:

Grade Letter	***Grade Percentage***
A+	100%
A	99-94%
A-	93-90%
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.

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 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.

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 behaviors and dispositions at all times.

CORE VALUES COMMITMENT

The College of Education & 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 http://gse.gmu.edu/.

PROPOSED CLASS SCHEDULE:

Because the course is self-paced, the following 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 December 17, 2014.**

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

ASSESSMENT RUBRIC(S):

Final Assessment Rubric

	Exemplary	***Accomplished***	***Developing***	***Incomplete***
Planning Process	**The semester plan:** ☐ Highlights due dates for all projects and long-term assignments in all 3 syllabi ☐ Considers all weekly written assignments and discussion forum posts ☐ Evaluates all potential conflicts ☐ Generates a detailed plan to resolve potential conflicts	**The semester plan:** ☐ Highlights due dates for all projects and long-term assignments in 2-3 syllabi ☐ Considers most weekly written assignments and discussion forum posts ☐ Evaluates almost all potential conflicts ☐ Generates a general plan to resolve potential conflicts	**The semester plan:** ☐ Highlights due dates for all projects and long-term assignments in 1-2 syllabi ☐ Considers some weekly written assignments and discussion forum posts ☐ Evaluates some potential conflicts	**The semester plan:** ☐ Incompletely highlights due dates for a few projects and long-term assignments ☐ Does not consider some weekly written assignments and discussion forum posts ☐ Makes no attempt to evaluates some potential conflicts
	Points: 9-10	**Points**: 7-8	**Points**: 5-6	**Points**: 0-4
Calendar Exercise	**The paper or virtual calendar:** ☐ Is populated with all long-term projects and assignments listed on the syllabi ☐ Populates paper or digital calendar with all project assignments with personal plans and sports/work commitments ☐ Is populated with reminders for all weekly academic commitments (discussion forums, journal responses, etc.) ☐ Highlights all potential conflicts	**The paper or virtual calendar:** ☐ Is populated with most long-term projects and assignments listed on the syllabi ☐ Populates paper or digital calendar with most project assignments with personal plans and sports/work commitments ☐ Is populated with reminders for most weekly academic commitments (discussion forums, journal responses, ☐ Highlights most potential conflicts	**The paper or virtual calendar:** ☐ Is populated with some long-term projects and assignments listed on the syllabi ☐ Populates paper or digital calendar with some project assignments with personal plans and sports/work commitments ☐ Is populated with reminders for some weekly academic commitments (discussion forums, journal responses, ☐ Highlights some potential conflicts	**The paper or virtual calendar:** ☐ Is randomly populated with few long-term projects and assignments listed on the syllabi ☐ Populates paper or digital calendar with less than ½ project assignments with personal plans and sports/work commitments ☐ Is not populated with reminders for most weekly academic commitments (discussion forums, journal responses, ☐ Makes no attempt to highlight potential conflicts
	Points: 14-15	**Points**: 9-13	**Points**: 6-8	**Points**: 0-5
Netiquette and Conflict Management	☐ Identifies all examples and evidence of poor netiquette in discussion forum thread ☐ Identifies all examples and evidence of poor communication in the discussion thread ☐ Effectively demonstrates and models proper netiquette in communication with team members ☐ Includes thorough explanation for conflict resolution strategy	☐ Identifies many examples and evidence of poor netiquette in discussion forum thread ☐ Identifies many examples and evidence of poor communication in the discussion thread ☐ Attempts to demonstrate and model proper netiquette in communication with team members ☐ Includes explanation for conflict resolution strategy	☐ Identifies some examples and evidence of poor netiquette in discussion forum thread ☐ Identifies some examples and evidence of poor communication in the discussion thread ☐ Shows some evidence of proper netiquette in communication with team members ☐ Includes weak explanation for conflict resolution strategy	☐ Identifies few or no examples and evidence of poor netiquette in discussion forum thread ☐ Identifies few or no examples and evidence of poor communication in the discussion thread ☐ Does not shows evidence of proper netiquette in communication with team members ☐ Does not includes explanation for conflict resolution strategy

	Points: 9-10	**Points**: 7-8	**Points**: 5-6	**Points**: 0-4
Philosophy Statement	☐ Completely copies the quote verbatim ☐ Includes all facets of the quote in paraphrase ☐ Thoroughly explains why quotes has personal meaning ☐ Includes >4 well-written sentences about quote meaning	☐ Copies the quote verbatim ☐ Includes almost all facets of the quote in paraphrase ☐ Makes concerted effort to explain why quotes has personal meaning ☐ Includes 3-4 well-written sentences about quote meaning	☐ Does not copy the quote verbatim ☐ Includes some facets of the quote in paraphrase ☐ Makes attempt to explain why quotes has personal meaning ☐ Includes 1-2 sentences about quote meaning	☐ Does not copy the quote verbatim ☐ Poorly paraphrases quote ☐ Poorly explains why quotes has personal meaning ☐ Includes few sentences about quote meaning
	Points: 5	**Points**: 4	**Points**:3	**Points**: 0-2

Grade Breakdown

Planning Process: /10 **Calendar: /15** **Conflict Management : /10** **Philosophy Statement : 5** **TOTAL: /40**