

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

EDIT 765
Facilitating K-12 Online Learning
(2 credit hours)
NET

PROFESSOR

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Course Location: GMU Blackboard (<http://mymason.gmu.edu>)

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COURSE DESCRIPTION

- A. **Prerequisites:** EDIT 764 or **Corequisite:** EDIT 766
- B. **Course description from the university catalog:** Develops expertise in facilitating and moderating online learning to include synchronous and asynchronous environments, community building strategies, questioning strategies, prompting reflection, and facilitating conceptual understanding.

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.

Technical Requirements: Due to the online delivery of the course, students will need regular access to an internet-enabled device that is capable of accessing and interacting with GMU's Blackboard learning platform (<http://mymason.gmu.edu>). Students will also need to be able to run Blackboard's Collaborate, a synchronous online learning program (using Javascript on a PC/Mac or stand-alone app on Android or iOS).

LEARNER OUTCOMES

This course is designed to enable students to:

- 1. Distinguish between asynchronous and synchronous communication in online K-12 learning environments,**
- 2. Facilitate K-12 online group discussions using a variety of online tools,**

3. **Demonstrate knowledge of and ability to implement online community building strategies in K-12 online environments,**
4. **Demonstrate knowledge of and ability to implement online questioning strategies in K-12 online environments,**
5. **Demonstrate knowledge of and ability to implement online strategies for reflection in K-12 online environments, and**
6. **Demonstrate knowledge of and ability to implement online strategies to facilitate conceptual understanding in K-12 online 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.2, C.3, C.4, 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

Berge, Z. L. (1995). The role of the online instructor/facilitator. *Educational Technology*, 35(1), 22–30.

Collison, G., Elbaum, B., Haavind, S., & Tinker, R. (2000). *Facilitating online learning: Effective strategies for moderators*. New York: Atwood Publishers.

Hailey, D. E., Grant-Davie, K., & Hult, C. A. (2001). Online education horror stories worthy of Halloween: A short list of problems and solutions in online instruction. *Computers and Composition, 18*(4), 387–397.

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 (40 points - 5 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.

Online Facilitation (10 points for asynchronous; 10 points for synchronous): Each student will serve as group facilitator for one or more online discussions and group activities as well moderating one or more synchronous exercises. As the facilitator, students will lead group discussions and activities as well as be responsible for submitting group activities at the end of the week.

Facilitator Handbook (20 points): As students progress through the course, they will design a Facilitator Handbook for use with online K-12 learners. This facilitator handbook will be a synthesis of concepts and materials studied during the course as well as demonstrating an understanding of how to apply facilitation skills in K-12 online learning environments.

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 5 points	Meets Expectations 3 points	Does Not Meet Expectations 1 point
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.

Online Facilitation Rubric

	Exceeds Expectations 5 points	Meets Expectations 3 points	Does Not Meet Expectations 1 point
Facilitator Live Exercise	Student facilitates discussion in an excellent manner, display thoughtfulness in their replies while maintaining control over the group without disrupting communication. The synthesis activity is submitted with exceptional quality, and the live exercise demonstrates an outstanding understanding of course material and concepts relating to facilitation of online learning.	Student facilitates all group discussions well, providing guiding responses as well as some control over the group. The student also submits the group activity on time. Finally, the student runs the live exercise in an acceptable manner.	The student fails to facilitate group discussion, encourage deeper thought, or provide any leadership to the group. The activity submitted is of poor quality and shows no sign of understanding of course material. The student fails to complete the live exercise.

Facilitator Handbook

	Exceeds Expectations 5 points	Meets Expectations 3 points	Does Not Meet Expectations 1 point
Facilitator Handbook	Student creates an exceptional facilitator handbook that displays a complete understanding of facilitating online learning. The handbook does an excellent job of preparing a K-12 student for facilitating group activities and is written for the appropriate audience. The handbook is easy to read and well constructed.	Student creates a facilitator handbook that displays an understanding of course material. It is well written and does a good job of explaining the concepts of facilitating. It is not adapted to K-12 online learners and contains concepts that may be difficult for them to understand.	The student does not create a facilitator handbook that displays an understanding of the course, facilitating online learners, or how to appropriately engage with K-12 learners. The book is poorly written and is not well designed.

D. Grading scale

Requirements	Percentage
Participation	40%
Online Facilitation	20%
Facilitator Handbook	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/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

Date	Topic/Learning Activities	Readings & Assignments
Week 1	Principles of Effective Moderating <ul style="list-style-type: none"> • Weekly Group Discussion on Readings <ul style="list-style-type: none"> • Discuss Personal Online Learning Experiences • Introduction to Group Format and Facilitator Rotation 	<ul style="list-style-type: none"> • Collins: Read Introduction & Chapter 1 • Create Individual Learning Schedule <ul style="list-style-type: none"> • Submit to Group • Live Exercise <ul style="list-style-type: none"> • Create “Introductory Letter” for Students
Week 2	Key Roles of the Facilitator/Moderator <ul style="list-style-type: none"> • Weekly Group Discussion on Readings <ul style="list-style-type: none"> • Create “Roles of the Facilitator Encyclopedia” 	<ul style="list-style-type: none"> • Collins: Read Chapter 3 • Berge: Role of Instructor • Begin work on Facilitator Handbook • Live Exercise #1 <ul style="list-style-type: none"> • Complete Challenge Activity for Module 1 in Facilitator’s Course of Choice

Week 3	<p>Negotiating Space & Building Community</p> <ul style="list-style-type: none"> Weekly Discussion on Readings <ul style="list-style-type: none"> Top Ten ‘How to Recognize a Healthy Online Community’ 	<ul style="list-style-type: none"> Collins: Read Chapter 2 & 4 Continue work on Handbook Live Exercise #2 <ul style="list-style-type: none"> Complete Challenge Activity for Module 2 in Facilitator’s Course of Choice
Week 4	<p>Negotiating Space & Building Community Continued</p> <ul style="list-style-type: none"> Weekly Discussion on Readings <ul style="list-style-type: none"> Create Netiquette Guide for Students 	<ul style="list-style-type: none"> Collins: Read Chapter 5 Hailey: Online Horror Stories Continue work on Handbook Live Exercise #3 <ul style="list-style-type: none"> Complete Challenge Activity for Module 3 of Facilitator’s Course of Choice
Week 5	<p>Voice & Tone</p> <ul style="list-style-type: none"> Weekly Discussion on Readings <ul style="list-style-type: none"> Palette Sample - Provide Group Samples of Voice Palettes 	<ul style="list-style-type: none"> Collins: Read Chapter 6 Continue work on Handbook Live Exercise #4 <ul style="list-style-type: none"> Complete Challenge Activity for Module 4 of Facilitator’s Course of Choice
Week 6	<p>Voice & Tone Continued</p> <ul style="list-style-type: none"> Explore “Emoticons Dictionary” Weekly Discussion on Readings <ul style="list-style-type: none"> Tone Poetry - Emoticons & Readings to create group poetry 	<ul style="list-style-type: none"> Collins: Read Chapter 7 Continue work on Handbook Live Exercise #5 <ul style="list-style-type: none"> Complete Challenge Activity for Module 5 of Facilitator’s Course of Choice
Week 7	<p>Critical Thinking Strategies</p> <ul style="list-style-type: none"> Weekly Discussion on Readings <ul style="list-style-type: none"> Resource Hunt - Gather Critical Thinking website for class to use 	<ul style="list-style-type: none"> Collins: Read Chapter 8 & Epilogue Continue work on Handbook Begin Facilitating Comparative Analysis
Week 8	<p>Road Blocks</p> <ul style="list-style-type: none"> Weekly Discussion on Readings <ul style="list-style-type: none"> Safe Driving - Avoiding Roadblocks in Online Learning Brochure Student Intervention Guide 	<ul style="list-style-type: none"> Continue work on Handbook Complete and Submit Facilitating Comparative Analysis Complete and Submit Facilitator Handbook