

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

EDIT 761 DL1: Models of Online Learning
2 Credits, Fall 2015

PROFESSOR:

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COURSE DESCRIPTION:

A. Prerequisites/Corequisites

Admission into Integration of Online Learning in Schools certificate or masters program within George Mason University's Division of Learning Technologies in the Integration of Technology in Schools Program

B. University Catalog Course Description

Examines the attributes of teachers and K-12 learners with emphasis on attitudes, behaviors, and adaptations required by online teachers and learners.

C. Expanded Course Description

This introductory online course examines the attributes of teachers and K-12 learners with emphasis on the attitudes, behaviors, and adaptations required by online teachers and learners.

DELIVERY METHOD:

This course will be delivered online using primarily an **asynchronous** format. Course content is organized on the program's webpage and can be accessed using the following URL: <http://iols.gmu.edu/proginfo/login> Interactions with your instructor will occur primarily via email. Students will also 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, roleplaying, and production of culminating products.

TECHNICAL REQUIREMENTS:

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

- High-speed Internet access with a standard up-to-date browser. It is recommended that you download multiple (at least 2) browsers onto your computer (i.e. Google Chrome, Mozilla Firefox, Internet Explorer, and Safari)
- Consistent and reliable access to your GMU email and course content, 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 (PC): <http://windows.microsoft.com/en-US/windows/downloads/windows-media-player>
 - Apple QuickTime Player: www.apple.com/quicktime/download/
- A webcam

EXPECTATIONS:

- **Course Week:** Because asynchronous courses do not have a “fixed” meeting day, our week will **start** on Tuesday at 9:00 am, and **finish** on Monday at 11:59 pm.
- **Log-in Frequency:** Students must actively check the course site and their GMU email daily for communications from the instructor.
- **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.
- **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 **daily during the week** to participate in course activities. 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:

1. Define and analyze multiple models of online learning.
2. Identify the benefits and limitations of each model,
3. Understand and explain criteria for selecting different models of online learning,
4. Understand and explain the relationship between each online learning model and its impact on students and teacher.

PROFESSIONAL STANDARDS:

This course is aligned with the International Association for K-12 Online Learning (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, A3)

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.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:

Students do not need to purchase any texts for this course. All readings will be accessible for free online . However, students should purchase a webcam for the course if they do not already have one.

COURSE ASSIGNMENTS AND ASSESSMENTS

Mastery Learning Approach

In this course we take a mastery learning approach to the assignments. This is how it will work:

- The criteria for completing the assignments will be clearly spelled out.
- The instructor will evaluate your work and provide qualitative feedback on your assignments.
- If you have adequately completed all of the criteria you will receive full credit on the assignment.
- If you have not adequately completed all of the criteria, the assignment will be returned and you will be subject to late points until all of the criteria are complete.
- You must complete ALL assignments to get a passing grade.

Late Work

Students are expected to complete and electronically submit all assignments prior to 11:59 p.m. on the assignment due date. All due dates will be clearly listed on the course calendar. All assignments—EXCEPT for discussion board activities—can be submitted late but a minimum 10% late penalty will be assessed for work submitted after the assignment deadline unless prior permission has been received. Work that is submitted over a week late will receive an additional 20% penalty for each additional week late. No late work is accepted after the final assignment's due date.

Grading scale

Grade Percentage Range

A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C	70-79
F	0-69

BLACKBOARD REQUIREMENTS

Every student registered for any Integration of Online Learning in Schools course with a required performance-based assessment is required to submit this assessment to Blackboard (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Blackboard. Failure to submit the assessment to Blackboard will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Blackboard submission, the IN will convert to an F nine weeks into the following semester.

Proposed Course Assessments and Point Values

Assignment	Point Value
Discussion Board Activities	3 points each
Blog Posts	3 points each
Workshop Design	10
On-site Facilitator Briefing Paper	5
Infographic	5
Parent Newsletter	5
Hacker's Week Project	5
Final Reflection	10

Assignment Descriptions

Discussion Board Activities—Discussions are an important aspect of this course. Although the discussion prompts will vary, they will all require you to have previously read/view materials, apply your learning in some way, and discuss ideas with your peers. As a result, point values and grading rubrics will vary and will be provided to students the week prior to the discussion board due date.

Blog Posts—Over the course of the semester students will post a minimum of three blog reflections. The reflections should be course related but should not focus entirely on course materials and should link or embed relevant resources. Students will also reply to 2-4 of their peers' postings.

Workshop Design—Students will design a workshop that will help practicing teachers to understand and apply blended learning principles.

On-site Facilitator Briefing Paper—Students will create a concise and practical summary regarding the use of on-site facilitators.

Infographic—Students will create an infographic that highlights the strengths and weaknesses of various blended learning models.

Parent Newsletter—Students will create a newsletter for parents that will help them to understand and fulfill their important responsibilities.

Hacker's Week Project and Presentation—Students will spend 8-10 hours working on a course related project of their choosing. Students will approve the project with the instructor prior to beginning and maintain an instructor provided log describing the time spent on the project. Student will then give a class presentation showing and telling the class about their project.

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:

Date	Topics and Guiding Questions	Activities and Projects Due
Week 1 Oct 6-12	<p>What is technology integration?</p> <p>What are the potential benefits of technology integration?</p>	<p>Read the syllabus.</p> <p>Read and view the materials located on the course website.</p> <p>Participate in the icebreaker activity.</p> <p>Create two blog posts.</p>
Week 2 Oct 13-19	<p>What are the current educational reform movements?</p>	<p>Read and view the materials located on the course website.</p> <p>Participate in the discussion board and VoiceThread activities.</p> <p>Create a blog post.</p>
Week 3 Oct 20-26	<p>What is blended learning?</p> <p>What are the current blended learning models and trends?</p>	<p>Read and view the materials located on the course website.</p> <p>Participate in the discussion board activity.</p>
Week 4 Oct 27-Nov 2	<p>Blended learning infographic</p>	<p>Read and view the materials located on the course website.</p> <p>Collaboratively complete a blended learning infographic.</p>
Weeks 5-6 Nov 3-16	<p>Blended learning workshop</p>	<p>Read and view the materials located on the course website.</p> <p>Collaboratively design a blended learning workshop.</p>
Week 7 Nov 17-23		<p>Read and view the materials located on the course website.</p> <p>Complete the:</p> <ul style="list-style-type: none"> • workshop peer review • briefing paper

Thanksgiving Break

Week 8 Dec 1-7	How can parents help their online students succeed?	Read and view the materials located on the course website. Create a newsletter.
Week 9 Dec 8-Dec 14	Hackers' Week	
Finals Week Dec 15-21	Final reflection	

ASSESSMENT CHECKLISTS:

As explained earlier, the course will use a mastery-based approach to grading. As a result, students will need to complete all of the assignment criteria in order to earn points on the assignment and all assignments must be completed in order to pass the course.

Blog Posts

Each blog post reflection will be awarded 0-3 points based on the following criteria:

- The post shows that the student has read, reflected, and applied the information in some way and has not simply summarized information.
- The post contains specific citations/references to the materials read/viewed in the course.
- The post contains media (images, video, and/or hyperlink) that adds to the reader's understanding.
- The blog post answers the questions: (1) What did you learn?, (2) Why is it important?, and (3) How can you use this information?

Mentoring Briefing Paper

The mentoring guide should meet the following criteria:

- Audience—the letter is written with the audience clearly in mind
- Presentation—the student follows the proper formatting and the guide is free of grammatical errors
- Content—the guide contains specific and helpful advice on being a successful on-site mentor that is based on research

Blended Learning Infographic

The infographic

- is well organized and visually appealing
- contains visuals that help to teach the concepts
- clearly highlights critical definitions and information including the strengths and weaknesses of each blended model

Parent Newsletter

The newsletter:

- clearly and effectively answers the questions located on the course website:
 - How do students benefit from cyber schools?
 - What are some of the challenges and risks that cyber school students experience that are less common when students take all or most of the courses face-to-face?

- What are the qualities of successful cyber students and what are the qualities of less successful cyber students?
- What are the roles that parents should fulfill to help their cyber students succeed?
- What are some practical recommendations, or dos and don'ts, that you would provide to parents of cyber students?
- is well organized and free from grammatical errors

Hacker's Week Project and Presentation

The hacker's week project will be assessed using the following criteria:

- The time log clearly shows that the student has spent 8-10 hours on their project and describes how that time was spent
- The presentation clearly and visually shows the class what the student accomplished
- The information is relevant and interesting to the class