

George Mason University
College of Education and Human Development
Blended and Online Learning in Schools

EDIT 766 DL1 Course Selection 74571 - Understanding Online Presence
2 Credits, Fall, 2016
Online and Synchronous meetings on Wednesdays

Faculty

Name: Lisa Hasler Waters, PhD
Office hours: By Appointment (online)
Office location: Online
Office phone: Contact via email
Email address: lhaslerw@gmu.edu, haslerwaters@gmail.com

Prerequisites/Corequisites

EDIT 764
EDIT 765

University Catalog Course Description

Examines impacts of distance on teachers and learners and develops strategies to establish teacher presence, to establish and express self, to promote learner-learner connections, and to compensate for the separation of teacher-learner and learner-learner.

Course Overview

Not Applicable

Course Delivery Method

This course will be delivered online (76% or more) using synchronous or asynchronous format. The course is contained within a website. The professor will provide students with a link to the course website. Additionally, students will be able to access the course website from links provided within 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 October 17, 2016, 9 a.m. EST.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with a standard up-to-date browser, either Google Chrome (recommended) or Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a webcam, headset and microphone for use with the Blackboard Collaborate and other web conferencing tools.
- 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 course requirements.

Expectations

- Course Week: Students are expected to attend weekly synchronous classes. These classes will be held on Wednesdays, 5:00 p.m. to 6:00 p.m. EST unless stated otherwise. Updates will be provided as necessary.
- Our course week will begin on Wednesdays at 9:00 a.m. EST and end on Tuesdays at 11:59 p.m. EST. This means all work must be submitted Tuesdays at 11:59 p.m. EST unless noted otherwise.
- Log-in Frequency: Students must actively check the course website and their Google and GMU email for communications from the instructor, class discussions, and/or access to course materials. Students are advised to log in daily and/or check their school emails daily for any course announcements, updates or information. In addition, students must log-in for all scheduled online synchronous meetings. These classes will be held on Wednesdays, 5:00 p.m. to 6:00 p.m. EST unless stated otherwise.
- Participation: Students are expected to actively engage in all course activities throughout the semester, which includes viewing 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 who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload: Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- Instructor Support: Students may schedule a meeting to discuss course requirements, content or other course-related issues. These meetings will be conducted via telephone or web conference. Students should email the instructor to schedule a session, including their preferred meeting method and suggested dates/times.
- Netiquette: The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations: Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

- Deepen their understanding of Social Presence Theory and practice for online learning
- Refine their skills as academic researchers
- Refine their academic writing skills to be able to produce high quality research papers
- Apply their research and writing skills to producing an academic paper, to include the Introduction and Literature Review
- Contribute to a collaborative understanding of research in Social Presence

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.5, C.6, C.7, C.8)

Standard D - The online teacher promotes student success through clear expectations, prompt responses, and regular feedback. (D.1, D.2, D.6, D.7, D.8, 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.6)

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 Performance Evaluation 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 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. NOTE: Because of grading deadlines, you must submit a completed final project. You will not have time to revise or complete your final project past the due date.

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Google).

- **Assessments**

A Teacher's Guide to Strengthening Community (ezine). This will include the Final Paper.

Assignments

Assignment Descriptions

Participation:

Study the material before class, come to class (online, synchronous meetings), and participate meaningfully in class. Be a good peer reviewer. Engage with our guest speakers.

Course readings:

Read the assigned material by the date assigned.

Annotated bibliography:

Contribute a total of 8 scholarly articles on the topic of social presence to the class Annotated Bibliography. Each article will contain full APA citations.

Research Question:

Write a concise, well-devised research question that will guide your Literature Review paper for this course. All papers will address social presence in online learning.

Outline:

Write an outline for your final paper.

Expanded Outline:

Write an expanded outline for your final paper.

First Draft:

You will produce a first draft for your paper that will be reviewed by a peer. This first draft should represent your entire paper. It should be a 4-page, double-spaced paper, using 12 pt. Times New Roman font and should follow proper APA style guides. Your paper will need to include references from at least 6 scholarly articles. Your paper will include the first two-sections of a research paper, Introduction and Literature Review.

Peer Review:

Using scholarly peer review techniques, you will review one other student's first draft and provide constructive feedback. The same student will provide a peer review of your first draft. You will use the review to make improvements to your paper.

Final Paper:

Write a 4-page, double-spaced paper, using 12 pt. Times New Roman font and follow proper APA style guides. This paper should synthesize the literature. Your paper will need to include references from at least 6 scholarly articles. Your paper will include the first two-sections of a research paper, Introduction and Literature Review.

The final papers will be compiled into the course e-zine, “A Teacher’s Guide to Strengthening Community.”

Course Reflection:

Complete an end-of-course reflection.

Grading scale

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

Grading

Assignment	Point Value
Eight APA cited annotations	24 (3 points each)
Research question	3
Outline	5
Expanded outline	10
Draft paper	15
Peer review	15
Final paper	25
Course reflection	3

Grading Checklists

Assignment	Criteria	Expectation
Annotations	APA cited, peer reviewed and non-peer reviewed, qualitative, quantitative, mixed-methods,	<ul style="list-style-type: none"> • Descriptive and evaluative paragraph (150 words) • Concise and summarizes the central

	concerning social presence in online and blended learning environments	<p>theme and scope of the article</p> <ul style="list-style-type: none"> ● Evaluates the authority or background of the author ● Gives student's own opinion and/or critique ● Contains full citation (APA)
Research question	Research question concerns social presence in online and blended learning environments	<ul style="list-style-type: none"> ● Clear, concise ● Focused on one issue ● How and why ● Measurable ● No obvious answer ● Specific
Outline	Represents final paper criteria	<ul style="list-style-type: none"> ● Uses bullets or an outline schematic to outline major themes of paper ● Follows the Final Paper Checklist for headings and subheadings ● Contains final research question
Expanded outline	Represents final paper criteria	<ul style="list-style-type: none"> ● Uses bullets or an outline schematic ● Include major themes and important details - from annotations and research ● Follows the Final Paper Checklist for headings and subheadings ● Contains final research question
Draft paper	Represents final paper criteria	<ul style="list-style-type: none"> ● Addresses the "So what" as demonstrated in the research problem and research question ● Includes relevant research that supporting the "So What" ● Paper is well organized and builds towards a logical argument
Peer review	Complete Peer Review Checklist	<ul style="list-style-type: none"> ● Applies Critical Friends protocols for peer review ● Uses Peer Review Checklist to provide constructive feedback on colleague's Draft paper
Final paper	Follows Final Paper Checklist	<ul style="list-style-type: none"> ● Paper addresses the 4 Core

		<p>Competencies for the Final Paper</p> <ul style="list-style-type: none"> • Paper includes all of the elements described in the Final Paper Checklist including; Title, Introduction, Literature Review, Research question, APA formatted citations, APA style guidelines
Course reflection	Completes online Course Reflection	<ul style="list-style-type: none"> • Completes each section of the Course Reflection

Professional Dispositions

Students are expected to exhibit professional behaviors 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/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- 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 Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.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 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 Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

Class Schedule

Week	Topic	Readings and Assignments
Oct 17-23 (week 1) Class meets online: 10/19	Learning Target Conducting effective research and annotations Class Topics -Meet & Greet -Overview of the course	Resources for this class 1. Evolution of Social Presence, by Patrick Lowenthal, 2009 (review) 2. Identifying scholarly work and popular literature, (USC Libraries, n.d.) 3. Reading and Taking Notes on Scholarly Articles

	<p>-Review of Social Presence -Guest Presenter: GMU Librarian, <i>How to effectively use GMU Library Resources for Effective Research</i> -How to annotate</p>	<p>4. How to Prepare an Annotated Bibliography, (Cornell University Library, n.d.) 5. Student perceptions of collaborative learning, social presence and satisfaction in a blended learning environment: Relationships and Critical Factors, (Hyo-Jeong, So., & Brush, T. A., 2008)</p> <p>Synchronous class -Discussion -Guest speaker: GMU Librarian Anne Driscoll (Please be prepared to participate and ask questions)</p> <p>Due 10/26, 9:00 a.m. EST -Complete reading assignments -Curate, read and annotate two articles and post to the group bibliography</p>
<p>Oct 24-30 (week 2)</p> <p>Class meets online: 10/26</p>	<p>Learning Target Connecting with research</p> <p>Class Topics -Compare academic research to compare to popular literature -Compare types of academic publications? -Determine the quality of an academic journal -Review the anatomy of an academic journal article</p>	<p>Resources for this class:</p> <ol style="list-style-type: none"> 1. How to read and understand a social science journal article, (University of Michigan, n.d.) 2. Anatomy of a journal article, (NCIB, n.d.) 3. Components of a research paper, (Grand Canyon University, n.d.) 4. Organizing a social sciences paper, (USC Libraries, n.d.) [skim #3-9] 5. Watch: How to read a scholarly article, (Kishwaukee College Library, n.d.) 6. Watch: Peer review in 3-minutes, (NC State University, n.d.) 7. Rigor, Impact and Prestige: A Proposed Framework for Evaluating Scholarly Publications, (West & Rich, 2016) 8. Evaluating Sources, (USC Libraries, n.d.) <p>Synchronous class -Discussion</p> <p>Due 11/2, 9 a.m. EST -Complete reading assignments -Curate, read and annotate two articles and</p>

		post to the group bibliography
<p>Oct 31-Nov 6 (week 3)</p> <p>Class meets online: 11/2</p>	<p>Learning Target Exploring our interest in social presence theory to begin focussed research</p> <p>Class Topics --Guest Speaker: Patrick Lowenthal, <i>Current trends in social presence in online and blended learning</i> -What are the different ways researchers attempt to answer research questions (qualitative vs. quantitative) -What makes for a good research question? -Discuss research questions you're interested in -Review of final paper (checklist)</p>	<p>Resources for this class:</p> <ol style="list-style-type: none"> 1. What is primary research? (Purdue Online Writing Lab-OWL, n.d.) 2. Forms of Research, (Center for Innovation and Research in Teaching, n.d.) 3. Watch the video that you find in Forms of Research, starting at 2:07 minutes 4. Social Sciences Research: Qualitative vs Quantitative Research, (St. Petersburg College Libraries, n.d.) 5 How to write a good research question, (Center for Innovation and Research in Teaching, n.d.) [Also, watch video at bottom of the page] 6. How to write a good research question, (George Mason Writing Center, n.d.) <p>Synchronous class: -Discussion -Guest speaker: Patrick Lowenthal (Please review the article, Evolution of Social Presence, and prepare questions for our guest speaker)</p> <p>Due 11/9, 9:00 a.m. EST -Curate, read and annotation two articles (1 qualitative, 1 quantitative). Post to the group bibliography -Add draft Research Question Google Classroom</p>
<p>Nov 7-13 (week 4)</p> <p>Class meets online: 11/9</p>	<p>Learning Target Craft research and writing using frameworks</p> <p>Class Topics -How can theory & conceptual frameworks be used to guide our research and writing -Examine the anatomy of a research paper</p>	<p>Resources for this class</p> <ol style="list-style-type: none"> 1. Toward a theory of online learning (Anderson, T., 2008) 2. What constitutes theory? (Whetten, 1989) 3. Developing models and theory for blended learning research. (Graham,) 4. Watch Overview of Theory vs Conceptual Framework https://www.youtube.com/watch?v=oajkUf2TsAo

		<p>Synchronous class -Discussion</p> <p>Due 11/16, 9:00 a.m. EST -Curate, read and annotate 2 scholarly articles that can be connected to your proposed research questions. Add them to our group Bibliography. -Create a draft outline for your research paper. Refer to the Final Paper Checklist for elements to be included. -Finalize your research question and post to Classroom</p>
<p>Nov 14-20 (week 5)</p> <p>Class meets online 11/16</p>	<p>Learning Target Using frameworks and academic writing techniques to approach scholarly writing</p> <p>Class Topics -Evaluate logical fallacies to improve our academic argument -Review academic writing styles</p>	<p>Resources for this class</p> <ol style="list-style-type: none"> 1. Purdue OWL Logical arguments (Purdue Online Writing Lab, n.d.) 2. Thou shalt not commit any logical fallacies (Your Logical Fallacy, n.d.) 3. Purdue OWL Grammar, (Purdue Online Writing Lab, n.d.) 4. Writing in Social Sciences, a quick guide (UNA Center for Writing Excellence, n.d.) <p>Synchronous class -Discussion</p> <p>Due 11/28, 9:00 a.m. -Expanded outline of final paper -Compiled bibliography for final paper, including full APA citations -Logical fallacy brief</p>
Thanksgiving		
<p>Nov 28-Dec 4 (week 6)</p> <p>Class meets 11/28</p>	<p>Learning Target Supporting scholarly work through critical friends and applying APA style guidelines</p> <p>Class Topics -How do we apply APA style guidelines to our research papers -How do we support each other with constructive feedback using</p>	<p>Resources for this class: -APA style guidelines (Purdue Online Writing Lab, n.d.) -Learning to be a critical friend: from professional indifference through challenge to unguarded conversations (Delia Baskerville, D. & Goldblatt, H., 2009)</p> <p>Synchronous class</p>

	Critical Friends Protocols and checklists for peer reviews -Peer review assignments	-Discussion Due 12/5, 9:00 a.m. -Submit Draft paper to your peer reviewer -Conduct peer review -Complete and email your peer review to your partner by 12/7 (Meet with partner as needed)
Dec 5- 11 (week 7) No group class meeting	Learning Target Apply feedback from peer reviews to improve our writing	Resources for this class -Peer reviews Synchronous class -None -One on one meetings as needed FINAL PAPER DUE: 12/14, 11:59 pm EST -Complete peer review and provide it to your partner by 12/7 -Post peer review to Classroom by 12/7 Revise your final paper and turn into Classroom by 12/14, 11:59 pm
Dec 14 Final Project Dec 19 Course Reflection (week 8)		

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Assessment Rubric(s)

Grading Checklists

Assignment /Points	Criteria	Expectation
Annotations 8 required, 3 points each	APA cited, peer reviewed and non-peer reviewed, qualitative, quantitative, mixed-methods, concerning social presence in online and blended learning environments	<ul style="list-style-type: none"> ● Descriptive and evaluative paragraph (150 words) ● Concise and summarizes the central theme and scope of the article ● Evaluates the authority or background of the author

		<ul style="list-style-type: none"> ● Gives student's own opinion and/or critique ● Contains full citation (APA)
Research question 3 points	Research question concerns social presence in online and blended learning environments	<ul style="list-style-type: none"> ● Clear, concise ● Focused on one issue ● How and why ● Measurable ● No obvious answer ● Specific
Outline 5 points	Represents final paper criteria	<ul style="list-style-type: none"> ● Uses bullets or an outline schematic to outline major themes of paper ● Follows the Final Paper Checklist for headings and subheadings ● Contains final research question
Expanded outline 10 points	Represents final paper criteria	<ul style="list-style-type: none"> ● Uses bullets or an outline schematic ● Include major themes and important details - from annotations and research ● Follows the Final Paper Checklist for headings and subheadings ● Contains final research question
Draft paper 15 points	Represents final paper criteria	<ul style="list-style-type: none"> ● Addresses the "So what" as demonstrated in the research problem and research question ● Includes relevant research that supporting the "So What" ● Paper is well organized and builds towards a logical argument
Peer review 15 points	Complete Peer Review Checklist	<ul style="list-style-type: none"> ● Applies Critical Friends protocols for peer review ● Uses Peer Review Checklist to provide constructive feedback on colleague's Draft paper
Final paper 25 points	Follows Final Paper Checklist	<ul style="list-style-type: none"> ● Paper addresses the 4 Core Competencies for the Final Paper

		<ul style="list-style-type: none"> • Paper includes all of the elements described in the Final Paper Checklist including; Title, Introduction, Literature Review, Research question, APA formatted citations, APA style guidelines
Course reflection 3 points	Completes online Course Reflection	<ul style="list-style-type: none"> • Completes each section of the Course Reflection

1. **Collaborative Electronic Magazine:** Students will create a series of electronic magazine articles as a way of communicating to other teachers what they might need as they face the challenges inherent in online presence with K-12 students in an online learning environment. This assignment requires students to work collaboratively in groups to create and develop appropriate guidelines as resources for teachers and present it based on the template provided in the course.

#6 Collaborative Electronic Magazine (eZine) – Standard 3 – EDIT 766			
Criteria	3 Exceeds Standard	2 Meets Standard	1 Fails to Meet Standard
Content	eZine includes creative and comprehensive resources that support online teachers' ability to successfully use communication tools to facilitate interaction and collaboration in ways that results in the construction of meaning, community, and presence—including extensive, authentic, and insightful examples.	eZine includes adequate resources that support online teachers' ability to successfully use communication tools to facilitate interaction and collaboration in ways that results in the construction of meaning, community, and presence.	eZine does not include adequate resources to support online teachers' ability use communication tools to facilitate interaction and collaboration in ways that results in the construction of meaning, community, and presence. Examples included to illustrate the strategies are absent or incomplete.
Organization	The eZine addresses all	The eZine addresses all	The eZine does not

	requirements, is well organized, and expanded to better meet the needs of the intended audience.	requirements specified in the template and is well organized.	address all requirements specified in the template and is poorly organized
Professionalism	Follows best practices for print design and is print ready	Follows best practices for print design.	The layout does not follow best practices for print design.