

GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
Blended and Online Learning in Schools

EDIT 762 DL1- Quality K-12 Online Learning
1 credit hour, Spring 2017
Online

Faculty

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Prerequisites/Corequisites

None

University Catalog Course Description

Examines and evaluates quality indicators for the design of online learning pointing to the six major areas for consideration: instructor-learner, learner-learner, learner-content, learner-interface, learner-instructional strategies, and social presence.

Course Delivery Method

This course will be delivered online (76% or more) using an **asynchronous** format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on Thursday January 19, 2017 by 6pm.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

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 Internet Explorer or Mozilla 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 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.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player: <https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/>
OR
Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week:
Because asynchronous courses do not have a “fixed” meeting day, our week will start on **Mondays** and finish on **Sundays**.
- Log-in Frequency:
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 5 times per week.
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. Please refer to participation and collaboration rubrics provided in the course Blackboard site.
- 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 one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one 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:

1. Define quality as it relates to the design of online learning environments,
2. Understand the challenges and issues related to determining the quality of online learning environments,
3. Understand the six dimensions of interaction,
4. Understand elements of design that instantiate each of the six dimensions of interaction,
5. Demonstrate knowledge of and ability to align dimensions of interactions and elements of design to a variety of online learning models, and
6. Demonstrate knowledge of and ability to assess quality of 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.3, 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.1, C.6, C.8, C.9)

Standard D - The online teacher promotes student success through clear expectations, prompt responses, and regular feedback. (D.1, D.2, D.4, D.6, D.7, D.8, D.9, D.10)

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

The following are provided online on Blackboard:

1. Thurmond, V., & Wambach, K. (2004). Understanding interactions in distance education: A review of the literature. *International Journal of Instructional Technology and Distance Education*, 1(1). Retrieved from http://ojni.org/8_2/interactions.htm
2. International Association for K-12 Online Learning (iNACOL). (2011, October). *National standards for quality online courses*. Retrieved from http://www.inacol.org/wp-content/uploads/2013/02/iNACOL_CourseStandards_2011.pdf
3. U.S. Department of Education Office of Innovation and Improvement (2008) *Evaluating online learning: Challenges and strategies for success*. Washington, DC: WestEd With Edvance Research, Inc. Retrieved from <http://www2.ed.gov/admins/lead/academic/evalonline/evalonline.pdf>
4. Other online resources provided on course Blackboard site.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

- **Assignments and/or Examinations**
 1. Participation (25 points): 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.
 2. OLQAL Guidelines (25 points): Students will collaborate with members in their “chapter” throughout the course to create the Online Learning Quality Assurance League’s Annual Guidelines (K-12 version). Guidelines will consist of: definitions of quality and associated terms relevant to K-12 online learning environments, descriptions of the relationship between quality design elements and online learning model, a rubric for judging the quality of K-12 online learning environments, and a quality review of online learning environments currently available to K-12 learners. A template for the Guidelines is provided on the course Web site.
 3. Evaluation Report (30 points): Students will individually review examples of online courses and evaluate each using their choice of assessment tool. Students will generate an evaluation report using a template provided on the course Web site and submit their report as part of the OLQAL Guidelines.
 4. 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.

- **Other 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.

- **Grading**

| Requirements | Points |
|------------------------|--------|
| Participation | 25 |
| TBN Models (3) | 30 |
| TBN Course Evaluations | 25 |
| Electronic Portfolio | 20 |

| Grade | Point Range |
|-------|-------------|
| A | 94-100 |
| A- | 90-93 |
| B+ | 86-89 |
| B | 80-85 |
| C | 70-79 |
| F | 69-below |

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times

Class Schedule

| Date | Topic/Learning Activities | Readings & Assignments |
|------|---------------------------|------------------------|
|------|---------------------------|------------------------|

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|-------------------|--|---|
| Week 1 Jan. 23 | <p>What is Quality Online Learning?</p> <ul style="list-style-type: none"> • Meet the Online Learning Quality Assurance League • Join a local chapter of OLQAL • The Contract • The Glossary • Quality: Issues, Definitions, Dimensions • Begin the Challenge: The Annual OLQAL Guidelines | <p>-Read Web articles on Quality and Interactions</p> <p>-Podcast Series <i>The Online Design Diva</i>: -----Episode 1: What is Quality Online Learning? -----Episode 2: Dimensions of Interactions</p> <p>-Add to Online Glossary</p> <p>-Complete and Post Contract</p> <p>-Develop name for local chapter</p> <p>-Complete #1 of OLQAL Guidelines Work DUE Jan. 29 by 11:59pm</p> <p>- Participate in chapter online discussions</p> |
| Week 2 Jan. 30 | <p>Quality Elements of Online Design</p> <ul style="list-style-type: none"> • An Interactive Web-Based Graphic Organizer • Building an Interactive Model of K- 12 Online Quality • Challenge #2: The Annual OLQAL Guidelines | <p>-Read Web articles on Elements of Online Design</p> <p>-Podcast Series <i>The Online Design Diva</i>: -----Episode 3: Quality Elements of Interactions</p> <p>-Add to Online Glossary</p> <p>-Complete Web-Based Quality Model</p> <p>-Complete #2 of OLQAL Guidelines Work DUE Feb. 5 by 11:59pm</p> <p>-Participate in chapter online discussions</p> |
| Week 3 Feb. 6 | <p>Models vs Design Considerations for Quality</p> <ul style="list-style-type: none"> • Does Model Matter? • Comparing Online Models and Design Considerations • Challenge #3: The Annual OLQAL Guidelines | <p>-Read Web articles on Elements of Online Design</p> <p>-Add to Online Glossary</p> <p>-Complete Quality Model for Online Models</p> <p>-Complete #3 of OLQAL Guidelines Work DUE Feb. 12 by 11:59pm</p> <p>-Participate in chapter online discussions</p> |
| Week 4 Feb. 13 | <p>Quality Assessment of Online Courses</p> <ul style="list-style-type: none"> • Investigating Quality Rubrics and National Standards for Quality K-12 Online Learning • Creating a Rubric to Assess K-12 Online Learning • Challenge #4: The Annual OLQAL Guidelines | <p>-Read Web articles on Elements of Online Design</p> <p>-Podcast Series <i>The Online Design Diva</i>: -----Episode 4: Finding the Right Assessment Tool</p> <p>-Add to Online Glossary</p> <p>-Create and Post Quality Rubric</p> <p>-Complete #4 of OLQAL Guidelines Work DUE Feb. 19 by 11:59pm</p> <p>-Participate in all Online discussions</p> |
| Week 5 Feb. 20 | <p>Online Course Evaluation</p> <ul style="list-style-type: none"> • Examining K-12 Online Learning in the Real World • Constructing an Evaluation of Online Courses • Preparing an Evaluation Report • Challenge #5: The Annual OLQAL Guidelines | <p>-Complete Individual Evaluation Reports</p> <p>-Complete #4 of OLQAL Guidelines</p> <p>-Attend League "Meeting"</p> <p>-Complete Portfolio All Work DUE Feb. 26 by 11:59pm</p> |

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

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/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- The Writing Center 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 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 Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. 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://ssac.gmu.edu/make-a-referral/>.

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

Assessment Rubrics

(General) Participation Rubric (25 points)

| | Exceeds Expectations 5 points x 5 | Meets Expectations 3 points x 5 | Does Not Meet Expectations 1 point x 5 |
|---------------|--|---|--|
| 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. |

OLQAL Guidelines (25 points)

| | Exceeds Expectations 5 points x 5 | Meets Expectations 3 points x 5 | Does Not Meet Expectations 1 point x 5 |
|------------------|---|---|---|
| OLQAL Guidelines | Guidelines comprehensively and clearly address the issue of quality in K-12 online learning. The Guidelines accurately define quality and associated terms relevant to K-12 online learning environments. Descriptions of the relationship between quality design elements and online learning models are robust. The Guidelines address <i>all</i> requirements specified in the template. The Guidelines are well constructed and carefully edited for spelling and grammar errors. | Guidelines address the issue of quality in K-12 online learning. The Guidelines accurately define quality and associated terms relevant to K-12 online learning environments. Descriptions of the relationship between quality design elements and online learning models are present. The Guidelines address <i>all</i> requirements specified in the template. The Guidelines are well constructed with minimal spelling and grammar errors | Guidelines do not accurately address the issue of quality in K-12 online learning. The Guidelines lack a clear and accurate definition of quality and associated terms relevant to K-12 online learning environments. Descriptions of the relationship between quality design elements and online learning models are minimal or missing. The Guidelines do not address <i>all</i> requirements specified in the template. The Guidelines are |

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| | | | poorly constructed with multiple spelling and grammar errors. |
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Evaluation Report (30 points)

| | Exceeds Expectations 5 points x 6 | Meets Expectations 3 points x 6 | Does Not Meet Expectations 1 point x 6 |
|-------------------|---|---|---|
| Evaluation Report | Report clearly and comprehensively presents the evaluation of all online course examples and provides detailed explanations related to the quality of each example. Insightful comments related to dimensions of interactions and design elements are provided in an accurate and easily understood manner. The report addresses <i>all</i> requirements specified in the design template. The report is well constructed and carefully edited for spelling and grammar errors. | Report presents the evaluation of all online course examples and provides explanations related to the quality of each example. Comments related to dimensions of interactions and design elements are provided in an accurate and easily understood manner. The report addresses <i>all</i> requirements specified in the design template. The report is well constructed with minimal spelling and grammar errors. | Report does not present the evaluation of all online course examples and provides few explanations related to the quality of each example. Minimal comments related to dimensions of interactions and design elements are provided. The report does not address <i>all</i> requirements specified in the design template. The report is poorly constructed with multiple spelling and grammar errors. |

End of Course Portfolio (20 points)

| End of Semester Portfolio | Exceeds Expectations 5 points x 4 | Meets Expectations 3 points x 4 | Does Not Meet Expectations 1 point x 4 |
|---------------------------|--|--|--|
| Personal Learning | Includes a comprehensive set of artifacts with robust reflections for all components of the portfolio wiki and reflects mastery of concepts studied during the course. | Includes most artifacts and acceptable reflections for all components of the portfolio wiki, and reflection mastery of concepts studied during the course | Artifacts and reflections are missing and/or incomplete and reflections fail to indicate mastery of concepts studied during the course. |
| Implications for Practice | Includes thoughtful and comprehensive descriptions of what is learned embedded throughout the portfolio wiki. Reflections express clear and robust connections to course concepts and to implications for K-12 online learning practice. | Includes descriptions of what is learned embedded throughout the portfolio wiki. Reflections express connections to course concepts and to implications for K-12 online learning practice. | Descriptions of what is learned are poorly developed throughout the portfolio wiki. Reflections fail to express connections to course concepts and to implications for K-12 online learning practice. |
| Reflections/Connections | Reflections express lessons drawn for practice with robust connections to concepts/theories studied, personal teaching and learning goals, and emerging understanding of the art of online teaching and learning. | Reflections express lessons drawn for practice with clear connections to concepts/theories studied, personal teaching and learning goals, and emerging understanding of the art of online teaching and learning. | Reflections fail to express lessons drawn for practice with limited connections to concepts/theories studied, personal teaching and learning goals, and emerging understanding of the art of online teaching and learning. |
| Portfolio Construction | The portfolio wiki is well constructed and reflects a website design with working | The portfolio wiki is well constructed and reflects a website design with | The portfolio wiki is poorly constructed and represents a collection of |

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| | <p>links, a clear navigation system, and a common look and feel throughout rather than a collection of pages. The portfolio wiki is carefully edited for spelling and grammar errors.</p> | <p>working links, a clear navigation system, and a common look and feel throughout . The portfolio wiki is edited with minimal spelling and grammar errors.</p> | <p>pages rather than a website design with working links, a navigation system, and a common look and feel throughout. The portfolio wiki has multiple spelling and grammar errors.</p> |
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