

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

EDIT 767.DL2 – Designing K–12 Online Learning
3 Credits, Spring 2018

Faculty

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Prerequisites/Corequisites

None

University Catalog Course Description

Develops frameworks for designing and structuring online learning opportunities and emphasizes course content and learning outcomes, selection of appropriate online models, and organization of online lessons and courses, online learning tools, and assessment and evaluation strategies.

Course Overview

Not Applicable

Course Delivery Method

This course will be delivered online (76% or more) using an **asynchronous** format via the **Canvas** Learning Management system (LMS). You will receive an invitation in your Mason email to join the Canvas course. A link to the Canvas course will also be available through the Blackboard homepage for this course. The course site will be available starting Monday, January 22nd, 2018.

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, but **Google Chrome is recommended** (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Canvas, 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.
- A free video editing program, either:
 - iMovie (Mac or iOS) (available in the Mac or iOS App Store)
 - OR
 - MovieMaker (PC) (or something like it: see <http://www.techradar.com/news/the-best-free-windows-movie-maker-alternative>)

Expectations

- Course Week: [Include only the sentence below that is appropriate for the course. Delete the sentence that is not applicable.]
Because asynchronous courses do not have a “fixed” meeting day, our week will start on **Monday** and finish on **Sunday**.
- Log-in Frequency:
Students must actively check the course Canvas site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 2 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.
- 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. Design developmentally appropriate learning opportunities to support blended learning environments;
2. Use current research on teaching and learning to plan blended learning environments and experiences;
3. Plan for the management of technology resources within the context of blended learning activities;
4. Design blended learning experiences that address the full range of content standards;
5. Use online technology resources within a blended learning model to support learner-centered strategies;
6. Design online learning technologies to promote students' higher order skills and creativity;
7. Manage student learning activities in a blended learning environment; and
8. Apply multiple methods of evaluation to assess students' learning in blended learning environments.

Professional Standards (iNACOL)

Upon completion of this course, students will have met the following professional standards:

- 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.1, C.6, C.8)
- Standard D - The online teacher promotes student success through clear expectations, prompt responses, and regular feedback. (D.3, D.5, 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.5)
- Standard G - The online teacher demonstrates competencies in creating and implementing assessments in online learning environments in ways that ensure validity and reliability of the instruments and procedures. (G.1, G.2, G3)
- Standard H - The online teacher develops and delivers assessments, projects, and assignments that meet standards-based learning goals and assesses learning progress by measuring student achievement of the learning goals. (H.1, H.2, H.3)
- 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

Stein, J., & Graham, C. R. (2014). *Essentials for blended learning: A standards-based guide*. New York, NY: Routledge. ISBN-10: 0415636167

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**
 - *Reflection Journal Entries*
 - As students read/view the required materials and complete their design document and instructional units, they will reflect on their learning and record their progress in a journal. Students will also use a variety of tools to share their thoughts.
 - *Design Document*
 - Each student will complete a provided design document template. Students will then follow that document to develop an instructional unit. **This is a Performance-Based Assessment.**
 - *Multimedia Learning Objects*
 - Each student will create the following multimedia learning objects
 - Screencast or animated “lecture video”
 - Edited video
 - Quiz
 - Instructional Image
 - *Peer Review*
 - Students will review each other’s work in groups organized by grade-level and/or subject matter. Designs/plans and finished products will be reviewed.
 - *Instructional Unit*
 - Students will follow best practices to create a 2–3-week blended unit. Rubric:

Online and Blended Unit Design			
Criteria	3 – Exceeds Standard	2 – Meets Standard	1 – Fails to Meet Standard
Objectives	Learning objectives are clearly stated and address primarily higher-order knowledge and skills.	Learning objectives are clearly stated and address a combination of higher- and lower-order knowledge and skills.	Learning objectives are unclear and primarily address lower-order skills.
Assessments and Activities	Learning and assessment activities are varied, creative, robust, and encourage active learning, while being fair, adequate, appropriate, and authentic.	Learning and assessment activities are adequate, varied, and encourage active learning, while being fair, adequate, appropriate, and authentic.	Learning and assessment activities are not fair, adequate, appropriate, and/or authentic.
Design	The unit design descriptions are robust, easily understood, and free from errors.	The unit design descriptions are sufficient and easily understood with only minor errors.	The unit design descriptions are difficult to understand and contain significant errors.

- **Grading**

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

*Percentages are determined by dividing the total points earned by the total points possible.

Professional Dispositions

See <https://cehd.gmu.edu/students/policies-procedures/>

Class Schedule

WEEK	TOPICS	ACTIVITIES
Weeks 1–5		
Unit Design		
Week 1 (Jan 22–28)	Introductions	<ul style="list-style-type: none"> • Complete Syllabus Quiz • Finish Your Canvas Profile • Meet Your Classmates • Form Peer Review Groups • Read <i>Essentials</i> ch 1 • Design Your Unit: Context
Week 2 (Jan 29–Feb 4)	Assessments & Learner-Instructor Interactions	<ul style="list-style-type: none"> • Read <i>Essentials</i> chs 3 & 6 • Complete Design Document: Assessments & Learner-Instructor Interactions • Reflect on This Week • Peer Review Group's Work
Week 3 (Feb 5–11)	Learner-Learner Interactions	<ul style="list-style-type: none"> • Read <i>Essentials</i> ch 8 • Complete Design Document: Learner-Learner Interactions • Reflect on This Week • Peer Review Group's Work
Week 4 (Feb 12–18)	Learner-Content Interactions	<ul style="list-style-type: none"> • Read <i>Essentials</i> ch 7 • Complete Design Document: Learner-Content Interactions & Technology Resource Evaluations • Reflect on This Week • Peer Review Group's Work
Week 5 (Feb 19–25)	Sequence & Organization	<ul style="list-style-type: none"> • Read <i>Essentials</i> chs 2 & 4 • Complete Design Document: Unit Implementation Calendar & Unit Development Schedule • Reflect on This Week • Peer Review Group's Work
Weeks 6–9		
Assignment Production		
Week 6 (Feb 26–Mar 4)	Course/Unit Shell	<ul style="list-style-type: none"> • Select & Share Platform • Create Course/Unit Shell
Week 7 (Mar 5–11)	Assessments & Learner-Instructor Interactions	<ul style="list-style-type: none"> • Create Assessments & Learner-Instructor Interactions • Reflect on This Week • Peer Review Group's Work
Week 8 (Mar 12–18)	Learner-Learner Interactions	<ul style="list-style-type: none"> • Create Learner-Learner Interactions • Reflect on This Week • Peer Review Group's Work
Week 9 (Mar 19–25)	Learner-Content Interactions	<ul style="list-style-type: none"> • Create Learner-Content Interactions • Outline Multimedia Learning Objects • Reflect on This Week • Peer Review Group's Work
*** OUR SPRING BREAK — Mar 26–Apr 1 ***		
Weeks 10–12		
Multimedia Learning Object Production		

Week 10 (Apr 2–8)	Screencast or Animated “Lecture Video”	<ul style="list-style-type: none"> • Create Screencast or Animated “Lecture Video” • Reflect on This Week • Peer Review Group’s Work
Week 11 (Apr 9–15)	Edited Video	<ul style="list-style-type: none"> • Create Edited Video • Reflect on This Week • Peer Review Group’s Work
Week 12 (Apr 16–22)	Instructional Images	<ul style="list-style-type: none"> • Create Instructional Images • Reflect on This Week • Peer Review Group’s Work
Weeks 13–15	Unit Review & Submission	
Week 13 (Apr 23–29)	Evaluation	<ul style="list-style-type: none"> • Read <i>Essentials</i> ch 9 • Outline Unit Evaluation Plan • Reflect on This Week • Peer Review Group’s Work
Week 14 (Apr 30–May 6)	Ongoing Improvement	<ul style="list-style-type: none"> • Read <i>Essentials</i> ch 10 • Outline Ongoing Improvement Plan • Reflect on This Week • Peer Review Group’s Work
Week 15 (May 7–13)	Conclusion	<ul style="list-style-type: none"> • Submit Final Course/Unit (TK20) • Reflect on This Week • Peer Review Group’s Work

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 <https://catalog.gmu.edu/policies/honor-code-system/>).
- 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/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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

Performance-Based Assessment Rubrics

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.

*Discussion Board Activities**

*Discussion board prompts will vary but all will require these basic elements.

<i>Criteria</i>	<i>Mastery</i>	<i>In Progress</i>
Created an original post that fully address the prompt and shows evidence you've reflected on and applied the content to your current context and/or previous experiences.		
Replied to peers with comments that goes beyond praise and confirmation and adds something significant to the conversation.		

Designer's Journal Entries

<i>Criteria</i>	<i>Mastery</i>	<i>In Progress</i>
The entry clearly summarizes what the student read and demonstrates that the student has reflected on the reading.		
The entry clearly explains the student's plans to apply the information to their design document, future teaching, & course development.		

Design Document

<i>Criteria</i>	<i>Mastery</i>	<i>In Progress</i>
Learning objectives are clearly stated and address a combination of higher- and lower-order knowledge and skills.		
Learning and assessment activities using are adequate, varied, and encourage active learning while being fair, adequate, appropriate, and authentic.		
The unit design descriptions contain sufficient detail so that others can easily understand, conceptualize, and apply the document.		
The course calendar shows clear alignment between the described learning objectives, assessments, and activities/content.		
The authentic problem used to frame the unit is richly described and clearly connects the learning activities to real world tasks.		
There is a meaningful balance between curated and created content/resources including at least two of the following: screencast, edited video, or animated video.		

Edited Video, Animated Video, and/or Screencast

<i>Criteria</i>	<i>Mastery</i>	<i>In Progress</i>
Each learning object follows the best practices identified in collaborative activities.		
Each learning object is aligned with the intended learning outcome		

Instructional Unit

<i>Criteria</i>	<i>Mastery</i>	<i>In Progress</i>
Learning materials are systematically and logically organized in a learning management system that allows for easy navigation.		
Leveraged technology affordances in ways that allow them to develop educational and engaging multimedia learning objects that follow best practices and are robust.		
The learning materials meet accessibility standards for diverse learner needs.		

Instructional Image

<i>Criteria</i>	<i>Mastery</i>	<i>In Progress</i>
Image and components follow the visual design principle of contrast		
Image and components follow the visual design principle of repetition		
Image and components follow the visual design principle of alignment		
Image and components follow the visual design principle of proximity		

Quiz

<i>Criteria</i>	<i>Mastery</i>	<i>In Progress</i>
Quiz accompanied by complete Table of Specifications		
Quiz includes three different types of objectively-scored items		
Quiz items follow best practices for item types used		
Quiz functions properly in chosen technology tool		