

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

EDIT 768 A01: K-12 Online Design I
1 Credit, Summer 2018
Online

PROFESSOR:

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Prerequisites/Corequisites

Admission to MED in Curriculum and Instruction Concentration in Blended and Online Learning in Schools.

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

DELIVERY METHOD:

This course will be delivered online using primarily 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 the first day of the semester at 9:00am.

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 standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

To get a list of supported operation systems on different devices see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- 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 headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- 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: [Add or delete options, as desire.]
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player:
<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - 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 Thursday at 9:00 am, and **finish** on Wednesday 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 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 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 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.
- **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. Understand effective instructional design processes for K-12 online learning environments
2. Identify best practices for creating and curating course content
3. Demonstrate proficiency in the skills/competencies of instructional design via a design document and electronic professional portfolio

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.6, C.8)

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:

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. The webcam will be used to record and post video comments to discussion activities.

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 explained. At times the instructor and students will work together to create the criteria prior to the assignment.
- 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 last day of the module as indicated on the course calendar. All assignments—EXCEPT for discussion board activities—can be submitted late but a minimum 20% late penalty will be assessed for work submitted after the assignment deadline. 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

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

Proposed Course Assessments and Point Values

Assignment	Point Value
Discussion Activities	15 (5 each)
Learning Theories Table and Personal Belief Statement	15
Unit Rational Document	25
Alignment Table	45

Assignment Descriptions

Discussion Board Activities—Discussions are an important aspect of this course. Although the discussion prompts will vary, there will be primarily two activity types. First, participants will reflect on their learning and discuss their insights with others in the course. Second, students will participate in peer reviews where they will evaluate others projects and provide critical feedback. These activities may require you to post recorded video comments.

Learning Theories Table and Personal Belief Statement—Students will complete a table describing major learning theories. Following, students will write a short belief statements that will describe how they believe students learn best and the specific roles that teachers play in students' learning.

Unit Rational Document—Using a provided template, students will describe the unit that they intend to design.

Alignment Table—Using a provided template, students show how they intend to align assessments and activities to learning outcomes while also helping their students to develop communication, collaboration, creativity, and critical thinking. Students will also describe how students’ learning will be personalized.

PROPOSED CLASS SCHEDULE:

Weeks	Topics	Activities and Projects Due
Week 1 May 21-27	Learning Theories and Beliefs	Read/view the materials in the module. Complete the Learning Theories table and Personal Belief Statement. Participate in the discussion activity
Weeks 2-3 May 28-June 10	Standards and Objectives Learning Outcomes and Assessments	Complete Lessons 1-4 and post video comments to the VoiceThread activity. Complete the Unit Rational Document except for the Created Learning Objects section. Complete the following columns the alignment table: <ul style="list-style-type: none"> • Instructional Phase • Learning Outcomes • 4Cs • Assessments and Assignments columns.
Week 4 June 11-17	Learning Activities, Interactions, and Materials	Complete the peer-review discussion activity. Continue to work on your alignment table.
Week 5 June 18-23	Final Rational and Alignment	Complete and submit your Unit Rational Document and Alignment Table.

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.

Discussion Board Activities

1. Created an original post that fully address the prompt and shows evidence that you've reflected on and applied the content to your current context and/or previous experiences.
2. Replied to peers with comments that go beyond praise and confirmation and add something significant to the conversation.

Learning Theories Table and Belief Statement

1. All cells in the table are completed and adequately respond to the question
2. The belief statement:
 - is about 400-500 words, free from grammatical errors, and easily understood
 - contains examples from your previous teaching and learning experiences
 - Adequately address the following questions:
 - What is the purpose of education?
 - Which learning theory are you most aligned with?
 - How do you believe that learning should be structured?
 - What do you believe are the roles of teacher, students' peers, and technology?

Design Document

1. All of the sections contain sufficient detail that others can easily understand, conceptualize, and apply the information.
2. There is clear alignment between the described learning objectives, assessments, and activities/content.
3. There is a clear description for how students' learning time, place, pace, and path will be personalized.
4. Assessments and meaningful, authentic, and used throughout the unit.
5. The design clearly follows an instructional design model and phases.
6. There is a meaningful balance between curated and created content/resources including at least one image, screencast, and edited video that are created by the student.

Unit Rational Document

1. Each prompt in the rational document section is responded to with sufficient detail that it can be easily understood and conceptualized by others.
2. The writing is free from grammatical errors.
3. The alignment table is linked to in the document
4. A clear description is provided for each created learning object.

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 silence all sound emitting devices 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://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

PROFESSIONAL DISPOSITIONS

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

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