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

EDIT 760.DL1 – Blended and Online Teachers and Learners
1 Credit, Fall 2018
Online

Faculty

Name: Jered Borup
Office Hours: By Appointment
Office Location: Thompson Hall L042
Google Hangout: jeredborup@gmail.com
Skype: jeredborup
Office Phone: (703) 993-3137
Email Address: jborup@gmu.edu

Prerequisites/Corequisites

None

University Catalog Course Description

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

Course Overview

Not Applicable

Course Delivery Method

This course will be delivered 100% online using asynchronous format. The course site will be emailed using your Mason email address on the first day of the semester.

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 will need a webcam with a good microphone and headphones for use during web conferencing and to create video and audio recordings.
- 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://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 Monday and finish on Sunday at midnight.
- 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 daily.
- 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. Understand the use of appropriate language for online discussion - language that is precise and expressive (netiquette),
2. Identify the overall goals, objectives, and structure of the BOLS program,
3. Describe the rational for and current landscape of K-12 online learning,
4. Describe the benefits, potential, challenges, and limitations of online learning for both learners and teachers,
5. Understand the attributes, roles, and responsibilities of online K-12 learners, and
6. Understand the attributes, roles, and responsibilities of K-12 online teachers.

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)

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

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**

Assignment	Point Value
Portfolio Creation	3
Blog Creation	3
Weekly Readings and Blog Posts	3 points each
Graphic Organizer	10
Job Advertisement	5
Final Presentation and Reflection	15

Assignment Descriptions

Portfolio Creation—Students will create an online portfolio where they will share and describe artifacts from the courses in the BOLS program. For this course, students will create

the portfolio using Google Sites, create an introductory home page, and create a page to host their final reflection and presentation.

Bog Creation—Students will create a blog using Blogger. Throughout the course and program, students will create several blog posts. To help students become oriented Blogger, they will create a post that introduces themselves to the cohort. Their blog post will need to contain a hyperlink, image, and embedded video.

Weekly Readings and Blog Posts—Each week you will read/view course materials. You will also create blog posts reflecting on what you learned. Typically, reflections will answer the following:
- *What* did you learn? Reflections allow you to summarize and synthesize what you learned.
- *Why* is it important? Reflections should move beyond a summary of information and should connect to your larger body of knowledge and experience as a teacher.
- *How* will you use this information? Lastly, reflections provide an opportunity to reflect on your future practice. As a result your reflections should include some indication of how you will use this information in your future practice.

Graphic Organizer—Over the course of the semester you will be reading, viewing, and exploring several resources. It is important that you don't see these materials in isolation from one another. As a result, during the course you will use Popplet.com to create a graphic organizer that provides a visual representation of how these concepts are interrelated.

Job Advertisement and Presentation—In this assignment you will create a job advertisement and presentation describing the trends, benefits, and challenges of online learning. This will be the summative assessment in the course and the assignments described above were designed to prepare you for this assignment. As a result, the assignments above must be completed before attempting this assignment.

- **Grading**
    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 are listed clearly on syllabus. All assignments 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

Professional Dispositions

See https://cehd.gmu.edu/students/polices-procedures/

Class Schedule

Date	Topics and Guiding Questions	Activities and Projects Due
Week 1 Aug 27-Sept 2	Welcome and program overview Strategies for success	Read the syllabus. Read and view the materials located on the course website. Setup a: - Mendeley account - Private Google account - Blog and create an introductory post - Google Site portfolio with an introductory homepage Schedule a Google Hangout with the instructor.
Week 2 Sept 4-9	What are the trends, benefits, challenges, and promises for K-12 online learning? How has K-12 online learning grown and why are students taking online courses? Who are K-12 online students?	Read and view the materials located on the course website. Create a: - Blog post - Popplet graphic organizer
Week 3 Sept 10-16	Teachers, parents, facilitators, and designers: Who's teaching who? What do online teachers really do?	Read and view the materials located on the course website. Create: - A blog post - Additions to your Popplet graphic organizer
Week 4 Sept 17-23	What are the benefits and challenges of K-12 online learning? What makes teachers, parents, and students satisfied (or dissatisfied) with online learning?	Read and view the materials located on the course website. Create: - A blog post - Additions to your Popplet graphic organizer - Job Advertisement

Week 5 Sept 24-30	How to we effectively communicate what we have learned?	Read and view the materials located on the course website. Create a screencast presentation

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 https://ds.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://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/ .

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.

Portfolio Creation

Students will create a portfolio using Google Sites. Student's portfolio homepage should also contain:
- a photo
- a introduction of their professional interests and background

Blog Creation

Students will successfully create a blog with an introductory post that contains:
- a photo
- an embedded video
- a hyperlink

Blog Posts

Criteria	Expectation
Content	Summarizes the information gained from the provided readings/videos and shows that the student has reflected and applied the information in meaningful ways by answering: (1) What did you learn?, (2) Why is it important?, and (3) How can you use this information?
Length and Structure	Is 3-4 paragraphs long. While your blog posts can contain bullet points, the majority of the blog post should be in paragraph form.
Media	Includes media such as an image, video, or a hyperlink.
References	Contains specific references to what you learned (e.g. "Anderson (2008) stated..." or "Similar to the 60 Minutes news story we watched this week...").

Graphic Organizer

Criteria	Expectations
Content	Highlights important information obtained from course materials and shows how they are interrelated.
Scope	Presents information from all or most of the course recourses.
Media	Integrates media (videos and images) in meaningful ways

Job Advertisement

Criteria	Expectations
Content	Clearly and effectively: • summarizes the online learning context/trends and important online student characteristics • describes specific job responsibilities • describes specific and critical qualifications of successful online teachers
Professionalism	Uses professional language that is free from grammatical errors

Final Presentation and Reflection

Criteria	Expectations
Content	Clearly and effectively: • summarizes the current trends in online learning • describes the roles and responsibilities of online teachers • highlights the benefits and potential drawbacks to online learning for teachers and students
Style	Narrated in a natural and engaging way and follows best presentation practices
Images	Contains images that reinforce the presented content and are cited correctly
Length	Is 5-8 minutes long
Portfolio	Embedded in a portfolio page with a 1-2 paragraph reflection on the course that answers the following questions: 1. What did you learn in the course? 2. Why was the course content important? 3. How can/will you use this information in your future practice?

TK20 Accreditation Rubric
At the end of the semester you will submit your Final Presentation and Reflection project (refereed to below as the "Introduction to Online Learning Presentation") to TK20, a program that our college uses to track certain assessments for accreditation purposes. I will use the following rubric to evaluate your project but your score will not be included when calculating your final grade.

#4 Introduction to Online Learning Presentation – Standard 2 – EDIT 760			
Criteria	3 Exceeds Standard	2 Meets Standard	1 Fails to Meet Standard
Visuals	The visuals are engaging and clearly support learner goals.	The visuals are clearly support learner goals.	Several visuals do not support learner goals and prove distracting.
Narration	Narration is clear, natural, and engaging	Narration is clear	Narration is unclear
Content	The presentation creatively and clearly teaches the fundamentals of K-12 online learning in engaging ways (i.e. growth trends, teacher, student, and parent demographics, responsibilities, and challenges).	The presentation clearly teaches the fundamentals of K-12 online learning in engaging ways (i.e. growth trends, teacher, student, and parent demographics, responsibilities, and challenges).	The presentation lacks important content regarding the fundamentals of online learning and does not engage the viewer.