

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

EDIT 764 002/6N1 – Blended and Online Communication
3 Credits, Fall 2018

Wednesday 7:20pm-10:00pm Signal Hill, Room 208 – Mason in Loudoun

Faculty

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Prerequisites/Corequisites

None

University Catalog Course Description

Examines strategies to assess, respond to, and target blended and online communication. Develops expertise in questioning and listening, supporting self-regulation, and clarifying conceptual understanding.

Course Overview

Not Applicable

Course Delivery Method

The nature of course delivery uses a blended delivery approach, weekly combining asynchronous online and face-to-face instruction. Blended learning is the thoughtful fusion of face-to-face and online learning experiences. Blended learning is not an addition that builds another layer of instruction. Rather, it represents a restructuring of course activities and assignments to enhance engagement and to extend access to a range of web-based opportunities. Blended learning emerges from an understanding of the relative strengths of face-to-face and online learning to provide learning activities consistent with course goals. Blended learning combines the properties and possibilities of both to go beyond the capabilities of each separately.

Learner Outcomes or Objectives

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

1. Understand the online communication process for building relationships,
2. Develop an appreciation of and an ability to analyze and respond to online communications,
3. Define and distinguish between the concepts of self-regulation and self-efficacy as well as apply this knowledge to effective online communications,
4. Develop an understanding of and ability to promote online communications that target conceptual understanding and student higher order thinking skills

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, A.3)

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 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

1. Bandura, A. (1994). Self-efficacy. In V. S. Ramachaudran (Ed.), *Encyclopedia of human behavior* (pp. 71-81). New York: Academic Press. (Reprinted in H. Friedman [Ed.], *Encyclopedia of mental health*. San Diego: Academic Press, 1998). Retrieved from <http://www.des.emory.edu/mfp/BanEncy.html>
2. Bartos, L. (2008, October). Time management. *Lincoln Journal Star Newspaper Sunday edition*. Retrieved from <http://lancaster.unl.edu/home/articles/2005/timemanagement.shtml>
3. Boekaerts, M. (1999). Self-regulated learning: Where we are today. *International Journal of Educational Research*, 31, 445-457.

4. Kirk, K. (n. d.). Self-Efficacy: Helping students believe in themselves. *On the Cutting Edge*. Retrieved from <http://serc.carleton.edu/NAGTWorkshops/affective/efficacy.html>
5. Vonderwell, S., & Savery, J. (2004). Online learning: Student role and readiness. *The Turkish Online Journal of Educational Technology*, 3, 38-42.
6. Norton, P. (2005). Scaffolding online learning: The ART of mentoring. In C. Crawford et al. (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2005* (pp. 2025-2032). Chesapeake, VA: AACE.
7. Zimmerman, B. (2002). Becoming a self-regulated learner: An overview. *Theory Into Practice*, 41(2), 64-70.
8. Additional readings and resources will be made available electronically.

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 (45 points – 3 points per week): 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. Online Teacher Support Center (35 points): Students will create a design document as a way of communicating what an online teacher might need as they face the challenges inherent in online communications with online K-12 students. This activity requires student to identify and plan appropriate resources that could be available for teachers and present it following the guidelines and template provided on the course Web site.
3. 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	Percentage
Participation	45%
Online Teacher Support Center	35%
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

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

Class Schedule

Date	Topic/Learning Experience	Readings/ Assignments
Week 1	<u>Introduction to Models of Online Learning</u> - Overview of Syllabus: Schedule and Requirements - Scavenger Hunt - Introduction to Curriculum Committee (CC) Review - Introduction to Google Docs - Create a KWL Chart for the course and post to Google Docs	- Read Linked Articles on Course Website
Week 2	<u>Fully Online Model</u> - Brochure for Fully Online (template provided) - Letter to administrator/parents/students - Upload Brochure, Letter, and CC Feedback on Google Docs. - Work on your RFP for Model App	- Read Linked Articles on Course Website - CC Submission: fully online activity - Update Portfolio
Week 3	<u>Synchronous Model</u> - Login at TIME TBA for a synchronous activity - Upload synchronous activity assignment and CC Feedback on Google Docs - Work on your RFP for Model App	- Read Linked Articles on Course Website - CC Submission: synchronous activity - Update Portfolio

Week 4	<u>Asynchronous Model</u> - PowerPoint Presentation - Concept Map for Synchronous/Asynchronous - Upload PowerPoint, concept map, and CC Feedback on Google Docs - Work on your RFP for Model App	- Read Linked Articles on Course Website - CC Submission: Asynchronous activity - Update Portfolio
Week 5	<u>Blended Learning – Introduction</u> - Happy Hour (HH) - Glogster Poster on Blended Learning - Upload HH, poster, and CC Feedback on Google Docs. - Work on your RFP for Model App	- Read Linked Articles on Course Website - CC Submission: Blended activity - Update Portfolio
Week 6	<u>Blended Learning – Integrated</u> - 60 minutes video on Kahn Academy - Take an existing lesson and make it blended learning (integrated lesson) - Upload lesson, write up, and CC Feedback on Google Docs - Work on your RFP for Model App	- Read Linked Articles on Course Website - CC Submission: Integrated activity - Update Portfolio
Week 7	<u>Blended Learning – Concentrated</u> - Top 10 on Blended Learning - Complete PD workshop using Youtube - Brainstorm with blended learning - Upload brainstorm, Top 10, and CC Feedback on Google Docs. - Work on your RFP for Model App	- Read Linked Articles on Course Website - CC Submission: Concentrated activity - Update Portfolio
Week 8	<u>Mentor – Mentee Dyad (COPLs)</u> - “A piece of my mind” - Participate in a WebQuest and role play online mentor - Upload WebQuest, letter to the editor and CC feedback on Google Docs - Work on your RFP for Model App	- Read Linked Articles on Course Website - CC Submission: COPLs activity - Update Portfolio
Week 9	<u>Emerging Models of Online Learning</u> - Podcast activity - Upload podcast and CC feedback on Google Docs - Work on your RFP for Model App	- Read Linked Articles on Course Website - CC Submission: Mobile Learning/TBA - Update Portfolio
Week 10	<u>Summarizing Activities</u> - Complete final assignment posted on course Web site - SUBMIT your RFP for Model App - Complete all Curriculum Committee Review - Make sure all Google docs are available to instructor	- Finish your RFP for Model App - Complete all feedback for the CC submissions - COMPLETE MODELS SECTION OF YOUR PORTFOLIO

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/> .

Participation Rubric

	Exceeds Expectations 3 points x 10	Meets Expectations 2 points x 10	Does Not Meet Expectations 1 point x 10
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.

Online Teacher Support Center (35 points)

	Exceeds Expectations 5 points x 7	Meets Expectations 3 points x 7	Does Not Meet Expectations 1 point x 7
Design Document	The design document creatively and comprehensively includes resources supporting online teachers' ability to successfully use <i>all</i> 15 strategies developed during the course. Robust information about the strategies is provided in an accurate and easily understood manner. Examples included to illustrate the strategies are accurate, understandable, and insightful. The design document addresses <i>all</i> requirements specified in the design template.	The design document includes resources supporting online teachers' ability to successfully use <i>all</i> 15 strategies developed during the course. Adequate information about the strategies is provided in an accurate and easily understood manner. Examples included to illustrate the strategies are accurate. The design document addresses <i>all</i> requirements specified in the design template.	The design document does <i>not</i> include resources to support online teachers' ability to use <i>all</i> 15 strategies developed during the course. Information about the strategies is incomplete or poorly developed. Examples included to illustrate the strategies are absent or incomplete. The design document does <i>not</i> address <i>all</i> requirements specified in the design template.

End of Course Portfolio (20 points)

	Exceeds Expectations 5 points x 4	Meets Expectations 3 points x 4	Does Not Meet Expectations 1 point x 4
End of Semester Portfolio	Includes artifacts and robust reflections for all components of the portfolio wiki, has comprehensive reflections making connections to course concepts and to implications for practice	Includes most artifacts and acceptable reflections for all components of the portfolio wiki, has reflections making connections to course concepts and to implications for practice	Missing artifacts and incomplete or minimal reflections for all components of the portfolio wiki, connections to course concepts and to implications for practice are limited