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

EDIT 763 6N1– Tools for K-12 Blended and Online Learning
2 Credits, Spring 2019
Wednesday/4:30 pm – 7:10 pm Signal Hill, 208- Mason in Loudoun

Faculty

Name:	Dawn M. Hathaway
Office Hours:	By Appointment
Office Location:	Thompson Hall, L041 Fairfax
Office Phone:	703.993.2019
Cell Phone:	703.862.5966
Email Address:	dhathawa@gmu.edu

Prerequisites/Corequisites

None

University Catalog Course Description

Examines tools that structure and support blended and online learning with particular emphasis on the unique affordances of each tool including tools for producing, delivering, and supporting blended and online learning.

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 how to select and use a variety of online tools for communication, productivity,
collaboration, analysis, presentation, research, and delivery,
2. Understand how to use and incorporate subject-specific and developmentally appropriate technologies, tools, and resources
3. Understand how a variety of communication technologies can be used to support K-12 online teaching and learning
4. Identify and explore emerging web-based resources and assess their applicability to K-12 online learning contexts

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/wp-content/uploads/2015/02/national-standards-for-qualityonline-teaching-v2.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.

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.

Standard C - The online teacher plans, designs, and incorporates strategies to encourage active learning, application, interaction, participation, and collaboration in the online environment.

Standard D - The online teacher promotes student success through clear expectations, prompt responses, and regular feedback.

Standard E - The online teacher models, guides, and encourages legal, ethical, and safe behavior related to technology use.

Standard F - The online teacher is cognizant of the diversity of student academic needs and incorporates accommodations into the online environment.

Standard K - The online teacher arranges media and content to help students and teachers transfer knowledge most effectively in the online environment.

Required Texts

1. Richardson, W, (2010). Blogs, wikis, podcasts, and other powerful web tools for classrooms (3rd ed.). Thousand Oaks, CA: Corwin.
2. Additional web-based resources provided in class.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor.

[Further information regarding specific course assignment submission instructions may be inserted here or in one of the applicable categories below.]

- **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.

  2. Digital Tool Resource (25 points): Students will create a collaborative tools resource that summarizes the affordances of tools explored throughout the course. The resource will be designed as a reference for teachers looking to incorporate new technologies into online or blended learning environments. This ongoing activity requires students to identify resources, assess the value of the tool, determine ways in which the tool could be used, and provide additional resources about the tool to readers. The collaborative tool wiki also addresses legal and ethical issues relating to online learning tools and the selection and evaluation of new tools. A template is provided on the course Web site.

  3. Digital Tool Learning Experience (30 points): Students will design, develop, and implement a learning experience to engage practicing teachers in the appropriate use of a digital tool to facilitate learning in a blended or online environment.

  4. Electronic Portfolio (25 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
Course Participation[1]	25
Digital Tool Resource	25
Digital Learning Experience	30
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/polices-procedures/

Class Schedule

Date	Topic/Learning Experiences	Readings and Assignments
Week 1	Introduction and affordances—choosing and evaluating tools 1. The introduction to the course will establish course requirements and lead to the development of a collaborative tools wiki.	Complete Readings and Activities on course Blackboard site.

[1] Course participation is inclusive of both face to face class participation in all discussions and activities as well as the extensive activities and discussions which occur on the course Blackboard site as part of the blended learning format of the course.

	2. Readings and discussion of affordances—understanding and evaluating the strengths and weaknesses of new and established tools.	
Week 2	Tools for Interaction—Synchronous The activities for this week focus on synchronous online learning tools. 1. Readings on similarities, differences, and affordances of asynchronous and synchronous communication in learning experiences. 2. Reading and video on wikis establish the affordances and uses in education settings.	Complete Readings and Activities on course Blackboard site.
Week 3	Tools for Interaction—Asynchronous The activities for this week focus on asynchronous online learning tools. 1. Asynchronous tools' unique affordances allow for practical exploration in the activities this week. 2. Asynchronous, collaborative work through the Google Docs and discussion boards facilitate synthesis of tool affordances.	Complete Readings and Activities on course Blackboard site.
Week 4	Tools to Support Learning—Part 1 This week explores some of the variety in tools available to build learning activities and experiences. 1. Read and explore the model online production tools and analyses. 2. The ever-growing list of online production tools warrants exploration into the ways they can be used to enhance learning. Useful online tools explored this week: Voki, QR Reader, Glogster, Spiderscribe, Pixton, Animoto, Google Earth, Wordle, and Diigo	Complete Readings and Activities on course Blackboard site.
Week 5	Tools to Support Learning—Part 2 The exploration of learning tools from week four continues into a synthesis of the tools for classroom use. 1. This week, the criteria developed in week one is used to synthesize information extracted about the various online tools.	Complete Readings and Activities on course Blackboard site.
Week 6	Tools for Production—Part 1 Both teachers and students can create content through locally stored software programs and online applications. This week's activities introduce some of these tools. 1. Explore the possibilities of Captivate, Camtasia, and games/simulations in online learning. 2. Communicate the value of simulations in learning environments using Storybirds. 3. Add new learning tools to the group's tool affordances wiki page.	Complete Readings and Activities on course Blackboard site.
Week 7	Tools for Production—Part 2 Activities for this week explore online production mediums for both group- collaborative and self-reflective work. 1. Explore the world of blogs through Prezi. 2. Use established blogs to create and synthesize new content knowledge.	Complete Readings and Activities on course Blackboard site.

	3. Add new learning tools to the group's tool affordances wiki page.	
Week 8	LMS and CMS This week focuses on the larger software organization systems that underlie many online learning environments. 1. Explore Learning Management and Course Management systems through Mentor Mob's online playlist. 2. Synthesize findings from Mentor Mob into Spiderscribe's online mind mapping application. 3. Add new learning tools to the group's tool affordances wiki page.	Complete Readings and Activities on course Blackboard site.
Week 9	Issues and Questions This week's activities address the legal and ethical issues of learning and the digital space. 1. Read about section 508 rules for online and virtual schools and create a summary brochure to inform teachers about compliance. 2. Read about copyright and fair use for educators and create a summary poster one would keep near a computer for teachers and students that summarize the most important and frequently used information.	Complete Readings and Activities on course Blackboard site.
Week 10	Putting it All Together: The purpose of this week's activities is to think about how teachers can best use the tools presented in this course in a variety of settings. The group wiki is designed to assist with that understanding. 1. Readings this week focus on course synthesis and application. 2. Final edits to the group wiki create a clean look and feel with clear navigation.	Complete Readings and Activities on course Blackboard site.

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/ .

Digital Technologies Tools Resource (35 points)

	Exceeds Expectations 5 points x 7	Meets Expectations 3 points x 7	Does Not Meet Expectations 1 point x 7
Design Document	Tools Resource creatively and comprehensively includes all of the resources investigated throughout the course. A complete analysis of each tool's affordances and supporting resources is clearly communicated. FAQs for selected tools provide new tool users with information necessary to judge implementation possibilities. Introductory page clearly and concisely states the purpose and value of selecting the appropriate tool. Robust information about legal and ethical obligations is provided in an accurate and easily understood manner. Examples included to illustrate the affordances of tools are accurate, understandable, and insightful. The	Tools Resource includes all of the tools investigated in the course with an adequate analysis of their affordances and supporting resources. Resources supporting online teachers' ability to successfully use tools are presented in the FAQs. Adequate information about selection of tools for specific learning environments is presented. Information about legal and ethical obligations is provided in an accurate and easily understood manner. Adequate information about the tools is provided in an accurate manner. The Tools Wiki is well constructed with minimal spelling and grammar errors.	Tools Resource does not include the resources necessary to understand the affordances of tools presented in the course. Information about the tools is incomplete or poorly developed. FAQs and legal and ethical issues are absent or inadequately/inaccurately presented. The Tools Wiki is poorly constructed with multiple spelling and grammar errors.

	Tools Wiki is well constructed and carefully edited for spelling and grammar errors.		