

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

EDIT 767.DL1 – Designing K–12 Blended and Online Learning  
3 Credits, Spring 2019

**Faculty**

Name: Brianne L. Jackson, Ph.D.  
Office Hours: By Appointment  
Office Location: Online via Blackboard Collaborate or Zoom  
Email Address: [bjacks6@gmu.edu](mailto:bjacks6@gmu.edu)

**Prerequisites/Corequisites**

None

**University Catalog Course Description**

Develops frameworks for designing and structuring blended and 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 100% online using an **asynchronous** format via the **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 starting Tuesday January 22<sup>nd</sup>, 2019.

**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 is required. To get a list of Blackboard's supported browsers see:  
[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supported-browsers](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](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 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/](http://www.apple.com/quicktime/download/)

### *Expectations*

- Course Week:  
Because asynchronous courses do not have a “fixed” meeting day, our week will begin on Monday and end on Sunday. This means that assignments will be assigned each Monday over the course and that all assignments (unless otherwise noted) will be due Sunday at 11:59 p.m. If there is an item to be graded by the instructor OR feedback to be given, the item will be graded or provided feedback on Wednesday.
- Log-in Frequency & Participation:  
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 2 times per week. Active participation in course content is a grade requirement of the course. 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 policy will be followed if technical issues prevent an on-time submission.***
- 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. 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. Responsible netiquette means taking the time to read your responses so that they are carefully thought out and respectful of others. *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 and Materials

Students must select one of the two course texts below. Grade-level recommendations are noted.

A. Teachers of Grades K-5:

[Linton, J. \(2018\) \*The Blended Learning Blueprint for Elementary Teachers \(Corwin Teaching Essentials\) 1st Edition\*. Thousand Oaks, California: Corwin.](#)

B. Teachers of Grades 6-12:

[Tucker, C. \(2012\) \*Blended Learning in Grades 4–12: Leveraging the Power of Technology to Create Student-Centered Classrooms \(Corwin Teaching Essentials\) First Edition\*. Thousand Oaks, California: Corwin.](#)

**\*\*Please note: Teachers of grades 4 & 5 may elect to read either text. Please make sure to notify your instructor of your choice\*\***

All students need to have a webcam and quality microphone. If your device doesn't allow you to record video with quality, clear audio you should purchase a new microphone and possibly a new webcam.

## 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**

In this course, we take a mastery learning approach to the assignments. The method of assessment is as follows:

- ❖ The criteria for completing the assignments will be clearly spelled out (See Assessment Rubrics at the end of this syllabus, as well as the course Blackboard, for more details)
- ❖ The instructor will evaluate your work and provide feedback on your assignments, at the times noted in the syllabus. *Journal entries and wiki contributions are considered notes and will not necessarily receive feedback.*
- ❖ 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.
- ❖ NOTE: Because of grading deadlines, you must submit a completed final project. You will not have time to revise or complete your final project past the due date.
- ❖ You must complete ALL assignments to get a passing grade.

The assignments in this course are as follows:

*1. Reflection Journal Entries (10 pts each = 70 pts total)*

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. Journal entries will be required every other week and prompts to direct student reflection are noted in the course.

*2. Design Document (150 pts. total)*

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.** Feedback given until end of document assignment when total points will be awarded based on application of feedback & completion of document.

*3. Lesson/Item Wiki (10 pts each = 60 pts total)*

Alternating with the journal entries, teachers will be asked to contribute to a course wiki to share resources they have found, or items/lessons that they have created with their peers. Students are encouraged to post to and check this wiki often.

*4. Multimedia Learning Objects (50 pts each = 250 pts total)*

Each student will create the following multimedia learning objects. Students

- Screencast or animated content presentation
- Edited (preferably interactive) video
- Quiz or other automatic feedback assignment
- Instructional Image
- Major assessment w/ scoring rubric

5. *Peer Review (Weekly Review of Peers - 10 pts each week review is required = 120 pts total)*

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.

6. *Instructional Unit (300 pts total)*

Students will follow best practices to create a 2–3-week blended unit. Units will be created in a Learning Management System (LMS) that is selected and approved early in the course. Instructional Units will be discussed with the instructor and will be graded on a rubric provided in Blackboard.

7. *Course Participation (50 pts total)*

As necessary, students will be asked to contribute to discussion boards, Padlets and other methods of large group collaboration. Each assignment will be graded and the total will not exceed 50 points total.

- **Grading**

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

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

\*\* This is a mastery-based course. Student are encouraged to make corrections to assignments based on feedback in order to achieve the highest score possible.

### **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 will be clearly listed on the course calendar. All assignments can be submitted late but a minimum 10% per day late penalty will be assessed for work submitted after the assignment deadline unless prior permission has been received. No late work is accepted after the final assignment due date.

### **Professional Dispositions**

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

### **Class Schedule**

WEEK	TOPICS	STUDENT ACTIVITIES & ASSIGNMENTS	INSTRUCTOR RESPONSIBILITIES
------	--------	----------------------------------	-----------------------------

Week 1 (Jan 22–27)	Introductions & Course Expectations	<ul style="list-style-type: none"> <li>● Download Course Syllabus &amp; Review Syllabus VoiceThread</li> <li>● Complete the Class Introductory Discussion Board</li> <li>● Read <i>Designing Effective Instruction Chapter 1</i> (Blackboard)</li> <li>● Read <i>Blended Learning Chapter 1 OR Blended Learning Blueprint Introduction</i></li> <li>● Watch the Design Document Overview Video</li> <li>● Contribute to the MY Challenges Padlet Board</li> <li>● Fill Out Group Sign-Up Survey</li> </ul>	<ul style="list-style-type: none"> <li>● Respond to Introductions</li> <li>● Answer VoiceThread syllabus questions</li> <li>● Assign groups by 1/28</li> </ul>
<b>Weeks 2–6</b>	<b>Unit Design</b>		
Week 2 (Jan 28–Feb 3)	Blended Unit Design Part 1: The Basics	<ul style="list-style-type: none"> <li>● Review Blended Learning (page in course w/videos)</li> <li>● Read <i>Instructional Design Models and Criticisms</i> (Blackboard)</li> <li>● Read <i>Blended Learning Chapter 2 OR Blended Learning Blueprint Chapter 1</i></li> <li>● Watch Videos in Blackboard</li> <li>● Blended Learning Design Document: Phase 1: Analysis</li> <li>● Reflection Journal 1</li> </ul>	<ul style="list-style-type: none"> <li>● Comment and grade Padlet</li> <li>● Grade Intro Discussion board</li> <li>● Answer questions regarding design document as needed</li> </ul>
Week 3 (Feb 4–10)	Blended Unit Design Part 2: Universal Design for Learning	<ul style="list-style-type: none"> <li>● Introduction to Wiki</li> <li>● Read Article <i>Universal Design for Learning</i> by Edyburn</li> <li>● Read Chapter 1 of the OER resource <i>The K12 Educational Technology Handbook</i></li> <li>● Watch CAST videos on UDL</li> <li>● Blended Learning Design Document: Phase 2: Challenges &amp; Initial Thoughts</li> <li>● Peer Review Last Week's Work</li> </ul>	<ul style="list-style-type: none"> <li>● Check journals for completion</li> <li>● <b>**Please Note that instructor feedback will come AFTER peer feedback has been submitted and given time for implementation**</b></li> </ul>
Week 4 (Feb 11–17)	The Role of the Teacher in Blended Learning	<ul style="list-style-type: none"> <li>● Read <i>Blended Learning Chapter 3 OR Blended Learning Blueprint Chapters 2 &amp; 3</i></li> </ul>	<ul style="list-style-type: none"> <li>● Give feedback for Phase 1 of design document</li> <li>● Give credit for peer feedback of Phase 1</li> </ul>

		<ul style="list-style-type: none"> <li>● Read select online articles in Blackboard</li> <li>● Watch Select Videos in Blackboard</li> <li>● Reflection Journal 2</li> <li>● Peer Review Last Week's Work</li> </ul>	
Week 5 (Feb 18–24)	Creating a Community in Blended Learning	<ul style="list-style-type: none"> <li>● Read <i>Blended Learning Chapter 5 OR Blended Learning Blueprint Chapters 4 &amp; 5</i></li> <li>● Read <i>Establishing Presence in an Online Course</i></li> <li>● Explore the COI framework on the COI website</li> <li>● Watch Select Videos in Blackboard</li> <li>● Course Design Template – Design Phase 3: Pre-Design</li> <li>● Wiki Contribution 1</li> <li>● Peer Review Last Week's Work</li> </ul>	<ul style="list-style-type: none"> <li>● Give feedback for Phase 2 of design document</li> <li>● Give credit for Journal 2</li> <li>● Give credit peer feedback of Phase 2</li> </ul>
Week 6 (Feb 25–Mar 3)	Tools of the Trade	<ul style="list-style-type: none"> <li>● Read <i>Blended Learning Chapter 10 OR Blended Learning Blueprint Chapters 6</i></li> <li>● Read LMS Comparisons Web Articles in Blackboard</li> <li>● Select Your LMS Platform (Google Form)</li> <li>● Make appointment to meet with instructor regarding blended unit (Google Form)</li> <li>● Journal Entry 3</li> <li>● Wiki Contribution 2 (Special Tools Post)</li> <li>● Peer Review Last Week's Work</li> </ul>	<ul style="list-style-type: none"> <li>● Give credit for wiki contribution</li> <li>● Give credit for any peer review</li> </ul> <p>**Dr. Jackson is out this week on vacation, but will answer emails and complete the grades listed above. There will be no office hours**</p>
<b>Weeks 7–9</b>	<b>Assignment Production</b>		
Week 7 (Mar 4–11)	Content Area Considerations in Blended Learning	<ul style="list-style-type: none"> <li>● Read <i>Blended Learning Chapters 6 -9 (SELECT chapter for YOUR content area) OR Selected Articles in Blackboard for K-5 teachers regarding blended learning in a specific grade/area</i></li> <li>● Shell Setup in Chosen LMS</li> <li>● Journal Entry 4</li> </ul>	<ul style="list-style-type: none"> <li>● Give feedback for Phase 3 of the design document</li> <li>● Give credit for peer review of last week's work</li> <li>● Give credit for Wiki contribution</li> <li>● Give credit for Journal Entry</li> </ul>



		<ul style="list-style-type: none"> <li>Peer Review Last Week's Work</li> <li>Complete Mid-Course Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Meet with students 1:1</li> </ul>
Week 8 (Mar 11–18)	Mapping Out Your Unit: Part 1	<ul style="list-style-type: none"> <li>Map out your unit through "Lesson Introduction"</li> <li>Begin to build out your unit as able</li> <li>Wiki Contribution 3</li> <li>Peer Review Last Week's Work</li> </ul>	<ul style="list-style-type: none"> <li>Give credit for shell in LMS</li> <li>Give credit for Journal 4</li> <li>Give credit for peer review</li> <li>Meet with students 1:1</li> </ul>
Week 9 (Mar 18–Mar 25)	Mapping Out Your Unit: Part 2	<ul style="list-style-type: none"> <li>Map out your unit through "Primary Content Presentation"</li> <li>Journal Entry 5</li> <li>Continue to build out your unit as able</li> <li>Peer Review Last Week's Work</li> </ul>	<ul style="list-style-type: none"> <li>Give credit for Wiki 3</li> <li>Give credit for Peer Review</li> </ul>
<b>Weeks 10–12</b>	<b>Multimedia Learning Object Production</b>		
Week 10 (Mar 25 - Apr 1)	Content Video Presentation	<ul style="list-style-type: none"> <li>Create Screencast or Animated Content Video Presentation</li> <li>Begin to input content presentation into unit</li> <li>Wiki Contribution 4</li> <li>Peer Review Last Week's Work</li> </ul>	<ul style="list-style-type: none"> <li>Give feedback on Phase 4 Part 1</li> <li>Give credit for Journal 5</li> <li>Give credit for Peer Review</li> </ul>
Week 11 (Apr 1–8)	Student Engagement	<ul style="list-style-type: none"> <li>Create Instructional Image</li> <li>Create Automatic Feedback Assessment</li> <li>Wiki Contribution 5</li> <li>Peer Review Last Week's Work</li> <li>Begin to input instructional image (s)</li> </ul>	<ul style="list-style-type: none"> <li>Give feedback on Phase 4 Part 2</li> <li>Give credit for Wiki 4</li> <li>Give credit for Peer Review</li> <li>Grade Content Presentation</li> </ul>
Week 12 (Apr 8–14)	Assessing Work Online	<ul style="list-style-type: none"> <li>Read <i>Blended Learning 4-12</i> Chapter 11 (In Blackboard for all students)</li> <li>Create a Major Assessment &amp; Rubrics</li> <li>Begin to input student assessment into unit</li> <li>Journal Entry 6</li> <li>Peer Review Last Week's Work</li> </ul>	<ul style="list-style-type: none"> <li>Grade Instructional Image</li> <li>Grade Automatic Feedback Assessment</li> <li>Give credit for Wiki 5</li> <li>Give credit for Peer Review</li> </ul>
Spring Break (Apr 15-19)	RELAX!	Work on your course and assignments as needed. There are no new assignments this week. If you are caught up - RELAX- YOU DESERVE IT!	<ul style="list-style-type: none"> <li>Grade Major Assessment task</li> <li>Give credit for Journal 6</li> <li>Give credit for Peer Review</li> </ul>

Weeks 13–15	Unit Review & Submission		
Week 13 (Apr 22– 29)	Student Engagement	<ul style="list-style-type: none"> <li>● Create Edited Video</li> <li>● Begin to input Edited Video into unit</li> <li>● Wiki Contribution 6</li> <li>● Peer Review Last Week's Work</li> </ul>	<ul style="list-style-type: none"> <li>● Additional office hours for assistance</li> <li>● Grade any assignments submitted late or resubmitted for additional credit (if they have not been done so)</li> </ul>
Week 14 (Apr 29– May 6)	Ongoing Professional Development	<ul style="list-style-type: none"> <li>● <i>Blended Learning Blueprint Chapter 7 OR Blended Learning 4-12 Additional Content Section</i></li> <li>● Submit to PD Discussion Board</li> <li>● Continue to work on unit</li> <li>● Peer Review Last Week's Work</li> </ul>	<ul style="list-style-type: none"> <li>● Grade Edited Video</li> <li>● Give credit for Wiki 6</li> <li>● Give credit for Peer Review</li> </ul>
Week 15 (May 6– 13)	Conclusion	<ul style="list-style-type: none"> <li>● Submit Final Course/Unit (TK20) by the 13th at 11:59 p.m.</li> <li>● Final Reflection Journal Entry</li> <li>● Final Evaluations (GMU &amp; General Course Feedback)</li> </ul>	<ul style="list-style-type: none"> <li>● Grade PD Discussion Board</li> <li>● Give credit for Peer Review</li> </ul>

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](mailto: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 go beyond praise and confirmation and adds something significant to the conversation.		

***Wiki Contributions***

<i>Criteria</i>	<i>Mastery</i>	<i>In Progress</i>
Created an original post or other contribution that demonstrates and understanding of the content to your current context and/or previous experiences.		
Post/Contribution add to the professional enrichment of their peers		

***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 in terms of the journal prompt provided.		
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 objectives are shown to align with local curriculum as well as state standards with applicable.		
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.		

### ***Content Presentation, 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 objectives are clearly stated and address primarily higher-order knowledge and skills. Objectives are aligned with course/subject/grade level as well as state standards.		
The unit design descriptions are robust, easily understood, and free from errors.		
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.		
Learning and assessment activities are varied, creative, robust, and encourage active learning, while being fair, adequate, appropriate, and authentic.		
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 provides automatic feedback as discussed in the course		
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		

### ***Major Assessment***

<i>Criteria</i>	<i>Mastery</i>	<i>In Progress</i>
Assessment adheres to principles of UDL		
Assessment is clearly aligned with course/unit objectives		
Assessment demonstrates that it holds a higher value than other assessments		
Assessment includes a clear rubric that both students and parents can understand		
Assessment follows best practices for major assessments in blended learning		

## **TK20 Accreditation Rubric**

You will submit your Design Document project (referred to below as “Online and Blended Unit Designs” 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.

<b>#1 Online and Blended Unit Designs – Standard 1 – EDIT 767</b>			
<b>Criteria</b>	<b>3 Exceeds Standard</b>	<b>2 Meets Standard</b>	<b>1 Fails to Meet Standard</b>
<b>Objectives</b>	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 using 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.