

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

EDIT 769 DL2 – K-12 Online Design II
2 Credits, Fall 2019
Online

Faculty

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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

Focuses on the creation of online courses appropriate for K-12 learners and culminates in comprehensive design documents that detail goals, assessments, learning tools, and detailed scripts or documents ready for the production phase.

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:

1. Identify instructional and/or learning challenges in online and blended learning environments.
2. Demonstrate proficiency in the skills/competencies of instructional design via a design document.
3. Demonstrate academic writing skills by creating a briefing paper for their design project that follows APA guidelines.

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

There are no required texts for this course and all learning materials will be created or curated by the instructor and made available online for students to access.

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/Percentage Value |
|------------------------|--|
| Briefing Paper | 40 (20 points each submission portion) |
| Design Document | 40 |
| Peer Reviews – 2 total | 10 (5 points each) |
| Pacing Guide | 10 |

Assignment Descriptions

Briefing Paper

Students will work to identify an instructional challenge and design a potential solution to improve outcomes. Students will then write a briefing paper that follows APA formatting and is 1,500-2,500 words long excluding references. The paper will include the following sections: (1) title page, (2) abstract, (3) introduction and instructional designer background and qualifications, (4) instructional and learning challenges, (5) design solution, and (6) references. Students will also need to write academically (free from grammatical errors and colloquialisms) and logically (claims are clearly stated and accompanied with supporting evidence/citations).

Peer-Reviews

Students will review peers' briefing papers using a provided rubric and tracked changes and comments in the document.

Design Document

Students will create a design document that clearly shows how their learning objectives, assessments, and activities are aligned. Students will also indicate which learning materials they will create and which they will curate.

Pacing Guide

Students will provide a pacing guide that they will follow as they work to develop, implement, and evaluate their design in EDIT 792.

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 peer reviews—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.

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/>

PROPOSED CLASS SCHEDULE:

The course is project-based with deadlines that require self-regulation and self-motivation in order to complete the projects on time. The instructor will also work with students individually following a mentor-mentee module but those meetings will not follow a set calendar.

| Module | Guiding Questions and Topics | Activities and Projects |
|----------------------------|--|--|
| Module 1 Aug 26-Sept 22 | How do we identify and define instructional and learning challenges? | Collect and summarize data (qualitative and/or quantitative) from primary stakeholders to identify instructional and learning challenges. Schedule a time to meet with the instructor regarding the data you collected and the instructional or learning challenge(s) that you would like to address. |
| Module 2 Sept 23-Oct 20 | How have others addressed the instructional and learning challenges that I have identified? | Complete the following sections of your briefing paper: <ul style="list-style-type: none">• Title Page• Introduction• Instructional and Learning Challenges |
| Module 3 Oct 21-Nov 10 | What are the specific design principles/patterns/models that would help to address the instructional and learning challenges in my context? | Complete the following sections of your briefing paper: <ul style="list-style-type: none">• Abstract• Design Solution• References Complete peer review #1 |
| Module 4 Nov 11-Dec 1 | How can I successfully design, implement, and evaluate my unit? | Complete the Design Document. Complete the Pacing Guide. |
| Module 5 Dec 2-8 | How can my peers' materials be improved? | Complete peer review #2 |
| Module 6 Dec 9-15 | Make final revisions to your documents based on the feedback you received from the peer review in Module 5. Submit final documents for grading. | |

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.

Briefing Paper

Formatting, Length, and Style

- The paper follows APA formatting
- The paper is 1,500-2,500 words in length (excluding references)
- The writing is academic and free from grammatical errors and colloquialisms.
- The writing is logical/persuasive and claims are clearly stated and accompanied with supporting evidence/citations.

Title Page

- Contains a descriptive title, student name, graduate program, and university
- Running header that is no more than 50 characters

Abstract

- The second page of the paper should contain an abstract that is 150-200 words long.

Introduction

- Describes the learning environment/context including the history of the program/school, primary stakeholders, goals and modes of instruction.
- Instructional Designer Background and Qualifications
 - Describes your previous, current, and anticipated involvement in the program/school.
 - Describes how the BOLS program and other experiences have prepared you to address this issue
 - Highlights any knowledge and skill gaps that you may have and how you will work to address them

Instructional and Learning Challenges

- Describes the methods used to identify instructional and learning challenges
- Describes the instructional and learning challenges
- Situates the challenges within the larger body of research/practice

Design Solution

- Describes generally how the instructional challenges will be addressed
- Provides a rationale for the proposed design solution

References

- Contains APA formatted references to all in-text citations

Peer-Reviews

- Each peer review followed the provided rubric/requirements.
- The feedback included tracked changes and comments that highlight strengths and areas for improvement.

Design Document

- Learning standards and objectives are clearly stated
- Assessments are fully described and aligned with the learning standards
- Learning activities and content are robust, authentic and meaningful, and aligned with the assessments.
- It is clear which materials will be created and which will be curated

Pacing Guide

- Includes a pacing guide with regular deadlines
- Clearly describes the activities that the student will complete