

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

EDIT 763 DL1 – Tools for K-12 Blended and Online Learning
2 Credits, Spring 2020
Online

Faculty

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Prerequisites/Corequisites

None.

University Catalog Course Description

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

Course Overview

Not Applicable

Course Delivery Method

This course will be delivered online using an **asynchronous** format via an open platform. The course will be delivered through Google Sites. Students will be able to access the course directly from a link provided by the professor, and a link contained within GMU BlackBoard.

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 standard up-to-date browsers. To get a list of Blackboard's supported browsers see:

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

- 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:
 - 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.
- Log-in Frequency:
- Students must actively check the course site and their email for communications from the instructor daily.
- Participation: Students are expected to actively engage in all course activities throughout the semester, which include viewing of 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 are expected to seek assistance if they are struggling with technical components of the course.
- Technical Issues: Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload: Expect to log in to this course **regularly** to read announcements, participate in activities, and work on course materials. Remember, though you can move through the materials at your own pace, there **are specific deadlines and due dates** listed in the **CLASS SCHEDULE** section of this syllabus to which you are expected to adhere. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and

assignments due.

- **Advising:** If you would like to schedule a one-on-one meeting to discuss course requirements, content or other course-related issues, we can meet via telephone or web conference. Send me an email to schedule your one-on-one session and include your preferred meeting method and suggested dates/times.
- **Netiquette:** Our goal is to be **collaborative**. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others from taking them as personal attacks. **Be positive in your approach to others and diplomatic with your words.** I will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.

Learner Outcomes or Objectives

This course is designed to enable students to:

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-quality-online-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

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, headphones and microphone for the course if they do not already have one. Additionally, students will need to acquire a basic [Google Cardboard VR headset](#). They can be purchased on Amazon, or elsewhere. A basic headset costs around \$8.00 USD.

Course Performance Evaluation

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

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 feedback on your assignments. Journal entries that are just consider notes 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.

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'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

Week	Topics	Activities & Due Dates (Note: Assignments due by 11:59 pm on the dates shown below)
Week 1 Feb 24 - Mar 1	<p>Course Theme: <i>"We shape our tools, and thereafter our tools shape us"</i> (John M. Culkin, 1967)</p> <p>Overview of the course</p> <p>Mindset of a tech integrator: Diffusion of Innovation Theory and Growth Mindset</p>	<p>Read the syllabus and future project descriptions</p> <p>Read/watch selected materials linked in the course website.</p> <p>Due Mar 1: -Reflect on your mindset -Post your mindset on class Padlet</p> <p>Due Mar 3: -Make a connection when you review a colleague's post on the Padlet</p>
Week 2 Mar 2 - Mar 8	<p>Deep dive into the SAMR model</p> <p>Exploring SAMR in your classroom</p> <p>Practice "enhancing" a lesson</p> <p>Introduction to Affordances & Constraints, including review of COPPA and FERPA</p>	<p>Read/watch selected materials linked in the course website.</p> <p>Due Mar 8: -Enhance a lesson on the SAMR ladder -Post your "enhanced" lesson to class virtual bulletin board in Padlet -Use the A&C table to assess virtual bulletin board activity</p>

		<ul style="list-style-type: none"> -Curate similar tools -Post curated tools to class virtual toolbox <p>Due Mar 10:</p> <ul style="list-style-type: none"> -Exchange ideas on the SAMR lesson with a colleague
<p>Week 3 Mar 9 - Mar 15</p>	<p>Deep dive into ISTE</p> <p>Explore Audio Communications and Podcasting</p>	<p>Read/watch selected materials linked in the course website.</p> <p>Due Mar 15:</p> <ul style="list-style-type: none"> -Post a brief reflection of ISTE in the class Flipgrid -Listen to your colleague's reflections and offer comments to make connections -Complete A&C table on audio & podcast -Explore audio tools and resources -Curate an audio communications or podcast tool or resource and post to our class virtual toolbox
<p>Week 4 Mar 6 - Mar 22</p>	<p>Explore instructional, interactive images (I³)</p> <p>Explore ADA compliance for accessibility of online elements</p>	<p>Read/watch selected materials linked in the course website.</p> <p>Due Mar 22:</p> <ul style="list-style-type: none"> -Create an instructional, interactive image using a tool of your choice -Complete the A&C table concerning I³ -Curate additional tools and post tools in class virtual toolbox
<p>Week 5 Mar 23 - Mar 29</p>	<p>Explore quality for video and screencasting</p> <p>Explore YouTube and create your own channel</p>	<p>Read/watch selected materials linked in the course website.</p> <p>Due Mar 29:</p> <ul style="list-style-type: none"> -Complete A&C table on video screencasting -Curate video tools and post to class virtual toolbox -Create screencast lecture to teach content (of your choice) -Post your screencast to your own YouTube channel and share link with instructor
<p>Week 6 Mar 30 - Apr 5</p>	<p>Explore storyboarding for edited video</p> <p>Explore video quality and examples</p> <p>Explore video editing tools</p>	<p>Read/watch selected materials linked in the course website.</p> <p>Due Apr 5:</p> <ul style="list-style-type: none"> -Create storyboard for edited video -Post to our Storyboard Padlet

		<p>Due Apr 7:</p> <ul style="list-style-type: none"> -Select one colleague's storyboard and provide them with some positive and constructive feedback to help them make improvements to storyboard -Review feedback you received and make improvements to your own storyboard
Enjoy Spring Break		
<p>Week 7 Apr 13 - Apr 19</p>	<p>Explore YouTube manager and channel features, captioning, as well as safe-sharing options</p> <p>Finalize video</p>	<p>Read/watch selected materials linked in the course website.</p> <p>Due Apr 19:</p> <ul style="list-style-type: none"> -Edit video -Post video to your own YouTube channel and share link with instructor
<p>Week 8 Apr 20 - 26</p>	<p>Exploring coding and computational thinking</p> <p>Explore Scratch</p>	<p>Read/watch selected materials linked in the course website.</p> <p>Due Apr 26:</p> <ul style="list-style-type: none"> -Complete a Scratch coded project -Complete the A&C table for coding -Curate and post additional tools to class virtual toolbox <p>Due Apr 28:</p> <ul style="list-style-type: none"> -Comment on a colleague's Scratch project (posted to Scratch Studio)
<p>Week 9 Apr 27 - May 3</p>	<p>Exploring tech tools on the horizon, including VR/AR/MR and digital assistants for the classroom</p> <p>Exploring the "implications" of new tech tools</p>	<p>Read/watch selected materials linked in the course website.</p> <p>Due May 3:</p> <ul style="list-style-type: none"> -Explore VR using Google Expeditions and CoSpaces -Describe VR experiences in the Tech Horizon FlipGrid -Post a reflection regarding implications of VR for teaching & learning in Tech Implications Padlet -Use the A&C Table to assess this tool -Curate a new tech tool and post your find in the class virtual toolbox

<p>Week 10 May 4 - May 10</p>	<p>Tying it all together: Reviewing our “mindset” now</p> <p>Explore sources for new technologies</p> <p>Final Course Reflection</p>	<p>Read/watch selected materials linked in the course website.</p> <p>Due May 10:</p> <p>-Describe how your mindset has evolved over this course and post to Mindset Now Padlet</p> <p>-Curate your own go-to source for new technologies and post to class virtual toolbox (this can be a PLN, Pinterest, Twitter, Blog, Ezine, etc.)</p> <p>-Post your final course reflection</p>
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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 <https://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 <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/> .