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

EDIT 760 DL2 – Blended and Online Teachers and Learners
1 Credit, Fall 2020
Online

Faculty

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Prerequisites/Corequisites

 None.

University Catalog Course Description

Examines the attributes of teachers and K-12 learners with emphasis on attitudes, behaviors, and adaptations required by blended and online teachers and learners.

Course Overview

Not Applicable.

Course Delivery Method

This course will be delivered online 100% using an asynchronous format via a course Google site. The course Google site URL will be sent to you (Mason mail) on August 24, 2020 at 7 am.

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, either Google Chrome or Mozilla Firefox is required.

- For VIA Assessment upload only: 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/
  - Zoom

Expectations
● *Course Week:*
Because asynchronous courses do not have a "fixed" meeting day, our week will start on Monday and finish on Sunday at 11:59 PM. 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:*
Students must actively check the course site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least daily. 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.

● *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 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 do the following:
1. Understand the use of appropriate language for online discussion - language that is precise and expressive (netiquette),
2. Identify the overall goals, objectives, and structure of the BOLS program.
3. Describe the rationale for and current landscape of K-12 online learning,
4. Describe the benefits, potential, challenges, and limitations of online learning for both learners and teachers,
5. Understand the attributes, roles, and responsibilities of online K-12 learners, and

6. Understand the attributes, roles, and responsibilities of K-12 online teachers.

Professional Standards
This course is aligned with the International Association for K-12 Online Learning (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.5, C.6, C.7, C.8)

Standard D - The online teacher promotes student success through clear expectations, prompt responses, and regular feedback. (D.1, D.2, D.6, D.7, D.8, 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.6)

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

Students do not need to purchase any texts for this course. All readings will be accessible for free online.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Email, VIA Assessment).
- **Assignments and/or Examinations**
  Portfolio Creation (10%)—Students will create an online portfolio where they will share and describe artifacts from the courses in their program. For this course, students will create the portfolio using Google Sites, create an introductory home page, and create a page

to host their final reflection and presentation.

Blog Creation (10%)—Students will create a blog using Blogger. Throughout the course and program, students will create several blog posts. To help students become oriented Blogger, they will create a post that introduces themselves to the cohort. Their blog post will need to contain a hyperlink, image, and embedded video.

Weekly Readings and Blog Posts (5% each)—Each week you will read/view course materials. You will also create blog posts reflecting on what you learned. Typically, reflections will answer the following:
- ● What did you learn? Reflections allow you to summarize and synthesize what you learned.
- ● Why is it important? Reflections should move beyond a summary of information and
should connect to your larger body of knowledge and experience as a teacher.
- ● How will you use this information? Lastly, reflections provide an opportunity to reflect on your future practice. As a result your reflections should include some indication of how you will use this information in your future practice.

Graphic Organizer (15%)—Over the course of the semester you will be reading, viewing, and exploring several resources. It is important that you do not see these materials in isolation from one another. As a result, during the course you will use Popplet.com to create a graphic organizer that provides a visual representation of how these concepts are interrelated.

Job Advertisement and Presentation (30%)—In this assignment you will create a job advertisement and presentation describing the trends, benefits, and challenges of online learning. This will be the summative assessment in the course and the assignments described above were designed to prepare you for this assignment. As a result, the assignments above must be completed before attempting this assignment. **Performance-Based Assessment** for upload to VIA Assessment system located in Blackboard for your EDIT section which houses the VIA Assessment link for uploading the course Performance-Based Assessment. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password.

- **Other Requirements**
Participation is <u>mandatory</u>, as discussions, readings, and activities are important parts of the course.
Each student is expected to complete all readings and participate in all activities/ discussions.
Each student is expected to participate in and complete all projects.
Students who must miss online activities are responsible for notifying the instructor (preferably in advance) and for completing any revised assignments, readings, and activities. All assignments must be completed electronically. Assignments are to be submitted on the date due.

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 are listed clearly on syllabus. All assignments can be submitted late but a minimum 10% late penalty will be assessed for work submitted after the assignment deadline unless prior permission has been received. 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 due date of the final assignment.

- **Grading**

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 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

Requirements	Percentage
Portfolio Creation	10%
Blog Creation	10%
Weekly Readings and Blog Posts (5% each)	20%
Graphic Organizer	15%
Job Advertisement	15%
Final Presentation and Reflections	30%
Total	**100%**

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	Topics and Guiding Questions	Activities and Projects Due	Instructor Responsibilities
Week 1 8/24- 8/30	Welcome and program overview Strategies for success	Read the syllabus. Read and view the materials located on the course website. Setup a: • Mendeley account • Private Google account • Blog and create an introductory post • Google Site portfolio with an introductory homepage	• Be available to answer questions as students begin course • Reply to introductory blogs as they are posted
Week 2 8/31- 9/6	What are the trends, benefits, challenges, and promises for K-12 online learning? How has K-12 online learning grown and why are students taking online courses? Who are K-12 online students?	Read and view the materials located on the course website. Create a: • Blog post • Popplet graphic organizer	• Give credit for Week 1 work (Tuesday is my "grading day" for this course) • Respond to student questions
Week 3 9/7- 9/13	Teachers, parents, facilitators, and designers: Who's teaching who? What do online teachers really do?	Read and view the materials located on the course website. Create: • A blog post • Additions to your Popplet graphic organizer	• Give feedback on • Graphic organizers Respond to blogs as necessary • Respond to student questions

Week 4 9/14- 9/20	What are the benefits and challenges of K-12 online learning? What does it mean to be an online learner? What makes teachers, parents, and students satisfied (or dissatisfied) with online learning?	Read and view the materials located on the course website. Create: • A blog post • Additions to your Popplet graphic organizer • Job Advertisement	• Reply to student blog posts Give feedback on • Popplet organizers
Week 5 9/21-9/27	How do we effectively communicate what we have learned?	Read and view the materials located on the course website. Create a screencast presentation	• Reply to student blog posts Give feedback on Popplet organizers Give feedback on • Job Advertisement
End of course Oct. 11	Instructor Final Grades	Instructor Final Grading - NO STUDENT WORK DUE	• Give feedback on screencast presentation

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 VIA should be directed to https://cehd.gmu.edu/aero/assessment/.

- 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/ .

ASSESSMENT CHECKLISTS:

Portfolio Creation
Students will create a portfolio using Google Sites. Student's portfolio homepage should also contain:
- a photo
- an introduction of their professional interests and background

Blog Creation
Students will successfully create a blog with an introductory post that contains:
- a photo
- an embedded video
- a hyperlink

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Blog Posts

Criteria	Expectation
Content	Summarizes the information gained from the provided readings/videos and shows that the student has reflected and applied the information in meaningful ways by answering: (1) What did you learn?, (2) Why is it important?, and (3) How can you use this information?
Length and Structure	Is 3-4 paragraphs long. While your blog posts can contain bullet points, the majority of the blog post should be in paragraph form.
Media	Includes media such as an image, video, or a hyperlink.
References	Contains specific references to what you learned (e.g. "Anderson (2008) stated..." or "Similar to the 60 Minutes news story we watched this week...").

Graphic Organizer

Criteria	Expectations
Content	Highlights important information obtained from course materials and shows how they are interrelated.
Scope	Presents information from all or most of the course resources.
Media	Integrates media (videos and images) in meaningful ways

Job Advertisement

Criteria	Expectations
Content	Clearly and effectively: ● summarizes the online learning context/trends and important online student characteristics ● describes specific job responsibilities ● describes specific and critical qualifications of successful online teachers
Professionalism	Uses professional language that is free from grammatical errors

Final Presentation and Reflection

Criteria	Expectations
Content	Clearly and effectively: ● summarizes the current trends in online learning ● describes the roles and responsibilities of online teachers ● highlights the benefits and potential drawbacks to online learning for teachers and students
Style	Narrated in a natural and engaging way and follows best presentation practices
Images	Contains images that reinforce the presented content and are cited correctly
Length	Is 5-8 minutes long

Portfolio	Embedded in a portfolio page with a 1-2 paragraph reflection on the course that answers the following questions: 1. What did you learn in the course? 2. Why was the course content important? 3. How can/will you use this information in your future practice?

VIA Assessment Rubric

At the end of the semester you will submit your Final Presentation and Reflection project (referred to below as the "Introduction to Online Learning Presentation") to VIA, a program that our college uses to track certain assessments for accreditation purposes. A course shell has been created in Blackboard for your section which houses the VIA Assessment link for uploading the course Performance-Based Assessment. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. *I will use the following rubric to evaluate your project but your score will not be included when calculating your final grade.*

Introduction to Online Learning Presentation EDIT 760			
Criteria	**3 Exceeds Standard**	**2 Meets Standard**	**1 Fails to Meet Standard**
Visuals	The visuals are engaging and clearly support learner goals.	The visuals are clearly support learner goals.	Several visuals do not support learner goals and prove distracting.
Narration	Narration is clear, natural, and engaging	Narration is clear	Narration is unclear
Content	The presentation creatively and clearly teaches the fundamentals of K-12 online learning in engaging ways (i.e. growth trends, teacher, student, and parent demographics, responsibilities, and challenges).	The presentation clearly teaches the fundamentals of K-12 online learning in engaging ways (i.e. growth trends, teacher, student, and parent demographics, responsibilities, and challenges).	The presentation lacks important content regarding the fundamentals of online learning and does not engage the viewer.