

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

EDIT 761.DL1 – Models of Blended and Online Learning  
2 Credits, Fall 2022  
Online

**Faculty**

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**Prerequisites/Corequisites**

None

**University Catalog Course Description**

Provides opportunities for learners to identify, explore, and evaluate a range of educational models for K-12 blended and online learning. These include the flipped classroom, mentor-mentee dyad, group collaborative, synchronous, asynchronous, parent directed e-learning, mobile learning, and web-delivered instruction.

**Course Overview**

Not Applicable

**Course Delivery Method**

This course will be delivered online using mostly an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal and other content platforms. 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 on September 26th, 9:00 AM EST.

**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](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 will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- 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/](http://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 11:59pm EST.
- Log-in Frequency:  
Students must actively check the course platforms including Blackboard 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 online 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. 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 ensure 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. Define and analyze multiple models of online learning.
2. Identify the benefits and limitations of each model,
3. Understand and explain criteria for selecting different models of online learning,
4. Understand and explain the relationship between each online learning model and its impact on students and teacher.

## **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](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, A3)

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 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. However, students should purchase a webcam with a good microphone for the course if they do not already have one. Webcams will be used in the course to create and share audio and video recordings.

### 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**

<b>Assignment</b>	<b>Point Value</b>
Discussion Board Activities (5 total)	15 (3 points each)
Blended Teacher Readiness Survey and Reflection	5
Problem of Practice Reflection	5
Online Learning Model Benefit-Drawback Analysis and Reflection	5
Blended Learning Model Benefit-Drawback Analysis and Reflection	5
Blended and Online Learning Models Infographic	10
Personalized and Differentiated Learning Activities	10
Coaching Interview	5
Infographic	10
Workshop Design	10
Hacker's Week Project	10
Final Reflection	10
<b>Total Points*</b>	<b>100</b>

- **Assignment Descriptions**

***Discussion Board Activities***—Discussions are an important aspect of this course. Although the discussion prompts will vary, they will all require you to read/view materials, apply your learning in some way, and discuss ideas with your peers.

***Benefit and Drawback Analysis***—Students will carefully consider the various online and blended learning models and describe their benefits and drawbacks.

***Personalized and Differentiated Learning Activities***—Students will create activities that help to enable personalized and differentiated learning in their courses.

***Coaching Interview***—Students will identify the coaching support for blended or online teaching in their context and then interview one coach regarding their successes and challenges.

***Workshop Design***—Students will collaboratively design a workshop that will help practicing teachers to understand and apply blended learning principles.

***Infographic***—Students will create an infographic that highlights the strengths and weaknesses of various blended learning models.

***Hacker's Week Project and Presentation***—Students will spend 6-8 hours working on a course related project of their choosing. Students will approve the project with the instructor prior to beginning and maintain an instructor provided log describing the time spent on the project. Student will then give a class presentation showing and telling the class about their project.

***Final Reflection***—Student will write a summary of their experiences and what they have learned in this course. In addition, they will reflect on how this growth will be used in their future teaching.

- **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.

### 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 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/policies-procedures/>

## Class Schedule

Date	Topics and Guiding Questions	Activities and Projects Due
Module 1 Sept 26-Oct 2	<ul style="list-style-type: none"> <li>✓ What are this course's structure and assignments?</li> <li>✓ What are the blended and online teacher competencies?</li> <li>✓ What is your personal readiness to teach online and blended courses?</li> </ul>	<ul style="list-style-type: none"> <li>➤ Read the syllabus</li> <li>➤ Participate in an ice-breaker activity.</li> <li>➤ Take the Blended Teacher Readiness Survey</li> <li>➤ Read the posted material</li> <li>➤ Write a reflection on your current blended and online teaching skills</li> </ul>
Module 2 Oct 3-Oct 9	<ul style="list-style-type: none"> <li>✓ What are the problems of practice that online and blended teaching/learning help to solve?</li> <li>✓ What are the new challenges that come with online and blended</li> </ul>	<ul style="list-style-type: none"> <li>➤ Read and view the posted material.</li> <li>➤ Using the 7Ps and 4Es frameworks, describe and reflect on the problems of practice that</li> </ul>

	teaching/learning?	<p>you encounter and would like to address.</p> <ul style="list-style-type: none"> <li>➤ Participate in the discussion board activity.</li> </ul>
Module 3 Oct 11-16	<ul style="list-style-type: none"> <li>✓ What are the current models of online learning and what are their benefits and drawbacks?</li> </ul>	<ul style="list-style-type: none"> <li>➤ Read and view the posted materials.</li> <li>➤ Complete a benefit-drawback analysis for each online learning model.</li> <li>➤ Participate in the discussion board activity.</li> <li>➤ Start an infographic</li> </ul>
Module 4 Oct 17-23	<ul style="list-style-type: none"> <li>✓ What are the models or blended learning?</li> <li>✓ What are management strategies that blended teachers should adopt?</li> </ul>	<ul style="list-style-type: none"> <li>➤ Read and view the posted materials.</li> <li>➤ Complete a benefit-drawback analysis for each blended learning model.</li> <li>➤ Finish the infographic.</li> </ul>
Modules 5 Oct 24-30	<ul style="list-style-type: none"> <li>✓ What is personalized learning and differentiated learning?</li> <li>✓ How do we design meaningful personalized and differentiated learning activities?</li> </ul>	<ul style="list-style-type: none"> <li>➤ Read and view the posted material.</li> <li>➤ Create learning activities that enable personalized and differentiated learning.</li> <li>➤ Complete the discussion activity.</li> </ul>
Module 6 Oct 31-Nov 6	<ul style="list-style-type: none"> <li>✓ What role can coaching play in improving teachers' readiness for online and blended teaching?</li> </ul>	<ul style="list-style-type: none"> <li>➤ Participate in the synchronous class session.</li> <li>➤ Complete the coaching inventory and interview.</li> </ul>
Module 7-8 Nov 7-Nov 20	<ul style="list-style-type: none"> <li>✓ What are effective strategies for workshops?</li> <li>✓ How would you conduct a workshop on blended learning?</li> </ul>	<ul style="list-style-type: none"> <li>➤ Participate in a synchronous class session.</li> <li>➤ In collaboration with your group members, create a blended teaching guide.</li> </ul>
Thanksgiving Break		
Module 9 Nov 29-Dec 5	<b>Hacker's Week</b> This week you will propose and complete a project related to online and/or blended teaching/learning.	
Finals Week Dec 6- Dec 12	<b>Final Reflection</b>	

*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 [viahelp@gmu.edu](mailto:viahelp@gmu.edu) or <https://cehd.gmu.edu/aero/assessments>. 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 “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).



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

**VIA Accreditation Rubric**

At the end of the semester, you will submit your Blended Learning Workshop project to VIA, 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>Blended Learning Workshop</b>			
Criteria	3 Exceeds Standard	2 Meets Standard	1 Fails to Meet Standard
Objectives	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.
Materials	The curated and created workshop materials are creative, professional, and closely aligned to the objectives and assessments.	The curated and created workshop materials are professional and closely aligned to the objectives and assessments.	The curated and created workshop materials lack quality and not closely aligned to the objectives and assessments.
Design	The design descriptions are robust, easily understood, and free from errors.	The design descriptions are sufficient and easily understood with only minor errors.	The design descriptions are difficult to understand and contain significant errors.