

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

EDIT 761 001– Models of Blended and Online Learning
2 Credits, Fall 2024

Wednesday, 5:20 pm - 7:10 pm Krug Hall 102 Fairfax Main Campus

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 using a hybrid 75% online format in order to model the course content.

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'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, A.3)

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

1. Graham, C. R. , Borup, J. , Short, C. R. , & Archambault, L. (2019). *K-12 blended teaching: A guide to personalized learning and online integration*.
<https://edtechbooks.org/k12blended/blendedteachingfoundations>
2. Additional readings and resources will be made available electronically.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, VIA, hard copy).

- **Assignments and/or Examinations**

1. Participation (30 points – 3 points per week): Students will be evaluated based on their participation in course discussions, group activities, and participation in synchronous meetings. Students are expected to provide articulate responses to weekly discussion board posts and engage with instructor and group members.
2. Curriculum Redesign (25 points): Students will select a curriculum experience from their practice and propose a redesign for that experience in a fully online or blended modality. Templates will be provided as well as a detailed process for the redesign.

3. Curriculum Committee Review (25 points): As students progress through the course, they will view simulations of the different models of online learning. Students will create a document for their curriculum committee specifying how each model enables as well as inhibits K-12 teachers and learners. Students will be required to provide recommendations to the curriculum committee and support their argument with references. This activity requires students to analyze, evaluate, and recommend online learning models. A template will be provided on the course Web site.
4. Electronic Portfolio (20 points): Throughout their program of study, students are required to create and continually revise a professional, online portfolio. This portfolio should not be a collection of what the student has done, but rather a reflection of what they have learned. Templates and assistance will be provided to assist students in the creation and maintenance of this portfolio. All exhibits in the online portfolio will include a short reflection. At the end of this course, a comprehensive, course-wide reflection and supporting samples of work will be added to the portfolio reflecting student learning.

- **Other Requirements**

1. Participation is mandatory, as discussions, readings, and activities are important parts of the course.
2. Each student is expected to complete all readings and participate in all online discussions.
3. Each student is expected to participate in and complete all projects.
4. Students who must miss online activities are responsible for notifying the instructor (preferably in advance) and for completing any revised assignments, readings, and activities.
5. All assignments must be completed electronically. Assignments are to be submitted on the date due. Late assignments will not be accepted without making prior arrangements with the instructor.

- **Grading**

Requirements	Percentage
Participation	30%
Curriculum Redesign	25%
Curriculum Committee Review	25%
Electronic Portfolio	20%

Grade	Point Range
A	94-100
A-	90-93
B+	86-89
B	80-85
C	70-79

Use of Generative AI

Use of Generative AI tools should be used following the fundamental principles of Mason’s Academic Standards. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative AI tools.

Professional Dispositions (CEHD Student Guide)

Throughout study in the College of Education and Human Development, students are expected to demonstrate behaviors that reflect the positive dispositions of a professional. See <https://cehd.gmu.edu/current-students/cehd-student-guide>.

Class Schedule

Date	Topics and Guiding Questions	Activities and Projects Due
Topic 1 Oct 2-Oct 8	What is the purpose of education? Does the educational system need to be reformed? What are some educational reform movements and what are their goals? What are 21 st Century skills?	Read the syllabus and materials located on the course website. Participate in the icebreaker activity. Create a blog post.
Topic 2 Oct 9-Oct 15	Personalized learning and competency-based learning models The role of technology in educational reform and personalized learning Trending now...	Read and video the materials on the course website. Participate in the discussion board activity. Participate in the personalized learning examples. Complete the hour of code on Kahn Academy. Add Reflection to Portfolio
Topic 3 Oct 16-Oct 22	Fully Online Models COPLS/Asynchronous/Synchronous A Curriculum Committee Review document	Read and view the materials located on the course website.

		Collaborate with Curriculum Committee on Review document
Topic 4 Oct 23-Oct 29	All about Blended Learning Models of blended learning models and trends	Read and view the materials located on the course website. Collaborate with Curriculum Committee on Review document Jeff Foxworthy
Topic 5 Oct 30-Nov 5	Alternative Blending Strategies	Collaborate with Curriculum Committee on Review document
Topic 6 Nov 6-Nov12	Reimagining Curriculum Assignment	Read and view the materials located on the course website.
Topic 7 Nov 13-Nov19 Optional Synchronous Instructor meetings (small group)	Reimagining Curriculum Assignment	Read and view the materials located on the course website.
Topic 8 Nov 20 -Dec. 3	Concurrent/HyFlex/Hybrid (Glogster)	
Thanksgiving Break		
Topic 9 Dec 4-Dec 10	Collaboratively design and create a blended learning workshop. Animated Briefing Video (Powtoons)	
Topic 10 Dec 11-17	Collaboratively design and create a blended learning workshop. Final Reflection	

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

CEHD Commitments

The College of Education and Human Development is committed to fostering collaboration and community, promoting justice and equity, and advancing research-informed practice. Students are expected to adhere to, and contribute to, these commitments, the CEHD Mission, and Core Values of George Mason University. More information can be found here:

<https://cehd.gmu.edu/about/culture/>

GMU Policies and Resources for Students

Policies

- Students must adhere to Mason’s Academic Standards (see <https://catalog.gmu.edu/policies/academic-standards/>)
- 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 or <https://cehd.gmu.edu/aero/assessments>.
- Questions or concerns regarding use of your LMS should be directed to:
 - Blackboard Learn: <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>
 - Timely Care: <https://caps.gmu.edu/timelycare-services/>
 - Writing Center: <https://writingcenter.gmu.edu/>
- For additional information on the College of Education and Human Development’s Student Success Resources, please visit: <https://cehd.gmu.edu/students/>.

Notice of mandatory reporting of sexual assault, sexual harassment, 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.

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

Participation Rubric

	Exceeds Expectations 3 points x 10	Meets Expectations 2 points x 10	Does Not Meet Expectations 1 point x 10
Participation	Student participates on a consistent basis. They respond to posts in a thoughtful, intelligent, and timely manner that displays in-depth thought and consideration of the readings and discussions. Student engages with group on a regular basis and assists the completion of all group activities in an exceptional manner.	Students posts and participates on a regular basis. They respond to posts in a timely manner that displays consideration of the readings and other comments. Student participates with the group and helps with activities.	Student fails to participate in group discussions on a regular basis. Additionally, their posts do not indicate a consideration of the course material or posts from other students. They fail to assist in completing group activities.

Curriculum Committee Review (25 points)

	Exceeds Expectations 3 points x 8 1 point clarity	Meets Expectations 2 points x 8 1 point clarity	Does Not Meet Expectations 1 point x 8 1 point clarity
Curriculum Committee Review	Review clearly and comprehensive analyzes all 8 submissions to the Curriculum Committee and provides detailed feedback. Insightful recommendations are provided in an accurate and easily understood manner. Review recommendations are well supported by research and provides suggestions for resubmission. The review addresses <i>all</i> requirements specified in the design template. The review is well constructed and carefully edited for spelling and grammar errors.	Review analyzes all 8 submissions to the Curriculum Committee and provides detailed feedback. Recommendations are provided in an accurate and easily understood manner. Review recommendations provide some research support and suggestions for resubmission. The review addresses <i>all</i> requirements specified in the design template. The review is well constructed with minimal spelling and grammar errors.	Review does not include an analysis of all 8 submissions to the Curriculum Committee and feedback is minimal. Recommendations are present but not accurate or easily understood. Review recommendations are not supported by research and provide minimal suggestions for resubmission. The review does not address <i>all</i> requirements specified in the design template. The review is poorly constructed with multiple spelling and grammar errors.

End of Course Portfolio (20 points)

	Exceeds Expectations 5 points x 4	Meets Expectations 3 points x 4	Does Not Meet Expectations 1 point x 4
End of Semester Portfolio	Includes artifacts and robust reflections for all components of the portfolio wiki, has comprehensive reflections making connections to course concepts and to implications for practice	Includes most artifacts and acceptable reflections for all components of the portfolio wiki, has reflections making connections to course concepts and to implications for practice	Missing artifacts and incomplete or minimal reflections for all components of the portfolio wiki, connections to course concepts and to implications for practice are limited