

GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
Integration of Online Learning in Schools

EDIT 764
The ART of Online Communication
NET

PROFESSOR(S):

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COURSE DESCRIPTION

- A. **Prerequisites or Corequisite:** EDIT 763
- B. **Course description from the university catalog:** Examines strategies to assess, respond to, and target online communication and develops expertise in questioning and listening, supporting self-regulation, and clarifying conceptual understanding using a series of case studies and role playing activities.

NATURE OF COURSE DELIVERY: The course is delivered online using asynchronous and synchronous communication tools. Students participate in discussions and activities both as individuals and in group settings. Students practice concepts learned in the readings and discussions through the use of case studies, role playing, and production of culminating products.

LEARNER OUTCOMES

This course is designed to enable students to:

- 1. Understand the online communication process for building relationships,
- 2. Develop an appreciation of and an ability to analyze and respond to online communications,
- 3. Define and distinguish between the concepts of self-regulation and self-efficacy as well as apply this knowledge to effective online communications,
- 4. Develop an understanding of and ability to promote online communications that target conceptual understanding and student higher order thinking skills.

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.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

1. Bandura, A. (1994). Self-efficacy. In V. S. Ramachaudran (Ed.), *Encyclopedia of human behavior* (pp. 71-81). New York: Academic Press. (Reprinted in H. Friedman [Ed.], *Encyclopedia of mental health*. San Diego: Academic Press, 1998). Retrieved from <http://www.des.emory.edu/mfp/BanEncy.html>
2. Bartos, L. (2008, October). Time management. *Lincoln Journal Star Newspaper Sunday edition*. Retrieved from <http://lancaster.unl.edu/home/articles/2005/timemanagement.shtml>
3. Boekaerts, M. (1999). Self-regulated learning: Where we are today. *International Journal of Educational Research*, 31, 445-457.
4. Kirk, K. (n. d.). Self-Efficacy: Helping students believe in themselves. *On the Cutting Edge*. Retrieved from <http://serc.carleton.edu/NAGTWorkshops/affective/efficacy.html>
5. Vonderwell, S., & Savery, J. (2004). Online learning: Student role and readiness. *The Turkish Online Journal of Educational Technology*, 3, 38-42.
6. Norton, P. (2005). Scaffolding online learning: The ART of mentoring. In C. Crawford et al. (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2005* (pp. 2025-2032). Chesapeake, VA: AACE.
7. Zimmerman, B. (2002). Becoming a self-regulated learner: An overview. *Theory Into Practice*, 41(2), 64-70.
8. Additional Web resources linked to course pages.

COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENT, AND EVALUATION CRITERIA

A. 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.

B. Performance-based assessments

Participation (45 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.

Online Teacher Support Center (35 points): Students will create a design document as a way of communicating what an online teacher might need as they face the challenges inherent in online communications with online K-12 students. This activity requires student to identify and plan appropriate resources that could be available for teachers and present it following the guidelines and template provided on the course Web site.

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. This is the designated course performance based assessment and will be scored in Taskstream.

C. Criteria for evaluation

Participation Rubric

	Exceeds Expectations 5 points x 9	Meets Expectations 3 points x 9	Does Not Meet Expectations 1 point x 9
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.

Online Teacher Support Center (35 points)

	Exceeds Expectations 5 points x 7	Meets Expectations 3 points x 7	Does Not Meet Expectations 1 point x 7
Design Document	The design document creatively and comprehensively includes resources supporting online teachers' ability to successfully use <i>all</i> 15 strategies developed during the course. Robust information about the strategies is provided in an accurate and easily understood manner. Examples included to illustrate the strategies are accurate, understandable, and insightful. The design document addresses <i>all</i> requirements specified in the design template.	The design document includes resources supporting online teachers' ability to successfully use <i>all</i> 15 strategies developed during the course. Adequate information about the strategies is provided in an accurate and easily understood manner. Examples included to illustrate the strategies are accurate. The design document addresses <i>all</i> requirements specified in the design template.	The design document does <i>not</i> include resources to support online teachers' ability to use <i>all</i> 15 strategies developed during the course. Information about the strategies is incomplete or poorly developed. Examples included to illustrate the strategies are absent or incomplete. The design document does <i>not</i> address <i>all</i> requirements specified in the design template.

End of Course Portfolio (20 points)

End of Semester Portfolio	Exceeds Expectations 5 points x 4	Meets Expectations 3 points x 4	Does Not Meet Expectations 1 point x 4
Personal Learning	Includes a comprehensive set of artifacts with robust reflections for all components of the portfolio wiki and reflects mastery of concepts studied during the course.	Includes most artifacts and acceptable reflections for all components of the portfolio wiki, and reflection mastery of concepts studied during the course	Artifacts and reflections are missing and/or incomplete and reflections fail to indicate mastery of concepts studied during the course.
Implications for Practice	Includes thoughtful and comprehensive descriptions of what is learned embedded throughout the portfolio wiki. Reflections express clear and robust connections to course concepts and to implications for K-12 online learning practice.	Includes descriptions of what is learned embedded throughout the portfolio wiki. Reflections express connections to course concepts and to implications for K-12 online learning practice.	Descriptions of what is learned are poorly developed throughout the portfolio wiki. Reflections fail to express connections to course concepts and to implications for K-12 online learning practice.
Reflections/Connections	Reflections express lessons drawn for practice with robust connections to concepts/theories studied, personal teaching and learning goals, and emerging understanding of the art of online teaching and learning.	Reflections express lessons drawn for practice with clear connections to concepts/theories studied, personal teaching and learning goals, and emerging understanding of the art of online teaching and learning.	Reflections fail to express lessons drawn for practice with limited connections to concepts/theories studied, personal teaching and learning goals, and emerging understanding of the art of online teaching and learning.
Portfolio Construction	The portfolio wiki is well constructed and reflects a website design with working links, a clear navigation system, and a common look and feel throughout rather than a collection of pages. The portfolio wiki is carefully edited for spelling and grammar errors.	The portfolio wiki is well constructed and reflects a website design with working links, a clear navigation system, and a common look and feel throughout. The portfolio wiki is edited with minimal spelling and grammar errors.	The portfolio wiki is poorly constructed and represents a collection of pages rather than a website design with working links, a navigation system, and a common look and feel throughout. The portfolio wiki has multiple spelling and grammar errors.

D. Grading scale

Requirements	Percentage
Participation	45%
Online Teacher Support Center	35%
Electronic Portfolio	20%

Grade	Point Range
A	94-100
A-	90-93
B+	86-89
B	80-85
B-	75-79
C	70-74
F	69-below

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Student Expectations

Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].

Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].

Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].

Students are responsible for the content of university communications sent to their George Mason University 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 must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].

The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

The College of Education & Human Development is committed to the following five values: collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <http://cehd.gmu.edu/values/>

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

PROPOSED CLASS SCHEDULE

Date	Topic/Learning Activities	Readings & Assignments
Week 1	<p>The topic for this week is to understand the importance of initial relationship building and how to establish this in an online environment. There are four activities.</p> <ol style="list-style-type: none"> 1. Readings and discussion about the role of the online teacher in promoting effective online communications, 2. Readings and discussion about the ART of mentoring - the process of reflecting on communications and crafting appropriate interactions. 3. Readings and discussion the importance of initial conversations to build online relationships. 4. Completing a series of role playing activities in order to practice communication skills. 	<p>Read linked articles on the course web site.</p> <p>Complete assignments describe on the course web site to include:</p> <ul style="list-style-type: none"> • Inspirational Poetry • Putting ART into Practice <p>Post and respond to prompts provided on the discussion board for this week.</p>
Week 2	<p>The topic for this week will be to examine the “listening” phase of online communication. There are two activities.</p> <ol style="list-style-type: none"> 1. Reading about and discussion strategies for “listening” to what online communications are really communicating and how to respond to and clarify meaning. 2. Completing a series of role playing activities in order to practice “listening” and clarifying. 	<p>Read linked articles on the course web site.</p> <p>Complete assignments describe on the course web site to include:</p> <ul style="list-style-type: none"> • Inspirational Poetry • Practicing Attending Behaviors • An Opening Introduction <p>Post and respond to prompts provided on the discussion board for this week.</p>
Week 3	<p>After listening and establishing trust, the topic for this week will focus on skills for questioning learners and challenging them to consider multiple points of view. There are three activities for this week.</p> <ol style="list-style-type: none"> 1. Readings and discussions will focus on strategies that involve online communication that addresses incongruities in the presentation of problems and challenges faced by the online learner. 2. Readings and discussion about basic influencing skills addressed in questioning and challenging. 3. Completing a series of role playing activities in order to practice communication skills. 	<p>Read linked articles on the course web site.</p> <p>Complete assignments describe on the course web site to include:</p> <ul style="list-style-type: none"> • Inspirational Poetry • Practicing Questioning and Challenging <p>Post and respond to prompts provided on the discussion board for this week.</p>
Week 4	<p>The topic for this week centers on the ways in which closure links the present to the future for the online learner. There are two activities for this week.</p> <ol style="list-style-type: none"> 1. Readings and discussion about strategies to bring online communications to a closure – both topic specific communications and course completion communications. 2. Completing a series of role playing activities in order to practice communication skills. 	<p>Read linked articles on the course web site.</p> <p>Complete assignments describe on the course web site to include:</p> <ul style="list-style-type: none"> • Inspirational Poetry • Practicing Coming to Closure <p>Post and respond to prompts provided on the discussion board for this week.</p>

<p>Week 5</p>	<p>The topic for this week focuses on the concepts of self-regulation and self-efficacy. There are two activities for this week.</p> <ol style="list-style-type: none"> 1. Readings and discussion about the relationship of self-regulation and self-efficacy to online learning. 2. Completing a series of role playing activities to recognizing and promoting online learners' self-regulating behaviors and their development of self-efficacy. 	<p>Read linked articles on the course web site.</p> <p>Complete assignments describe on the course web site to include:</p> <ul style="list-style-type: none"> • Create a Venn Diagram • An Incoming Message <p>Post and respond to prompts provided on the discussion board for this week.</p>
<p>Week 6</p>	<p>The topic for this week focuses on time management concepts and how to develop or enhance time management skills for online learners. There are two activities for this week.</p> <ol style="list-style-type: none"> 1. Readings and discussion about the relationship of time management to online learning. 2. Completing a series of role playing activities in order to practice supporting online learners' ability to manage their time. 	<p>Read linked articles on the course web site.</p> <p>Complete assignments describe on the course web site to include:</p> <ul style="list-style-type: none"> • Student Profiles of Time Management • An Incoming Message <p>Post and respond to prompts provided on the discussion board for this week.</p>
<p>Week 7</p>	<p>The topic for this week focuses on text comprehension concepts and how to develop or enhance text comprehension skills for online learners. There are two activities for this week.</p> <ol style="list-style-type: none"> 1. Readings and discussion about the relationship text comprehension and online learning. 2. Completing a series of role playing activities in order to practice supporting online learners' ability to comprehend text. 	<p>Read linked articles on the course web site.</p> <p>Complete assignment describe on the course web site to include:</p> <ul style="list-style-type: none"> • Incoming Message <p>Post and respond to prompts provided on the discussion board for this week.</p>
<p>Week 8</p>	<p>The topic for this week focuses note taking concepts and supporting online learners' ability to use note taking when working in an online environment. There are two activities for this week.</p> <ol style="list-style-type: none"> 1. Readings and discussion about the relationship of note taking to successful online learning. 2. Completing a series of role playing activities in order to practice supporting online learners' use of note taking. 	<p>Read linked articles on the course web site.</p> <p>Complete assignments describe on the course web site to include:</p> <ul style="list-style-type: none"> • An Incoming Message • An Incoming Message <p>Post and respond to prompts provided on the discussion board for this week.</p>
<p>Week 9</p>	<p>This week focuses on synthesizing and applying strategies practiced in Weeks 5 through 8 to support online communications that build self-regulation skills and online learning self-efficacy. There is one activity for this week.</p> <ol style="list-style-type: none"> 1. Completing a series of role playing activities in order to practice supporting online learners' self-regulation skills and online learning self-efficacy. 	<p>Read linked articles on the course web site.</p> <p>Complete assignments describe on the course web site to include:</p> <ul style="list-style-type: none"> • An Incoming Message • An Incoming Message

<p>Week 10</p>	<p>The topic for this week focuses on supporting online learners' conceptual understanding by targeting the language of thinking and thinking dispositions. There are two activities for this week.</p> <ol style="list-style-type: none"> 1. Readings and discussion about the role of the language of thinking and thinking dispositions for online learning. 2. Completing a series of role playing activities in order to practice supporting online learners' conceptual understanding. 	<p>Read linked articles on the course web site.</p> <p>Complete assignments describe on the course web site to include:</p> <ul style="list-style-type: none"> • The Burma Shave Workshop Walk • Building A Language of Thinking Vocabulary • An Incoming Message <p>Post and respond to prompts provided on the discussion board for this week.</p>
<p>Week 11</p>	<p>The topic for this week focuses on supporting online learners' conceptual understanding by targeting mental management and strategic thinking. There are two activities for this week.</p> <ol style="list-style-type: none"> 1. Readings and discussion about the role of the mental management and strategic thinking for online learning. 2. Completing a series of role playing activities in order to practice supporting online learners' conceptual understanding. 	<p>Read linked articles on the course web site.</p> <p>Complete assignments describe on the course web site to include:</p> <ul style="list-style-type: none"> • The Burma Shave Workshop Walk • Thinking Alarms – An Activity • An Incoming Message <p>Post and respond to prompts provided on the discussion board for this week.</p>
<p>Week 12</p>	<p>The topic for this week focuses on supporting online learners' conceptual understanding by targeting higher order knowledge and transfer of learning. There are two activities for this week.</p> <ol style="list-style-type: none"> 3. Readings and discussion about the role of targeting higher order knowledge and transfer of learning for online learning. 4. Completing a series of role playing activities in order to practice supporting online learners' conceptual understanding. 	<p>Read linked articles on the course web site.</p> <p>Complete assignments describe on the course web site to include:</p> <ul style="list-style-type: none"> • The Burma Shave Workshop Walk • Mental Management and the Challenge • An Incoming Message <p>Post and respond to prompts provided on the discussion board for this week.</p>
<p>Week 13, 14, and 15</p>	<p>This week focuses on synthesizing and applying strategies practiced in Weeks 1 through 4 to support online communications that build relationships between teacher and learners and learners and learners. There is one activity for this week.</p> <ol style="list-style-type: none"> 1. Students will collaboratively respond to a request from their superintendent's request to develop an Online Teacher Support Center. Students will create a collaborative design document to include the components they think are necessary for an effective resource web site. 	<p>Activity 1: Examine a series of web-based support centers for businesses. Collaboratively establish criteria for what makes a good web-based support center.</p> <p>Activity 2: Using the template provided on the course web site, students will prepare a design document for the Online Teacher Support Center, making sure that all course topics are reflected in the design.</p>