

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

**EDIT 766**  
**Understanding Online Presence**  
**Fall, 2013**  
**(2 credit hours)**  
**NET**

**PROFESSOR(S):**

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**COURSE DESCRIPTION:**

- A. **Prerequisite:** EDIT 764 and **Corequisite:** EDIT 765
- B. **Course description from the university catalog:** Examines impacts of distance on teachers and learners and develops strategies to establish teacher presence, to establish and express self, to promote learner-learner connections, and to compensate for the separation of teacher-learner and learner-learner.

**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 concept of online presence as it pertains to teachers, learners, and content,
2. Define, recognize, and develop the elements of teacher presence, social presence and cognitive presence in an online learning environment,
3. Understand and practice the use of skills and tools to effectively manage student learning and behavior in an online environment, and
4. Understand and promote online communications that target conceptual understanding and student higher order thinking skills.

**PROFESSIONAL STANDARDS: (e.g., INTASC, Professional Organization)**

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](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.3, C.6, C.7, C.8)

Standard F - The online teacher is cognizant of the diversity of student academic needs and incorporates accommodations into the online environment. (F.4, F.7)

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. Dunlap, J.C., & Lowenthal, P.R. (2009). Tweeting the night away: Using Twitter to enhance social presence. *Journal of Information Systems Education*, 20(2), 129-135.
2. Garrison, D.R. (2007). Online community of inquiry review: Social, cognitive, and teaching presence issues. *Journal of Asynchronous Learning Networks*, 11(1) 61-72.
3. Hughes, M., Ventura, S., & Dando, M. (2007). Assessing social presence in online discussion groups: A replication study. *Innovations in Education and Teaching International*, 44(1), 17–29.
4. Jones, I. M. (2011). Can you see me now? Defining teaching presence in the online classroom through building a learning community. *Journal of Legal Studies Education*, 28(1), 67–116.
5. Kehrwald, B. (2008). Understanding social presence in text-based online learning environments. *Distance Education*, 29(1), 89-106.
6. Lehman, R.M. & Conceição, C.O. (2010). *Creating a sense of presence in online teaching: How to “be there” for distance learners*. San Francisco: Jossey-Bass.
7. Reupert, A., Maybery, D., Patrick, K. (2009). The importance of being human: Instructors' personal presence in distance programs. *International Journal of Teaching and Learning in Higher Education*, 21(1), 47-56.

8. Stavredes, T. (2011). *Effective online teaching: Foundations and strategies for student success*. San Francisco: Jossey-Bass.

## **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 (40 points – 5 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.

Electronic Magazines (40 points – 10 points per eZine): Students will create a series of four electronic magazines (eZines) as a way of communicating to other teachers what they might need as they face the challenges inherent in online presence with K-12 online learners. This assignment requires students to work collaboratively in groups to create and develop appropriate resources for teachers. A template is 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.

## C. Criteria for evaluation

### Participation Rubric

	Exceeds Expectations 5 points x 8	Meets Expectations 3 points x 8	Does Not Meet Expectations 1 point x 8
Participation	<p>Student participates on a consistent basis. Student responses/posts are thoughtful, intelligent, and timely manner that displays in-depth thought and consideration of the readings and discussions.</p> <p>Student engages with group on a regular basis and assists the completion of all group activities in an exceptional manner.</p>	<p>Students posts and participates on a regular basis.</p> <p>Responses/posts are completed in a timely manner that displays consideration of the readings and other comments. Student participates with the group and helps with activities.</p>	<p>Student fails to participate in group discussions on a regular basis. Additionally, responses/posts do not indicate a consideration of the course material or posts from other students. Student fails to assist in completing group activities.</p>

### Electronic Magazines (eZines) (40 points)

	Exceeds Expectations 5 points x 8	Meets Expectations 3 points x 8	Does Not Meet Expectations 1 point x 8
eZines	<p>eZine creatively and comprehensively includes resources supporting online teachers' ability to successfully address <i>all 3</i> elements of online presence. Robust information about presence is provided in an accurate and easily understood manner. Examples included to illustrate the strategies are accurate, understandable, and insightful. The eZine addresses <i>all</i> requirements specified in the eZine template. eZines are well constructed and carefully edited for spelling and grammar errors.</p>	<p>eZine includes resources supporting online teachers' ability to successfully use <i>all 3</i> elements of online presence. Adequate information about presence is provided in an accurate and easily understood manner. Examples included to illustrate the strategies are accurate. The eZine addresses <i>all</i> requirements specified in the eZine template. eZines are well constructed with minimal spelling and grammar errors.</p>	<p>eZine does <i>not</i> include resources to support online teachers' ability to <i>all 3</i> elements of online presence. Information about presence is incomplete or poorly developed. Examples included to illustrate the strategies are absent or incomplete. The eZine does <i>not</i> address <i>all</i> requirements specified in the eZine template. eZines are poorly constructed with multiple spelling and grammar errors.</p>

### 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	<p>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</p>	<p>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</p>	<p>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</p>

**D. Grading scale**

Requirements	Percentage
Participation	40%
Electronic Magazines (eZines)	40%
Electronic Portfolio	20%

Grade	Point Range
A	94-100
A-	90-93
B+	86-89
B	80-85
C	70-79
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/policies/responsible-use-of-computing/>].
- 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 Experiences	Readings and Assignments
Week 1	<p>Weekly topic: What is Presence?</p> <ul style="list-style-type: none"><li>• Welcome letter (via email) and video from instructor</li><li>• Online "Get to Know the Course" Scavenger Hunt</li><li>• Course Expectations</li><li>• Discussion Board Rules and Roles</li><li>• Introductions – Interview another student and make a video (Photostory, iMovie, Movie Maker, or other) of another student in course (instructor assigned)</li></ul>	<p>Read assigned articles/chapters as listed on the course web site</p> <p>Complete assignments described on the course web site to include:</p> <ul style="list-style-type: none"><li>• Interview other student and create your video introduction and post it to the Discussion Board</li><li>• View introductions of everyone in the class.</li><li>• Reply to at least 2 other posts</li><li>• Discussion Board: Describe a way in which you make presence felt in a face to face class and give an example which may work as an online substitute.</li><li>• Reply to at least 2 other posts</li></ul>
Week 2	<p>Weekly topic: Teacher Presence</p> <ul style="list-style-type: none"><li>• Introduce Groups/Teams</li><li>• Mission: Possible – How to write a brief mission statement</li><li>• What is Presence? Create a three question FAQ</li><li>• What's For Dinner? Create a menu of Teacher Presence options</li><li>• Introduction to an eZine –Electronic Magazine geared toward teachers of online courses. Your group will create a series of 4 of them (Weeks 2, 4, 6, 7), using class activities and assignments as the articles</li></ul>	<p>Read assigned articles/chapters as listed on the course web site</p> <p>Complete assignments described on the course web site to include:</p> <ul style="list-style-type: none"><li>• Decide on a group name, motto, and logo for the eZine</li><li>• Create a brief mission statement/introduction for the initial eZine</li><li>• FAQ</li><li>• Menu</li><li>• Discussion Board: Read Case Study #1 and discuss what you would do in this scenario</li><li>• Reply to at least 2 other posts</li></ul> <p>Complete eZine #1</p>

Week 3	<p>Weekly topic: Teacher Presence</p> <ul style="list-style-type: none"> <li>• Behavior Management, Ethics, Netiquette</li> <li>• Create a scenario of an issue about online behavior management, ethics, and/or netiquette</li> <li>• Elluminate-ing! In This Corner...</li> <li>• Asynchronous VS synchronous chat – create a comparison card</li> <li>• Paint the Town “Read” – Create one page flyer (like you might find on your car windshield) to advertise the benefits of using text, video, asynchronous, or synchronous chat</li> </ul>	<p>Read assigned articles/chapters as listed on the course web site</p> <p>Complete assignments described on the course web site to include:</p> <ul style="list-style-type: none"> <li>• Work as a group to create a response to the behavior scenario. Post to the Discussion Board</li> <li>• Comparison card</li> <li>• Flyer</li> <li>• DEBATE IT! Debate your stance to the given prompt about the use of video chat in an online course</li> <li>• Post your stance as well as 2 other replies.</li> </ul>
Week 4	<p>Weekly topic: Social Presence</p> <ul style="list-style-type: none"> <li>• Wok This Way – Make a recipe (ingredients and instructions) for what is needed to create online social presence</li> <li>• Pictures Are Worth... 999 Words – Find or create two photos/images/graphics for your eZine and create captions to go with them</li> </ul>	<p>Read assigned articles/chapters as listed on the course web site</p> <p>Complete assignments described on the course web site to include:</p> <ul style="list-style-type: none"> <li>• Recipe</li> <li>• Photos/Images</li> <li>• Discussion Board: Read Case Study #2 and discuss what you would do in this scenario</li> <li>• Reply to at least 2 other posts</li> </ul> <p>Complete eZine #2</p>
Week 5	<p>Weekly topic: Social Presence</p> <ul style="list-style-type: none"> <li>• Personalize it! Presence in Blogs, Microblogs and other Social Media</li> <li>• Opening a Can of Worms - Writing open ended discussion questions</li> <li>• Virtual worlds</li> <li>• Writing with a purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Read assigned articles/chapters as listed on the course web site</li> <li>• Complete assignments described on the course web site to include:</li> <li>• Tweet it! (example hashtag - #GMUonpres) Twitter-like discussion (140 characters or less) of the best ways to establish, create and/or maintain social presence. You must read all tweets to make sure yours is a unique one to the list. Tweet at least once at start of week and at least once toward the end.</li> <li>• Discussion Board – For an audience of a district’s School Board, make a pro/con list about using virtual worlds with K-12 students. Post to the Discussion Board. Reply to 2 other posts</li> </ul>
Week 6	<p>Weekly topic: Cognitive Presence</p> <ul style="list-style-type: none"> <li>• Letters to the Editor - Reply to letters from your eZine readers</li> <li>• Letter to Grandma – She would like to know what you are learning about in grad school</li> <li>• Buy One, Get One Free – Create an ad for a store that sells tools that afford more than one form of presence</li> </ul>	<p>Read assigned articles/chapters as listed on the course web site</p> <p>Complete assignments described on the course web site to include:</p> <ul style="list-style-type: none"> <li>• Letter to the Editor reply</li> <li>• Letter to Grandma – She would like to know what you are learning about in grad school/how/why impt</li> <li>• Store advertisement</li> <li>• Discussion Board: Read Case Study #3 and discuss what you would do in this scenario</li> <li>• Reply to at least 2 other posts</li> </ul> <p>Complete eZine #3</p>

Week 7	<p>Weekly topic: Cognitive Presence</p> <ul style="list-style-type: none"> <li>• To Wiki or Not to Wiki...that is the question</li> <li>• Nurse, Scalpel! Using the right tool for the job</li> <li>• Crystal Clear? - Analyze This, Analyze That – Create a movie review article for the eZine to describe how well the course taught social, teacher, cognitive presence</li> </ul>	<p>Read assigned articles/chapters as listed on the course web site</p> <p>Complete assignments described on the course web site to include:</p> <ul style="list-style-type: none"> <li>• Venn Diagram of Social, Teacher and Cognitive Presence – put all tools in where they go</li> <li>• Movie review</li> <li>• Discussion Board: Read Case Study #4 and discuss what you would do in this scenario</li> <li>• Reply to at least 2 other posts</li> </ul> <p>Complete eZine #4</p>
Week 8	<p>Weekly topic: Future of Presence</p> <ul style="list-style-type: none"> <li>• Eat This, Not That (Do This, Not That) T-Chart for Online Presence</li> <li>• Not Your Mother's Internet - The Future of presence in online learning – Create a “What’s In” and “What’s Out” list</li> <li>• The Presents of Presence – Make a list of three gifts you could give to teachers to support presence</li> <li>• The Future of Presence – Your plan – Editorial</li> </ul>	<ul style="list-style-type: none"> <li>• Read assigned articles/chapters as listed on the course web site</li> <li>• Complete assignments described on the course web site to include:</li> <li>• T Chart</li> <li>• What’s In/What’s Out List</li> <li>• Gift list</li> <li>• Editorial – The future of Presence in online courses</li> <li>• Discussion Board: Post in response to prompt</li> <li>• Reply to at least 2 other posts</li> </ul> <p>COMPLETE PRESENCE SECTION OF YOUR PORTFOLIO</p>