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

EDIT 761 DL1: Models of Online Learning
2 Credits, Fall 2014

PROFESSOR:

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COURSE DESCRIPTION:

A. Prerequisites/Corequisites

Admission into Integration of Online Learning in Schools certificate or masters program within George Mason University's Division of Learning Technologies in the Integration of Technology in Schools Program

B. University Catalog Course Description

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

C. Expanded Course Description

This introductory online course examines the attributes of teachers and K-12 learners with emphasis on the attitudes, behaviors, and adaptations required by online teachers and learners.

DELIVERY METHOD:

This course will be delivered online using primarily an **asynchronous** format. Course content is organized on the program's webpage and can be accessed using the following URL: http://iols.gmu.edu/proginfo/login Interactions with your instructor will occur primarily via email. Students will also 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, roleplaying, and production of culminating products.

TECHNICAL REQUIREMENTS:

To participate in this course, students will need the following resources:

- High-speed Internet access with a standard up-to-date browser. It is recommended that you download multiple (at least 2) browsers onto your computer (i.e. Google Chrome, Mozilla Firefox, Internet Explorer, and Safari)
- Consistent and reliable access to your GMU email and course content, 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 the course requirements.
- The following software plug-ins for Pcs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:
  - Adobe Acrobat Reader: http://get.adobe.com/reader/
  - Windows Media Player (PC): http://windows.microsoft.com/en-US/windows/downloads/windows-media-player
  - Apple QuickTime Player: www.apple.com/quicktime/download/
- A webcam

EXPECTATIONS:

- **Course Week:** Because asynchronous courses do not have a "fixed" meeting day, our week will **start** on Thursday at 9:00 am, and **finish** on Wednesday at 11:59 pm.
- **Log-in Frequency**: Students must actively check the course site and their GMU email daily for communications from the instructor.
- **Participation**: Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions.
- **Technical Competence**: Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course.
- **Technical Issues**: Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload**: Expect to log in to this course **daily during the week** to participate in course activities. Remember, this course is **not** self-paced. There are **specific deadlines** and **due dates** listed in the **CLASS SCHEDULE** section of this syllabus to which you are expected to adhere. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- **Advising:** If you would like to schedule a one-on-one meeting to discuss course requirements, content or other course-related issues, and you are unable to come to the Mason campus, we can meet via telephone or web conference. Send me an email to schedule your one-on-one session and include your preferred meeting method and suggested dates/times.
- **Netiquette:** Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others from taking them as personal attacks. **Be positive in your approach to others and diplomatic with your words.** I will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.

LEARNER OUTCOMES or OBJECTIVES:
This course is designed to enable students to:

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.

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 for the course if they do not already have one.

COURSE ASSIGNMENTS AND ASSESSMENTS

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 will be clearly listed on the course calendar. All assignments—EXCEPT for discussion board activities—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

Proposed Course Assessments and Point Values

Assignment	**Point Value**
Discussion Board Activities	3-5 points each
Blog Posts	10
Lesson Plans	10
On-site Facilitator Guide	5
App Prototype	10
Hacker's Week Project	10
Student Interview	10

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 have previously read/view materials, apply your learning in someway, and discuss ideas with your peers. As a result, point values and grading rubrics will vary and will be provided to students the week prior to the discussion board due date.

Blog Posts—Over the course of the semester students will post a minimum of three blog reflections. The reflections should be course related but should not focus entirely on course materials and should link or embed relevant resources. Students will also reply to 2-4 of their peers' postings.

Lesson Plans—Students will identify blended learning models and design two lessons based on the selected models.

On-site Facilitator Guide—Students will create a concise and practical guide for on-site facilitators.

App Prototype—Students will create an app prototype that highlights the strengths and weaknesses of various blended learning models.

Hacker's Week Project and Presentation—Students will spend 8-10 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.

Mock Interview—Students will participate in and record a mock interview using Google Hangout. Each participant will represent a different stakeholder for online and blended learning.

GMU POLICIES AND RESOURCES FOR STUDENTS

a. Students must adhere to the guidelines of the George Mason University Honor Code (See **http://oai.gmu.edu/the-mason-honor-code/**).

b. Students must follow the university policy for Responsible Use of Computing (See **http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/**).

c. 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.

d. 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/**).

e. 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/**).

f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

g. 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/**).

PROFESSIONAL DISPOSITIONS

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

CORE VALUES COMMITMENT

The College of Education & 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/**.

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

PROPOSED CLASS SCHEDULE:

Date	Topics and Guiding Questions	Activities and Projects Due
Week 1 Oct 2-8	Introductions Understanding how to foster a learning community and follow netiquette guidelines	Read: • The syllabus • Read A Student's Guide to Strengthening an Online Community by West • Netiquette guidelines Watch: • Discussion Board Netiquette (2:02) • Discussion Board Basics (3:14) • Dos and Don't of Webcam Videos (2:34) Participate in the: • Course scavenger hunt • Ice breaker video discussion Create an "About Me" portfolio page
Week 2 Oct 9-15	The Educational Reform Movement What is the current state of brick-and-mortar education? What are the issues and challenges? What do students need to be successful in the 21st Century? Technology integration vs. Blended learning The course and a half-syndrome	Read: • Our Agenda for Technology Integration: It's Time to Choose by Harris • Teaching Is Not a Business by Kirp Watch: • Has education changed? (2:24) • Changing the Education Paradigm by Ken Robinson (11:40) • Reimagining Learning by Richard Culatta (14:57) • 3Es VoiceThread • Blended Learning and Technology Integration (7:30) • Blended Learning at Brady High School (5:28) • Blended Learning at Spanaway Elementary School (2:05)

		Participate in the discussion board activity
Week 3 Oct16-22	Blended Learning Introduction	Read: • Blended Learning Systems: Definition, Current Trends, and Future Directions by Graham • Contradictions between the virtual and physical high school classroom: A third-generation activity theory perspective by Murphy and Manzanares • Are Online and Traditional Learning Substitutes or Complements? By Baum and McPherson View: • The Basics of Blended Learning (5:51) • The flipped classroom (2:14) • What a 'flipped' classroom looks like by PBS NewsHour (7:41) Participate in the discussion board activity
Week 4 Oct 23-29	Blended Learning Models	Read • Classifying K-12 Blended Learning by Staker and Horn • New Models for Online Learning by Twigg • Blended learning opportunities by Rossett and Frazee (p. 10-12) View: • Introduction to Blended Learning on Khan Academy • Selected video vignettes located on the course website Participate in the discussion board activity

		Complete an App prototype
Week 5 Oct 30-Nov 5	Blended Learning Lessons	Blended Learning Lessons Participate in the discussion board activity
Week 6 Nov 6-12	Online Supplemental Model	Read: • On-site and Online Facilitators: Current Practice and Future Directions for Research by Borup and Drysdale • Educating Educators for Virtual Schooling: Communicating Roles and Responsibilities by Harms et al. • Dual Perspectives on the Contribution of On-site Facilitators to Teaching Presence in a Blended Learning Environment by de la Varre et al. Participate in the discussion board activity
Week 7 Nov 13-19	Fully Online Cyber Schools Cyber Schools vs. Home Schooling Are fully online cyber schools good for students?	Read: • Virtual Schools in the U.S. 2013 by NECP • Who is Teaching? New Roles for Teachers and Parents in Cyber Charter Schools by Waters and Leong Watch: • Virtual School Experience at Nevada Connections Academy (4:42) • Mountain Heights Academy: A Day in the Life of a Student (2:27) • Mountain Heights Academy Works for Me (6:37) • A Day in the Life of Mountain Heights Academy (4:21) • No Snow Days at Local Cyber

		School (2:20) • Cyber Schools: Virtual Innovation (13:28) • The Life of a Cyber School Student (3:20) • The Life of a Cyber School Teacher (4:02) • A Closer Look at Cyber Charter Schools by Ali Carr-Chellman (13:30) Participate in the discussion board activity
Week 8 Nov 20-25	Growing Models and Movements in Online and Blended Learning Why won't the NCAA accepted credits from certain online high schools? What are MOOCs and how can they help (or harm) K-12 student learning? Problem based learning in blended environments	Explore Canvas Announces 15 MOOCs for K-12 Teachers, Students and Parents by Canvas Read: • MOOCs in K-12 Education Part 1 and Part 2 by Watson • K-12 Online Learning and MOOCs Part 1 and Part 2 by Barbour • NCAA Bans Coursework Completed by Athletes in 24 K12 Inc. Virtual Schools by Molnar and Education Week • NCAA and K-12 Online Learning by Barbour Watch: • Welcome to the Brave New World of MOOCs by The New York Times (3:57) • Why MOOCs still matter – Agarwal Ted Talk (hint: it has to do with blended learning) • What is a badge? (2:44) • NewTech Network and Compass Academy Participate in the discussion board activity

Nov 26-30	Thanksgiving Break
Week 9 Dec 1-Dec 10	Hackers' Week
Finals Week Dec 11-17	Mock Interview

ASSESSMENT CHECKLISTS:

As explained earlier, the course will use a mastery-based approach to grading. As a result, students will need to complete all of the assignment criteria in order to earn points on the assignment and all assignments must be completed in order to pass the course.

Blog Reflections

Each blog reflection will be awarded 0-2 points based on the following criteria:

- The post shows that the student has reflected and applied the information in some way and has not simply summarized information.
- The reflection is course related but is not based entirely on the required course readings and embeds or links to additional content.

Students should also reply to at least 2-4 of their peers' blog posts.

Lesson Plans

The lesson plans should follow the provided template and clearly:

- Identify the learning objective
- Describe the:
  - selected blended learning model
  - learning activities and materials
  - student population
- Provide a rational for why activities were performed online and face-to-face

Mentoring Guide

The mentoring guide should meet the following criteria:

- Audience—the letter is written with the audience clearly in mind
- Presentation—the student follows the proper formatting and the guide is free of grammatical errors
- Content—the guide contains specific and helpful advice on being a successful on-site mentor that is based on research

App Prototype

The app prototype should meet the following criteria:

- The prototype follows a logical format
- The prototype clearly highlights the strengths and weaknesses of each blended model
- Descriptions are concise, easily understood, and free of grammatical errors

Hacker's Week Project and Presentation

The hacker's week project will be assessed using the following criteria:

- The time log clearly shows that the student has spent 8-10 hours on their project and describes how that time was spent
- The presentation clearly and visually shows the class what the student accomplished
- The information is relevant and interesting to the class

Mock Interview

The mock interview will be graded using the following criteria:

- Each participant assumes a role of a different stakeholder
- Each participant clearly and effectively responds to questions