EDIT 768 S01: K-12 Online Design I
1 Credits, Summer 2015

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COURSE DESCRIPTION:
    A. Prerequisites
        EDIT 764
    B. Corequisites
        EDIT 791
    C. University Catalog Course Description
        Develops frameworks for designing and structuring online learning opportunities and emphasizes course content and learning outcomes, selection of appropriate online models, and organization of online lessons and courses, online learning tools, and assessment and evaluation strategies.

    D. Expanded Course Description
        Not applicable

DELIVERY METHOD:
This course will be delivered online using primarily an **asynchronous** format. Course content can be accessed via Blackboard. Students will participate in discussions and activities both as individuals and in group settings. Students will practice concepts learned in this and previous IOLS courses to create online content for K-12 online and blended students. Interactions with your instructor will occur primarily via email and discussion board activities.

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 with a quality microphone.

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 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. Understand effective instructional design processes for K-12 online learning environments
2. Identify best practices for creating and curating course content
3. Demonstrate proficiency in the skills/competencies of instructional design via a design document and electronic professional portfolio

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.6, C.8)

Standard H - The online teacher develops and delivers assessments, projects, and assignments that meet standards-based learning goals and assesses learning progress by measuring student achievement of the learning goals. (H.1, H.2, H.3)

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 explained. At times the instructor and students will work together to create the criteria prior to the assignment.
- 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 last day of the module as indicated 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. 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 and Reflections	3 each
Development Guides	5 each
Design Document	30

Assignment Descriptions

Discussion Board Activities—Discussions are an important aspect of this course. Although the discussion prompts will vary, there will be primarily two activity types. First, participants will reflect on their learning and discuss their insights with others in the course. Second, students will participate in peer reviews where they will evaluate others projects and provide critical feedback.

Development Guides—As you identify best practices for creating learning materials using text, images, and video, you will create development guides with dos, don'ts, and examples.

Design Document—Each week you will complete a section of the provided design document template. You will then use that document to develop your instructional unit in EDIT 791.

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:

Modules	Topics	Activities and Projects Due
Module 1 May 21-27	Introduction to instructional design	Create a written reflection focusing on your current design strategies and how they compare to the ADDIE and backwards design models. Complete the analysis and learning objective sections in the design document.
Module 2 May 28-June 3	Traditional and performance-based assessments.	Create a development guide for traditional assessment items. Explore and discuss performance-based assessments and complete the assessment portion of the design document. Participate in the discussion board activity
Module 3 June 4-10	Activity types	Explore and discuss varying activity types Complete the authentic problem and activities sections of the design document
Module 4 June 11-17	Curating and creating content	Create a development guide for instructional text, images, and videos. Complete the content and resources section of the design document. Participate in the discussion board activity
Module 5 June 18-24	Implementation plan and calendar	Identify strategies for chunking Complete the course calendar and design document. Participate in the discussion board activity

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.

Discussion Board Activities
1. Created an original post that fully address the prompt and shows evidence that you've reflected on and applied the content to your current context and/or previous experiences.
2. Replied to peers with comments that go beyond praise and confirmation and add something significant to the conversation.

Development Guides
1. Identified and communicated best practices for developing the target learning object.
2. Provides examples and non-examples that demonstrate best practices.

Design Document
1. All of the sections contain sufficient detail that others can easily understand, conceptualize, and apply.
2. There is clear alignment between the described learning objectives, assessments, and activities/content.
3. The authentic problem used to frame the unit is richly described and clearly connects the learning activities to real world tasks.
4. There is a meaningful balance between traditional and performance assessments.
5. There is a meaningful balance between curated and created content/resources including at least one image, screencast, and edited video that are created by the student.
6. The intended calendar clearly describes learning objectives, assessments, and activities/content for each day.