

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

EDIT 760 DL1: Online Teachers and Learners
1 Credit, Fall 2015

PROFESSOR:

Name: Jered Borup
Office hours: By Appointment
Office location: Thompson Hall L042
Office phone: (703) 993-3137
Email address: jborup@gmu.edu
Skype Name: jeredborup
Google Hangout: jeredborup@gmail.com

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

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

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 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.

Unlike other courses in the program, you will not be interacting with your peers and your only interactions will be with your instructor following a mentor-mentee model.

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 (MAC): 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 Tuesday at 9:00 am, and **finish** on Monday 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. Understand the use of appropriate language for online discussion - language that is precise and expressive (netiquette),
2. Identify the overall goals, objectives, and structure of the IOLS program,
3. Describe the rationale for and current landscape of K-12 online learning,
4. Describe the benefits, potential, challenges, and limitations of online learning for both learners and teachers,
5. Understand the attributes, roles, and responsibilities of online K-12 learners, and
6. Understand the attributes, roles, and responsibilities of K-12 online teachers.

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)

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:

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 are listed clearly on syllabus. All assignments 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

BLACKBOARD REQUIREMENTS

Every student registered for any Integration of Online Learning in Schools course with a required performance-based assessment is required to submit this assessment to Blackboard (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Blackboard. Failure to submit the assessment to Blackboard will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Blackboard submission, the IN will convert to an F nine weeks into the following semester.

Proposed Course Assessments and Point Values

Assignment	Point Value
Portfolio Creation	3
Blog Creation	3
Weekly Readings and Blog Posts	3 points each
Graphic Organizer	10
Job Advertisement	5
Final Presentation and Reflection	15

Assignment Descriptions

Portfolio Creation—Students will create an online portfolio where they will share and describe artifacts from the courses in the IOLS program. For this course, students will

create the portfolio using Google Sites, create an introductory home page, and create a page to host their final reflection and presentation.

Bog Creation—Students will create a blog using Blogger. Throughout the course and program, students will create several blog posts. To help students become oriented Blogger, they will create a post that introduces themselves to the cohort. Their blog post will need to contain a hyperlink, image, and embedded video.

Weekly Readings and Blog Posts—Each week you will read/view course materials. You will also create blog posts reflecting on what you learned. Typically, reflections will answer the following:

- *What* did you learn? Reflections allow you to summarize and synthesize what you learned.
- *Why* is it important? Reflections should move beyond a summary of information and should connect to your larger body of knowledge and experience as a teacher.
- *How* will you use this information? Lastly, reflections provide an opportunity to reflect on your future practice. As a result your reflections should include some indication of how you will use this information in your future practice.

Graphic Organizer—Over the course of the semester you will be reading, viewing, and exploring several resources. It is important that you don't see these materials in isolation from one another. As a result, during the course you will use Popplet.com to create a graphic organizer that provides a visual representation of how these concepts are interrelated.

Job Advertisement and Presentation—In this assignment you will create a job advertisement and presentation describing the trends, benefits, and challenges of online learning. This will be the summative assessment in the course and the assignments described above were designed to prepare you for this assignment. As a result, the assignments above must be completed before attempting this assignment.

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
<p>Week 1 Sept 1-7</p>	<p>Welcome and program overview</p> <p>Strategies for success</p>	<p>Read the syllabus.</p> <p>Read and view the materials located on the course website.</p> <p>Setup a:</p> <ul style="list-style-type: none"> • Mendeley account • Private Google account • Blog and create an introductory post • Google Site portfolio with an introductory homepage <p>Complete the self-assessment and write a letter and motto to yourself.</p> <p>Participate in a Google Hangout with the instructor.</p>
<p>Week 2 Sept 8-14</p>	<p>What are the trends, benefits, challenges, and promises for K-12 online learning?</p> <p>How has K-12 online learning grown and why are students taking online courses?</p> <p>Who are K-12 online students?</p>	<p>Read and view the materials located on the course website.</p> <p>Create a:</p> <ul style="list-style-type: none"> • Blog post • Popplet graphic organizer
<p>Week 3 Sept 15-21</p>	<p>Teachers, parents, facilitators, and designers: Who's teaching who?</p> <p>What do online teachers really do?</p>	<p>Read and view the materials located on the course website.</p> <p>Create:</p> <ul style="list-style-type: none"> • A blog post • Additions to your Popplet graphic organizer
<p>Week 4 Sept 22-28</p>	<p>What are the benefits and challenges of K-12 online learning?</p>	<p>Read and view the materials located on the course website.</p>

	What makes teachers, parents, and students satisfied (or dissatisfied) with online learning?	Create: <ul style="list-style-type: none"> • A blog post • Additions to your Popplet graphic organizer • Job Advertisement
Week 5 Sept 29-Oct 5	How to we effectively communicate what we have learned?	Read and view the materials located on the course website. Create a screencast presentation

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.

Portfolio Creation

Students will create a portfolio using Google Sites. Student's portfolio homepage should also contain:

- a photo
- a introduction of their professional interests and background

Bog Creation

Students will successfully create a blog with an introductory post that contains:

- a phone
- an embedded video
- a hyperlink

Blog Posts

Each blog post reflection will be awarded 0-3 points based on the following criteria:

- The post shows that the student has read, reflected, and applied the information in some way and has not simply summarized information.
- The post contains specific citations/references to the materials read/viewed in the course.
- The post contains media (images, video, and/or hyperlink) that adds to the reader's understanding.
- The blog post answers the questions: (1) What did you learn?, (2) Why is it important?, and (3) How can you use this information?

Graphic Organizer

The graphic organizer clearly and effectively:

- highlights important information obtained from course materials and shows how they are interrelated.
- presents information from all or most of the course recourses.
- integrates helpful media.

Job Advertisement

The job advertisement clearly and effectively:

- summarizes the online learning context
- describes important online student characteristics
- highlights specific and critical qualities/responsibilities of successful online teachers

Final Presentation and Reflection

Students will create a video presentation as a summative assessment for this course. In their final presentation, students should clearly and effectively:

- summarize the growth of online learning and possible explanations for this growth
- describe who is teaching online, their main responsibilities, and the benefits and drawbacks to teaching online
- describe successful online student characteristics and the benefits and drawbacks to learning online
- show engaging visuals with little to no text
- narrate the presentation for 5-8 minutes

They will also create a portfolio page where they will embed their video presentation and reflect on the course as a whole. The reflection should clearly and effectively:

- demonstrate that the student has reflected on and applied the course information in some way and has not simply summarized course activities.
- answers the questions: (1) What did you learn?, (2) Why is it important?, and (3) How can you use this information in your future practice?