EDIT  764  DL1:  The ART of Online Communication
3 Credits, Fall 2015

**PROFESSOR(S):**
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**COURSE DESCRIPTION:**

    **A. University Catalog Course Description**
    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.

    **B. Expanded Course Description**
    Not applicable

**DELIVERY METHOD:**
This course will be delivered online using an **asynchronous** format via an open platform.

**TECHNICAL REQUIREMENTS:**
To participate in this course, students will need the following resources:
- High-speed Internet access with a standard up-to-date browser,
- Consistent and reliable access to their GMU email as this is the official method 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.
- 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 for communications from the instructor daily.
- **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 and group interactions.
- **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 **regularly** to read announcements, participate in activities, and work on course materials. 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 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:

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 EXAMINATIONS:**

**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 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 |
|---|---|
| Journal Reflections | 3 each |
| Interaction Scenario Responses | 3 each |
| Social Media Guides | 5 |

| Mentoring Profile | 5 |
|---|---|
| Case Studies | 10 |
| Copyright and Fair Use Quiz and Guide | 5 |
| Final Presentation | 10 |

**Assignment Descriptions**

*Journal Reflections*—You will be teaching a course concurrently with taking this course. That provides you with multiple opportunities to apply what you are learning each day. In fact, each time you interact with a student online or face-to-face is an opportunity for you to apply your understanding. As you do, you will record your experiences in journal entries. The journal entries should be specific and describe both the interaction and the context surrounding the interaction. However, identifying student information, such as names, must be removed. You will be keeping your journal in a private Google Doc that is only shared with your instructor (jeredborup@gmail.com).

*Case Studies*—Case studies are similar to journal reflections. The only major difference is that you will be recording and reflecting on several interactions with the same student during a period of time.

*Interaction Scenario Responses*—We have created realistic scenarios that include student communication. You will respond to those scenarios using the skills and knowledge you obtain in the course.

*Social Media Guides*— Following our discussion of the benefits and dangers of social media, students will create a social media guides for teachers and students.

*Mentoring Profile*—Similar to Fairfax County Public Schools' Portrait of a Graduate, you will create a portrait of a mentor that highlights the specific skills that teachers need to mentor online students.

*Final Presentation*— In this assignment you will create a 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:**

|  | Guiding Questions and Topics | Activities |
|---|---|---|
| Week 1<br>Sept 3-9 | How do we define interactions and are they important? | Read the syllabus and future project descriptions.<br><br>Read/watch selected materials linked in the course website.<br><br>Create a journal reflection |
| Week 2<br>Sept 10-16 | How do teachers follow copyright law? | Read/watch selected materials linked in the course website.<br><br>Take the copyright and fair use quiz<br><br>Create a copyright and fair use tutorial |
| Week 3<br>Sept 17-23 | What are proper netiquette guidelines for students and teachers?<br><br>How can students and teachers use social media safely? | Read/watch selected materials linked in the course website.<br><br>Create a teacher and a student netiquette and social media guide |
| Week 4<br>Sept 24-30 | What are the advantages and disadvantages of communicating:<br>• Online vs. Face-to-face<br>• Asynchronous vs. Synchronous | Read/watch selected materials linked in the course website.<br><br>Create a text and video journal reflection |
| Week 5<br>Oct 1-7 | What are the dimensions of effective feedback? | Read/watch selected materials linked in the course website.<br><br>Create:<br>• Journal reflection<br>• Case study student description |
| Week 6<br>Oct 8-14 | How do you tutor and scaffold students online? | Read/watch selected materials linked in the course website.<br><br>Create a journal reflection |
| Week 7<br>Oct 15-21 | What is online mentoring and what does it look like? | Read/watch selected materials linked in the course website.<br><br>Create a portrait of a mentor |
| Week 8<br>Oct 22-28 | What do caring interactions and can they occur online? | Read/watch selected materials linked in the course website.<br><br>Create a journal reflection |

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|---|---|---|
| Week 9<br>Oct 29-Nov 4 | What is the A.R.T. of mentoring? | Read/watch selected materials linked in the course website.<br><br>Create journal reflection<br>Respond to the interaction scenario |
| Week 10<br>Nov 5-11 | How do you "listen" to students in an online learning environment? | Read/watch selected materials linked in the course website.<br><br>Create journal reflection<br>Respond to the interaction scenario |
| Week 11<br>Nov 12-18 | How can we improve our questioning in ways that challenge students? | Read/watch selected materials linked in the course website.<br><br>Create journal reflection<br>Respond to the interaction scenario |
| Week 12<br>Nov 19-Dec 2 | What is motivation?<br><br>How do mentors/teachers motivate students? | Read/watch selected materials linked in the course website.<br><br>Participate in the VoiceThread. |
| Week 13<br>Dec 3-9 | How do we clearly set and communicate expectations?<br><br>Why is online learning so difficult for students and how can our interactions help? | Read/watch selected materials linked in the course website.<br><br>Create:<br>&bull; an online readiness questionnaire<br>&bull; journal reflection. |
| Week 14<br>Dec 10-16 | How have you applied what you learned in the course? | Complete your interaction case study |
| Final Reflection<br>Due Dec 21 | | |

**ASSESSMENT RUBRIC(S):**

*Journal Reflections*—Each journal reflection will be assessed using the mastery learning approach based on the following criteria:
- The reflection is at least 500 words or a single spaced page using 12 font and default margins.
- The reflection clearly summaries what was learned regarding interactions.
- The reflection shows that the information was applied to an interaction with a student and clearly describes the interaction, the surrounding context, and reflects on the quality of the interaction.

*Case Studies*— Case studies will be assessed using the mastery learning approach based on the following criteria:
- The case study is at least 1000 words or two single spaced pages using 12 font and default margins.
- The case study shows that the information was applied to a series of interactions with a student and clearly describes the interactions, the surrounding context for each interaction, and reflects on the quality of the interaction.

*Interaction Responses*— Each response will be assessed using the mastery learning approach based on the following criteria:
- The response clearly demonstrates the student's understanding of the content and her ability to apply her understanding to a student interaction.

*Social Media Guide*— The social media policy will be assessed using the mastery learning approach based on the following criteria:
- the policy clearly describes the benefits and dangers of using social media in an online or blended course
- the policy provides specific guidelines and examples for using social media

*Mentoring Profile*— The mentoring profile will be assessed using the mastery learning approach based on the following criteria:
- the profile provides a helpful framework that identifies the different skills/qualities that effective mentors need.
- each skill/quality is described in ways that provide readers with a clear and insightful understanding of quality mentoring