EDIT 767 DL1: Designing K-12 Online Learning
3 Credits, Spring 2016

PROFESSOR:
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COURSE DESCRIPTION:
    A. Prerequisite
        EDIT 766
    B. 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.

DELIVERY METHOD:
This course will be delivered online using an **asynchronous** format. The course has been designed using the Canvas learning management system (LMS). You will receive a registration invitation email to your Mason email no later than 9:00 a.m. on Jan 21.

TECHNICAL REQUIREMENTS:
To participate in this course, students will need the following resources:
- High-speed Internet access with at least one of the following standard up-to-date browser: Internet Explorer Google Chrome, Mozilla Firefox, or Internet Explorer. Opera and Safari are not compatible with Blackboard;
- Consistent and reliable access to their GMU email and Canvas, 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.
- A webcam for asynchronous video discussion and course projects.
- A free video editing program: iMovie (Mac) or MovieMaker (PC)

EXPECTATIONS:

- **Course Week:** Because asynchronous courses do not have a "fixed" meeting day, our weekly modules will **start** on Thursdays at 9:00 a.m., and **finish** on Wednesdays at midnight. 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 to experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work penalties will apply when students submit work after the due date based on individual technical issues.

- **Workload**: Expect to regularly log in to this course to read announcements, participate in the discussions, 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. Design developmentally appropriate learning opportunities to support blended learning environments;
2. Use current research on teaching and learning to plan blended learning environments and experiences;
3. Plan for the management of technology resources within the context of blended learning activities;
4. Design blended learning experiences that address the full range of content standards;
5. Use online technology resources within a blended learning model to support learner-centered strategies;
6. Design online learning technologies to promote students' higher order skills and creativity;
7. Manage student learning activities in a blended learning environment; and
8. Apply multiple methods of evaluation to assess students' learning in a blended learning environments.

PROFESSIONAL STANDARDS (iNACOL):

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.1, C.6, C.8)

Standard D - The online teacher promotes student success through clear expectations, prompt responses, and regular feedback. (D.3, D.5, 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.5)

Standard G - The online teacher demonstrates competencies in creating and implementing assessments in online learning environments in ways that ensure validity and reliability of the instruments and procedures. (G.1, G.2, G3)

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:
Stein, J. & Graham, C. R. (2014) *Essentials for blended learning: A standards-based guide.* New York, NY: Routledge. ISBN-10: 0415636167

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

Letter Grade	Percentage Range*
A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C	70-79
F	0-69

*Percentages are determined by dividing the total points students earned by the total points possible.

Proposed Course Assessments and Point Values

Assignment	Raw Point Value
Discussion board activities	3 each
Designer's journal entries	3 each
Design Document	15
Multimedia Learning Object	10 each
Instructional unit	40
Professional portfolio	15
Final	10

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.

> *Designer's Journal Entries*—As students read/view the required materials and complete their design document, they will reflect and record their learning in a designer's journal. Students will also use a variety of tools to share their thoughts.

> *Design Document*—Each student will complete a provided design document template. Students will then follow that document to develop an instructional unit.

> *Multimedia Learning Object*—Each student will create two of the following multimedia learning objects:
> - *Screencast*
> - *Animated Video*

- *Edited Video*

Instructional unit—Students will follow best practices to create a 1-3 week blended unit.

Professional portfolio— Over the course of the IOLS program students have added reflections and artifacts to an online portfolio. In this project students will organize their portfolio so that it clearly highlights what the students' knowledge and skills in clear and consistent ways.

TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT

Every student registered for any IOLS course <u>with a required performance-based assessment</u> is required to submit this assessment, Design Document to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through 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 Tk20 submission, the IN will convert to an F nine weeks into the following semester.

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 George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (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:

Week	Topic	Activities/Deliverables
Week 1 (Jan 21-27)	Redefining blended learning	Read *Essentials for Blended Learning* chapters 1-2 **Design Document:** • Description of Students and Context Discussion board activity Designer's journal reflection
Week 2 (Jan 28-Feb 3)	Planning your blended unit	Read *Essentials for Blended Learning* chapters 4-5 **Design Document:** • Standards • Blended learning Constraints and Possibilities • Learning obstacles • Teaching obstacles • Blended learning rational Select an instructional platform or Learning Management System Designer's journal reflection
Week 3 (Feb 4-10)	Assessments/activities	Read *Essentials for Blended Learning* chapter 3 and 6 **Design Document:** • Authentic problem scenario • Blended assessments • Blended Learner-Learner Interactions • Blended Learner-Instructor Interactions Designer's journal reflection

| Week 4 (Feb 11-17) | Creating curating content | Read *Essentials for Blended Learning* chapter 7

Read *Essentials of Online Course Design* chapter 4

Design Document:
- Blended Content

Discussion Board Activity

Designer's journal reflection |
| --- | --- | --- |
| Week 5 (Feb 18-24) | Interactions and calendar | Chapter *Essentials for Blended Learning chapters* 8-9

Design Document:
- Implementation Plan and Calendar

Designer's journal reflection |
| Week 6 (Feb 25-Mar 2) | Tips for making clear directions/screencasts | Develop assessment/activity directions

Discussion Board Activity |
| Week 7 (Mar 3-9*) | Designing meaningful student-student interactions | Create Discussion Board Prompts

Continue working on other elements of your unit.

Discussion Board Activity |
| Week 8 (Mar 10-16) | Creating and curating multimedia | Plan two of the following:
- Edited video
- Animated video
- Screencast

Continue working on other elements of your unit. |
| Week 9 (Mar 17-30) | Creating and curating multimedia | Complete one of the following:
- Edited video
- Animated video
- Screencast

Continue working on other elements of your unit. |

Week 10 (Mar 31-Apr 6)	Creating and curating multimedia	Complete one of the following: • Edited video • Animated video • Screencast Continue working on other elements of your unit. Discussion Board Activity
Week 11 (Apr 7-13)	Unit organization and flow	Finishing the unit
Week 12 (Apr 14-20)	Creating a professional portfolio	Portfolio Discussion Board Activity
Week 13 (Apr 21-27)	Creating a professional portfolio	Portfolio
Week 14 FINALS (Apr 28-May 5)		

*The GMU spring break is March 7-13. However, those dates tend to be earlier than most public school districts' spring break. As a result, we will take our spring break March 21-27 to coordinate with Fairfax County Public School's spring break. Because public school districts take different spring breaks, March 21-27 may not align with your school district's calendar but we hope that this modification benefits some of you without inconveniencing other students.

ASSESSMENT RUBRICS:

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*
*Discussion board prompts will vary but all will require these basic elements.

Criteria	Mastery	In Progress
Created an original post that fully address the prompt and shows evidence you've reflected on and applied the content to your current context and/or previous experiences.		
Replied to peers with comments that goes beyond praise and confirmation and adds something significant to the conversation.		

Designer's Journal Entries

Criteria	Mastery	In Progress
The journal entry clearly summarizes what the student read and demonstrates that the student has reflected on the reading.		
The journal entry clearly explains how the student plans to apply the information to their design document and future teaching and course development.		

Design Document

Criteria	Mastery	In Progress
Learning objectives are clearly stated and address a combination of higher- and lower-order knowledge and skills.		
Learning and assessment activities using are adequate, varied, and encourage active learning while being fair, adequate, appropriate, and authentic.		
The unit design descriptions contain sufficient detail so that others can easily understand, conceptualize, and apply the document.		
The course calendar shows clear alignment between the described learning objectives, assessments, and activities/content.		
The authentic problem used to frame the unit is richly described and clearly connects the learning activities to real world tasks.		
There is a meaningful balance between curated and created content/resources including at least two of the following: screencast, edited video, or animated video.		

Edited Video, Animated Video, and/or Screencast

Criteria	Mastery	In Progress
Each learning object follows the best practices identified in collaborative activities.		
Each learning object is aligned with the intended learning outcome		

Instructional Unit

Criteria	Mastery	In Progress
Learning materials are systematically and logically organized in a learning management system that allows for easy navigation.		
Leveraged technology affordances in ways that allow them to develop educational and engaging multimedia learning objects that follow best practices and are robust.		
The learning materials meet accessibility standards for diverse learner needs.		

Professional Portfolio

Criteria	Mastery	In Progress
Provides artifacts and evidence that demonstrate proficiency in the knowledge/skills required to teach online/blended.		
Consistently models and promotes legal, ethical, safe, and healthy behavior related to technology use.		
Evidence and artifacts are consistently and logically organized in ways that make navigation easy.		
The portfolio pages consistently follow best practices for online learning environments and only contain minor errors.		
Exhibited leadership and vision by creating and sharing materials that contributed to the effectiveness, vitality, and self-renewal of the profession in ways that develop leadership and skills in online and blended teaching.		