

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION
Blended and Online Learning in Schools**

EDIT 764 DL1: The ART of Online Communication
3 Credits, Fall 2016

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. The course will be delivered through Google Sites. Students will be able to access the course directly from a link provided by the professor, and a link contained within GMU BlackBoard.

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 or another email account.
- Additionally, students will need to have a Google Account in order to create materials/products for this course. Students do not have to have a Gmail account in order to access Google products used for the course (Drive, Docs, Slides, Sheets,

Forms, Sites, Hangout, Hangout On Air, and others). Students can sign up for a Google Account without a Gmail account here:

<https://accounts.google.com/signupwithoutgmail>

- Students will need to be able to use Google Apps, including: Google Drive Google Docs, Google Slides, Google Sheets, Google Sites, Hangout, Hangouts On Air, among others. Students can access Google training for free at [Google Education Training Center](#) and via GMU's [Lynda.com](#) web training services (students will need to sign in with the GMU account to access Lynda.com training).
- 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, headset and microphone

EXPECTATIONS:

- **Course Week:** Because asynchronous courses do not have a “fixed” meeting day, our week will **start** on Monday, August 29, 2016, 9:00 a.m. EST, and **finish** on Friday, December 16, 2016, 9:00 a.m. EST.
- **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, 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**. 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.
 - Accommodations: Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.
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LEARNER OUTCOMES:

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:

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

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 feedback on your assignments. Journal entries that are just consider notes will not necessarily receive feedback.
- 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. NOTE: Because of grading deadlines, you must submit a completed final project. You will not have time to revise or complete your final project past the due date (see Final Project details in Module 14).
- 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% per day late penalty will be assessed for work submitted after the assignment deadline unless prior permission has been received. 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 (1 per Modules 1-12)	1 each
Copyright & Fair Use Web page for students	5
Social Media Guide: Teachers	5
Social Media Poster: Students	5
Asynchronous Video Reflection	5
Portrait of a Mentor	5
Scenario 1: ART Framework	5
Scenario 2: Attending Behaviors	5
Scenario 3: Questioning/Challenging	5
Teacher Guide for Discussion Board	5
Final Project: Part 1 Lesson Plan	20
Final Project: Part 2 Web page for Lesson	20
Final Reflection	3
TOTAL:	100

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. If you are not teaching a course, then you can use interactions and experiences that you have with coworkers, friends or family in order to practice what you are learning. As you do, you will record your experiences and understanding of the course content in journal entries. Please NEVER provide identifying student information, such as names. You will use this journal to help you complete your final project. You will be keeping your journal in a private Google Doc that is only shared with your instructor (haslerwaters@gmail.com). Grading checklists are provided in the Communication Journal and online modules.

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. Grading checklists are provided in the online modules.

Guides and Poster— You will create several guides and/or posters for teachers and students. These products will be useful in your teaching endeavors and may also be useful for your colleagues. Grading checklists are provided in the online modules.

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. Grading checklists are provided in the online modules.

Final Project— In this assignment you will create a Lesson Plan and Webpage (for the lesson) to demonstrate your mastery of the content. This will be the culminating project for 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. Grading checklists are provided in the online modules.

Grading Checklists

Assignment	Checklist of Expectations
Journal Reflections	Student reflections will be used for the final project. The student should write the reflections so that they are meaningful for themselves and so that they accurately reflect the content learned. Additionally, they should include reflective examples of how the student might be able to use or not use the content learned. Finally, some of the journal reflections must use the embedded graphic organizer and students should follow the specific details for completing all reflections.
Copyright & Fair	Create a copyright and fair use guide that includes the following:

<p>Use Web page for students</p>	<ul style="list-style-type: none"> ● 4-5 sections: Introduction, Copyright, Fair Use, Creative Commons, and Additional Resources ● Introduction, includes importance of knowing this information Each of the sections should summarize the topic and provide specific examples ● Each section should contain some form of multimedia, including at least one embedded video and one image that is cited correctly. At least one image that you use should be instructive and not simply decorative ● Additional Resources section should contain hyperlinks to at least 3 additional resources with short descriptions (1-3 sentences) of each resource. ● Include a table of contents at the top of the page
<p>Social Media Guide: Teachers</p>	<p>This piece will be included on the student’s portfolio page and should have the following headings with detailed paragraphs under each heading.</p> <ul style="list-style-type: none"> ■ What is Social Media? Briefly (1 paragraph) introduce the topic of social media and explain why it is important to understand. ■ Benefits Write 1 paragraph focusing on the potential educational benefits of social media including specific examples. ■ Dangers Write 1 paragraph focusing on the potential dangers of social media including specific examples. ■ Guidelines Create specific guidelines that teachers can follow to avoid the dangers and reap the benefits of social media. This section can be bulleted. ■ Resources Add at least 3 relevant resources with a short (1-2 sentence) description for each resource. <p>Each section should include relevant citations or references to resources used to inform the guide using APA guidelines.</p>
<p>Social Media Poster: Students</p>	<p>Create a digital flyer should provide your students with the most important elements of smart social media use. This digital flyer should also be interactive, meaning it should include links to important information videos, images and any other relevant media you believe your students can benefit from accessing. This flyer should include:</p> <ul style="list-style-type: none"> ■ Title that appeals to students

	<ul style="list-style-type: none"> ■ Overview of what social media is ■ Smart use of social media: netiquette, staying safe, privacy ■ Media, such as videos, links to interactive websites, images, etc that will help students understand the concepts ■ Is developmentally appropriate for targeted audience <p>The flyer will need to be linked to the student’s portfolio page and might also be embedded image, or PDF file into the portfolio page.</p>
Asynchronous Video Reflection	<p>Create an asynchronous video recording to answer the following:</p> <ul style="list-style-type: none"> ■ How comfortable are you communicating using video? ■ What has been your experience communicating with students or parents online? ■ What were your main takeaways from this module's readings and how do you plan on applying them to your teaching? <p>The video should be less than 3-minutes long.</p>
Portrait of a Mentor	<p>Create a Portrait of a Mentor using what you learned from the material in this module. Use a digital tool of student’s choosing. The portrait should include:</p> <ul style="list-style-type: none"> ■ An introduction/overview explaining the concept of mentoring to a reader who is unfamiliar with K-12 online learning ■ Include references and citations (use APA) ■ Provide details of at least four categories of mentoring responsibilities <p>The portrait should be linked to the student’s portfolio.</p>
Scenario 1: ART Framework	<p>Complete online scenario form using information from the lesson on the ART model.</p>
Scenario 2: Attending Behaviors	<p>Complete online scenario form using information from the lesson on Attending Behaviors</p>
Scenario 3: Attending Behaviors	<p>Complete online scenario form using information from the lesson on Attending Behaviors.</p>
Teacher Guide for Discussion Board	<p>Create a digital one-page teacher guide that highlights best practices for designing and facilitating online discussion board activities. The guide will need to include:</p> <ul style="list-style-type: none"> ■ Title ■ Introduction ■ Guidelines for Creating Effective Discussion Board Prompts

	<ul style="list-style-type: none"> ■ Guidelines for Facilitating Meaningful Student Discussions ■ Examples ■ Additional Resources ■ The introduction section should hook teachers into the topic by explaining why online discussions are important for the blended and/or online instruction ■ The guidelines sections should contain bullet points that effectively highlight effective strategies and best practices ■ Examples should be concise and relevant (and of course, interesting!) ■ Include at least three additional relevant resources with links ■ The page should be well organized and visually appealing with embedded images, links and media where appropriate. <p>The student will link the guide to the student’s portfolio.</p>
Final Project: Part 1 Lesson Plan	<p>Create a lesson plan that incorporates concepts learned over the semester including: ART mentoring framework, Attending Behaviors, Copyright and Fair Use, Three Types of Interaction, and, Smart and Safe Social Media Guidelines. The lesson plan should also include the following features:</p> <ul style="list-style-type: none"> ● Lesson plan overview ● Learning objectives ● Essential questions ● Content ● Materials and resources ● Activities for students ● Assessments ● Feedback ● Link to web page for the lesson
Final Project: Part 2 Web page for Lesson	<p>Create web page for lesson. The web page should include all the elements outlined in the Lesson Plan, and should be age appropriate, appealing and easy to navigate. The web page should be linked to the student’s portfolio.</p>
Final Reflection	<p>Respond to the final course reflection with honesty, candor and constructive feedback.</p>

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.
- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- 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/>).
- The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

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 Aug 29 -- Sep 4 Due: 11:59 pm EST on Sep 4	How do we define interactions and are they important?	Read the syllabus and future project descriptions. Read/watch selected materials linked in the course website. Create a journal reflection
Week 2 Sep 5--11 Due: 11:59 pm EST on Sep 11	How do teachers follow copyright law?	Read/watch selected materials linked in the course website. Take the copyright and fair use quiz Create a copyright and fair use tutorial Create a journal reflection
Week 3 Sep 12 -- 18 Due: 11:59 pm EST on Sep 18	What are proper netiquette guidelines for students and teachers? How can students and teachers use social media safely?	Read/watch selected materials linked in the course website. Create a teacher guide and a student netiquette and social media poster Create a journal reflection
Week 4 Sep 19 -- 25 Due: 11:59 pm EST on Sep 25	What are the advantages and disadvantages of communicating: <ul style="list-style-type: none"> ● Online vs. Face-to-face ● Asynchronous vs. Synchronous 	Read/watch selected materials linked in the course website. Create a text and video journal reflection
Week 5 Sep 26 -- Oct 2 Due: 11:59 pm EST on Oct 2	What are the dimensions of effective feedback?	Read/watch selected materials linked in the course website. Create: Journal reflection Draft title and description of online lesson
Week 6 Oct 3 -- 9 Due: 11:59 pm EST on	How do you tutor and scaffold students online?	Read/watch selected materials linked in the course website. Create a journal reflection

Oct 9		
Week 7 Oct 10 -- 16 Due: 11:59 pm EST on Oct 16	What is online mentoring and what does it look like?	Read/watch selected materials linked in the course website. Create a portrait of a mentor Create a journal reflection
Week 8 Oct 17 -- 23 Due: 11:59 pm EST on Oct 23	What do caring interactions and can they occur online?	Read/watch selected materials linked in the course website. Create a journal reflection
Week 9 Oct 24 -- 30 Due: 11:59 pm EST on Oct 30	What is the A.R.T. of mentoring?	Read/watch selected materials linked in the course website. Create journal reflection Respond to the interaction scenario
Week 10 Oct 31 -- Nov 6 Due: 11:59 pm EST on Nov 6	How do you “listen” to students in an online learning environment?	Read/watch selected materials linked in the course website. Create journal reflection Respond to the interaction scenario
Week 11 Nov 7 -- 13 Due: 11:59 pm EST on Nov 13	How can we improve our questioning in ways that challenge students?	Read/watch selected materials linked in the course website. Create journal reflection Respond to the interaction scenario
Week 12 Nov 14 -- 20 Due: 11:59 pm EST on Nov 20	What is motivation? How do mentors/teachers motivate students?	Read/watch selected materials linked in the course website. Create journal reflection
Week 13 Nov 28 -- Dec 4	How do we clearly set and communicate expectations?	Read/watch selected materials linked in the course website.

<p>Due: 11:59 pm EST on Dec 4</p>	<p>Why is online learning so difficult for students and how can our interactions help?</p>	<p>Create:</p> <ul style="list-style-type: none"> • an online readiness questionnaire • journal reflection.
<p>Week 14 Dec 5 -- 11</p> <p>Due: 11:59 pm EST, Dec 11</p>	<p>How have you applied what you learned in the course?</p>	<p>Complete your lesson plan and lesson website</p>
<p>Final Reflection Due Dec 16, 9:00 am EST</p>		

ASSESSMENT RUBRIC(S):

Journal Reflections—Each journal reflection will be assessed using the mastery learning approach based on the following criteria:

- The reflection clearly summarizes what was learned regarding interactions.

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.

Guides and Posters— The guides and posters will be assessed using the mastery learning approach based on the following criteria:

- The guides/posters provide clear and concise guidelines and examples for useful for teachers or students

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

Final Project— The final project, which consists of two parts (Lesson Plan and Web page containing lesson) will be assessed using the mastery learning approach based on the criteria provided in the Final Project Planning Tool and Checklist

Final Reflection— The final reflection will be assessed on the completeness to which the students has provided. The final reflection is a tool the professor will use to better understand how the course provided meaningful learning experiences for the students and to make course improvements.