

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

EDIT 761 DL2: Models of Online Learning
2 Credits, Fall 2016

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

Provides opportunities for learners to identify, explore, and evaluate a range of educational models for K-12 online learning. These include blended learning (web-enhanced, web-supported), the flipped classroom, mentor-mentee dyad, group collaborative, synchronous, asynchronous, parent directed e-learning, mobile learning, and web-delivered programmed instruction.

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 primarily 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. Students will also participate in discussions and activities both as individuals and in-group settings.

Students practice concepts learned in the readings and discussions through the use of case studies, roleplaying, and production of culminating products.

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

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.
- **Accommodations:** Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

LEARNER OUTCOMES or OBJECTIVES:

This course is designed to enable students to:

1. Define and analyze multiple models of online learning.
2. Identify the benefits and limitations of each model,
3. Understand and explain criteria for selecting different models of online learning,
4. Understand and explain the relationship between each online learning model and its impact on students and teacher.

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, A3)

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 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

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 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—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 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
Discussion Board Activities	3 points each
Blog or VoiceThread Reflections	3 points each
Personalized Learning Portfolio Page	5
Blended Learning Workshop*	10
On-site Facilitator Briefing Paper	5
Infographic	5
Parent Newsletter	5
Hacker's Week Project	5
Final Reflection	10

* This is the core performance-based assessment for this course (see rubric at the end of the syllabus) and this assignment **MUST BE SUBMITTED TO THE ASSESSMENTS LINK IN BLACKBOARD IN THE TK20 SYSTEM** as well as in the regular submission on the course website. Please contact TK20help@gmu.edu for any questions related to the TK20 system assignment upload.

Assignment Descriptions

Discussion Board Activities—Discussions are an important aspect of this course. Although the discussion prompts will vary, they will all require you to read/view materials, apply your learning in some way, and discuss ideas with your peers. As a result, point values and grading rubrics will vary and will be provided to students the week prior to the discussion board due date.

Blog or VoiceThread Reflections—Over the course of the semester students will reflect and share their thoughts on course topics using their blog and VoiceThread comments.

Personalized Learning Portfolio Page—Students will create a portfolio page that clearly highlights the benefits and drawback to personalized learning environments. Students will also evaluate adaptive learning environments and provide screenshots of their experiences.

Blended Learning Workshop—Students will design a workshop that will help practicing teachers to understand and apply blended learning principles.

On-site Facilitator Briefing Paper—Students will create a concise and practical summary of the research on-site facilitators.

Infographic—Students will collaboratively create an infographic that highlights the strengths and weaknesses of various blended learning models.

Parent Newsletter—Students will create a newsletter for parents that will help them to understand and fulfill their important responsibilities.

Hacker's Week Project and Presentation—Students will spend 8-10 hours working on a course related project of their choosing. Students will approve the project with the instructor prior to beginning and maintain an instructor provided log describing the time spent on the project. Student will then give a class presentation showing and telling the class about their project.

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/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- 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/>.
- 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 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/>).
- 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.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

PROPOSED CLASS SCHEDULE:

Date	Topics and Guiding Questions	Activities and Projects Due
<p>Module 1 Oct 3-9</p>	<p>What is the purpose of education?</p> <p>Does the educational system need to be reformed?</p> <p>What are some educational reform movements and what are their goals?</p> <p>What are 21st Century skills?</p>	<p>Read the syllabus and materials located on the course website.</p> <p>Participate in the icebreaker activity.</p> <p>Create a blog post</p>
<p>Module 2 Oct 10-16</p>	<p>Why have technology integration efforts largely failed to reform education?</p> <p>What are personalized learning and competency-based learning models?</p> <p>What is the role of technology in educational reform and personalized learning?</p> <p>Should schools teach computer programming?</p>	<p>Read and video the materials on the course website.</p> <p>Participate in the discussion board activity.</p> <p>Participate in the personalized learning examples.</p> <p>Complete the hour of code on Kahn Academy</p> <p>Create personalized learning portfolio page.</p>
<p>Module 3-4 Oct 17-30</p>	<p>What is blended learning?</p> <p>What are the current blended learning models and trends?</p> <p>What are infographics?</p>	<p>Read and view the materials located on the course website.</p> <p>Participate in the discussion board activity.</p> <p>Collaboratively design and create a blended learning infographic.</p>
<p>Modules 5-6 Oct 31-Nov 13</p>	<p>What are effective strategies for workshops?</p> <p>How would you conduct a workshop on blended learning?</p>	<p>Read and view the materials located on the course website.</p> <p>Collaboratively design and create a blended learning workshop.</p>
<p>Modules 7 Nov 14-Nov 20</p>	<p>What do we know about online mentors?</p>	<p>Read and view the materials located on the course website.</p>

		<p>Complete the:</p> <ul style="list-style-type: none"> • workshop peer review • Mentoring Basics: Training for Mentoring Online Learners • briefing paper
Thanksgiving Break		
<p>Module 8 Nov 28-Dec 4</p>	<p>What are the benefits and drawbacks of cyber schools (full-time online programs)? How can parents help their online students succeed?</p>	<p>Read and view the materials located on the course website.</p> <p>Create a newsletter.</p>
<p>Module 9 Dec 5-Dec 11</p>	Hacker's Week	
<p>Finals Week Dec 12-20</p>	Final reflection and video	

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.

Mentoring Briefing Paper

Criteria	Expectation
Writing Style and Formatting	Is free from grammatical errors, formatted with clear headings, and written so that it is easily understood by the indented audience.
Content and Utility	Contains a clear summary of the research with specific, helpful, and research-based advice on being a successful on-site mentor
Citations	Articles/recourses are clearly cited following APA formatting
Length	Is 1 to 1.5 pages single-spaced and uses the default settings in the provided Google Document

Personalized Learning Portfolio Page

Criteria	Expectation
Introduction	Effectively hooks teachers into the topic by explaining why personalized learning is a potential solution to common educational challenges
Content and Scope	Displays an adequate understanding of the basic issues surrounding strategies and best practices for personalized learning in online and blended learning environments
Writing Style	Is easy to read, the ideas are well formulated, and only contains minor grammatical errors.
Layout	Layout is clear and balanced with formatted headings that orient readers to the different topics.
Images and Media	Contains multimedia elements that enhance and adds authenticity to the content. The page also contains screenshots showing the explored adaptive learning environments.
Utility	Provides clear strategies for and examples of personalized learning. The page also describes and critiques specific tools for personalized learning
Effort	Verifies that the student participated in 90 minutes of personalized learning activities

Blended Learning Workshop

Criteria	Expectation
Objectives	Learning objectives are clearly stated and address a combination of higher- and lower-order knowledge and skills.
Assessments and activities	Learning and assessment activities are adequate, varied, and encourage active learning while being fair, adequate, appropriate, and authentic. The in-class activities are 60-90 minutes long and encourage active learning.
Materials	The curated and created workshop materials are professional and closely aligned to the objectives and assessments. The workshop is packaged and presented in a way that is easily understood and implemented by others
Design	The design descriptions are sufficient and easily understood with only minor errors.
Blended Modeling	The workshop models blended learning principles by having a short online activity before and/or after the face-to-face workshop

At the end of the semester you will also submit your Blended Learning Workshop project to TK20, a program that our college uses to track certain assessments for accreditation purposes. I will use the following rubric to evaluate your project but your score on this rubric will not be included when calculating your final grade.

Blended learning workshop			
Criteria	3 Exceeds Standard	2 Meets Standard	1 Fails to Meet Standard
Objectives	Learning objectives are clearly stated and address primarily higher-order knowledge and skills.	Learning objectives are clearly stated and address a combination of higher- and lower-order knowledge and skills.	Learning objectives are unclear and primarily address lower-order skills.
Assessments and activities	Learning and assessment activities are varied, creative, robust, and encourage active learning while being fair, adequate, appropriate, and authentic.	Learning and assessment activities using are adequate, varied, and encourage active learning while being fair, adequate, appropriate, and authentic.	Learning and assessment activities are not fair, adequate, appropriate, and/or authentic.
Materials	The curated and created workshop materials are creative, professional, and closely aligned to the objectives and assessments.	The curated and created workshop materials are professional and closely aligned to the objectives and assessments.	The curated and created workshop materials lack quality and not closely aligned to the objectives and assessments.
Design	The design descriptions are robust, easily understood, and free from errors.	The design descriptions are sufficient and easily understood with only minor errors.	The design descriptions are difficult to understand and contain significant errors.

Parent Newsletter

Criteria	Expectation
Content	Adequately addresses the following questions: <ol style="list-style-type: none">1. How do students benefit from cyber schools?2. What are some of the challenges and risks that cyber school students' experience that are less common when students take all or most of their courses face-to-face?3. What are the qualities of successful cyber students and what are the qualities of less successful cyber students?4. What are the roles that parents should fulfill to help their cyber students succeed?5. What are some practical recommendations, or dos and don'ts, that you would provide to parents of cyber students?
Layout and organization	Is visually appealing and well organized
Professionalism	Is free from grammatical errors and cites outside resources/articles following APA guidelines

Blended Learning Infographic

Criteria	Expectation
Content	Introduces the general concept of blended learning, potential benefits and challenges of blended learning, and specific blended learning models.
Graphics and Images	Contains visuals that help to teach the concepts
Layout and organization	Is visually appealing and well organized
Professionalism	Is free from grammatical errors and cites outside resources/articles following APA guidelines

Hacker's Week Project and Presentation

Criteria	Expectation
Effort	Demonstrates that the student has spent 8-10 hours on their project and describes how that time was spent
Content	Information is relevant and interesting
Style	Clearly and visually shows what the student accomplished