

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

EDIT 760 DL2: Online Teachers and Learners  
1 Credit, Fall 2016

**Faculty**

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**Prerequisites/Corequisites**

None

**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.

**Course overview**

Not applicable

**Course 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/courses/edit760/> 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/](http://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 Monday at 9:00 am, and **finish** on Sunday 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 includes viewing 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 who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload: Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette: The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as

others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- 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. 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](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 Performance Evaluation**

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 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

## 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
Introduction to Online Learning Presentation and Reflection*	15

\* 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](mailto:TK20help@gmu.edu) for any questions related to the TK20 system assignment upload.

## 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](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://courseessupport.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
Week 1 Aug 29-Sept 4	Welcome and program overview  Strategies for success	Read the syllabus.  Read and view the materials located on the course website.  Setup a: <ul style="list-style-type: none"> <li>• Mendeley account</li> <li>• Private Google account</li> <li>• Blog and create an introductory post</li> <li>• Google Site portfolio with an introductory homepage</li> </ul> Complete the self-assessment and write a letter and motto to yourself.  Participate in a Google Hangout with the instructor.
Week 2 Sept 5-11	What are the trends, benefits, challenges, and promises for K-12 online learning?  How has K-12 online learning	Read and view the materials located on the course website.  Create a:

	<p>grown and why are students taking online courses?</p> <p>Who are K-12 online students?</p>	<ul style="list-style-type: none"> <li>• Blog post</li> <li>• Popplet graphic organizer</li> </ul>
<p>Week 3 Sept 12-18</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"> <li>• A blog post</li> <li>• Additions to your Popplet graphic organizer</li> </ul>
<p>Week 4 Sept 19-25</p>	<p>What are the benefits and challenges of K-12 online learning? What makes teachers, parents, and students satisfied (or dissatisfied) with online learning?</p>	<p>Read and view the materials located on the course website.</p> <p>Create:</p> <ul style="list-style-type: none"> <li>• A blog post</li> <li>• Additions to your Popplet graphic organizer</li> <li>• Job Advertisement</li> </ul>
<p>Week 5 Sept 26-Oct 2</p>	<p>How to we effectively communicate what we have learned?</p>	<p>Read and view the materials located on the course website.</p> <p>Create a screencast presentation</p>

### **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

### **Blog Creation**



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

- a photo
- an embedded video
- a hyperlink

### Blog Posts

Criteria	Expectation
Content	Summarizes the information gained from the provided readings/videos and shows that the student has reflected and applied the information in meaningful ways by answering: (1) What did you learn?, (2) Why is it important?, and (3) How can you use this information?
Length and Structure	Is 3-4 good paragraphs long. While your blog posts can contain bullet points, the majority of the blog post should be in paragraph form.
Media	Includes media such as an image, video, or a hyperlink.
References	Contains specific references to what you learned (e.g. "Anderson (2008) stated..." or "Similar to the 60 Minutes news story we watched this week...").

### Graphic Organizer

Criteria	Expectations
Content	Highlights important information obtained from course materials and shows how they are interrelated.
Scope	Presents information from all or most of the course recourses.
Media	Integrates media (videos and images) in meaningful ways

### Job Advertisement

Criteria	Expectations
Content	Clearly and effectively: <ul style="list-style-type: none"> <li>• summarizes the online learning context/trends and important online student characteristics</li> <li>• describes specific job responsibilities</li> <li>• describes specific and critical qualifications of successful online teachers</li> </ul>
Professionalism	Uses professional language that is free from grammatical errors

### Introduction to Online Learning Presentation and Reflection

Criteria	Expectations
Content	Clearly and effectively:

	<ul style="list-style-type: none"> <li>• summarizes the current trends in online learning</li> <li>• describes the roles and responsibilities of online teachers</li> <li>• highlights the benefits and potential drawbacks to online learning for teachers and students</li> </ul>
Style	Narrated in a natural and engaging way and follows best presentation practices
Images	Contains images that reinforce the presented content and are cited correctly
Length	Is 5-8 minutes long
Portfolio	Embedded in a portfolio page with a 1-2 paragraph reflection on the course that answers the following questions: <ol style="list-style-type: none"> <li>1. What did you learn in the course?</li> <li>2. Why was the course content important?</li> <li>3. How can/will you use this information in your future practice?</li> </ol>

At the end of the semester you will also submit your **Introduction to Online Learning Presentation and Reflection** 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.

<b>#4 Introduction to Online Learning Presentation – Standard 2 – EDIT 760</b>			
Criteria	3 Exceeds Standard	2 Meets Standard	1 Fails to Meet Standard
Visuals	The visuals are engaging and clearly support learner goals.	The visuals are clearly support learner goals.	Several visuals do not support learner goals and prove distracting.
Narration	Narration is clear, natural, and engaging	Narration is clear	Narration is unclear
Content	The presentation creatively and clearly teaches the fundamentals of K-12 online learning in engaging ways (i.e. growth trends, teacher, student, and parent demographics, responsibilities, and challenges).	The presentation clearly teaches the fundamentals of K-12 online learning in engaging ways (i.e. growth trends, teacher, student, and parent demographics, responsibilities, and challenges).	The presentation lacks important content regarding the fundamentals of online learning and does not engage the viewer.

