

George Mason University
College of Education and Human Development
Blended and Online Learning in Schools

EDIT 765 (DL2) – Facilitating K-12 Online Learning
2 Credits, Fall 2016

Faculty

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Prerequisites/Corequisites

None

University Catalog Course Description

Develops expertise in facilitating and moderating online learning to include synchronous and asynchronous environments, community building strategies, questioning strategies, prompting reflection, and facilitating conceptual understanding.

Course Overview

Not applicable

Course Delivery Method

This course will be delivered online using a combination of synchronous and asynchronous learning activities via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on Aug 29 at 9:00 a.m..

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a webcam with microphone
- 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 course requirements.

Expectations

- Course Week: Each week activities will start on Monday at 9:00 a.m. and end on Sunday at 11:59 p.m. Synchronous class activities will also be scheduled during that time based on student and instructor availability.
- Log-in Frequency:
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials multiple times per week. In addition, students must attend all synchronous meetings.
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, participating in course discussions and group interactions, and synchronous group meetings.
- 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 do the following:

1. Distinguish between asynchronous and synchronous communication in online K12 learning environments,
2. Facilitate K12 online group discussions using a variety of online tools,
3. Demonstrate knowledge of and ability to implement online community building strategies in K12 online environments,
4. Demonstrate knowledge of and ability to implement online questioning strategies in K12 online environments,
5. Demonstrate knowledge of and ability to implement online strategies for reflection in K12 online environments, and
6. Demonstrate knowledge of and ability to implement online strategies to facilitate conceptual understanding in K12 online environments.

Professional Standards

This course is aligned with the International Association for K12 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.

Upon completion of this course, students will have met the following professional standards:

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.2, C.3, C.4, 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

Peddiwell, A. (2004). *The Saber-Tooth Curriculum, Classic Edition*, McGraw-Hill

Course Performance Evaluation

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

- **Assignments and Examinations**

Assignment	Point Value
Venn Diagram	3
Belief statement and theory table	5 points
Synchronous group meeting participation	3 each
Asynchronous discussion activities	3 each
Facilitating Discussions Handbook*	15 points
Facilitating Collaborative Learning Handbook*	15 points

* These projects will be combined and submitted as a 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.

- **Grading Policies**

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.

Grading scale

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

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

Core Values Commitment

The College of Education and 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://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/>.

Class Schedule

Week	Guiding Questions and Topics	Activities and Projects
<p>Week 1 Aug 29-Sept 4</p>	<p>What are 21st century skills?</p> <p>What are the major learning theories?</p> <p>How does distance education compare to online learning?</p>	<p>Participate in the online learning activities on the course website</p> <p>Complete a summary table for the major learning theories</p> <p>Write a teaching and learning belief statement</p> <p>Create a Venn Diagram comparing online learning and distance education</p> <p>Begin reading <i>Saber-tooth Curriculum</i> and the reading guide.</p>
<p>Week 2 Sept 5-11</p>	<p>Why are online and blended discussions important?</p> <p>What are the different types of discussion board activities and prompts?</p> <p>What are the qualities of an effective discussion board prompt?</p> <p>What are the different types of online discussion tools?</p>	<p>Participate in the online learning activities on the course website</p> <p>Continue reading <i>Saber-tooth Curriculum</i> and the reading guide.</p> <p>Begin the facilitating discussions section of your online facilitator handbook.</p>
<p>Week 3 Sept 12-18</p>	<p>What are best practices for assessing students' discussion participation?</p> <p>How do teachers effectively facilitate online discussions?</p> <p>What are content specific examples of discussion activities?</p>	<p>Participate in the online learning activities on the course website</p> <p>Finish reading <i>Saber-tooth Curriculum</i> and the reading guide.</p> <p>Finish the facilitating discussions section of your online facilitator handbook.</p>

		Schedule group meetings with the instructor
Week 4 Sept 19-25	<p>What does society need from our education system?</p> <p>What is project and problem based learning?</p> <p>What are content specific examples of project and problem based learning?</p>	<p>Participate in the online learning activities on the course website</p> <p>Work collaboratively on your facilitator handbook</p> <p>Attend and participate in the group meeting</p> <p>Complete the participation survey</p>
Week 5 Sept 26-Oct 2	What makes for effective online and blended collaboration?	<p>Participate in the online learning activities on the course website</p> <p>Work collaboratively on your facilitator handbook</p> <p>Attend and participate in the group meeting</p> <p>Complete the participation survey</p>
Week 6 Oct 3-9	What makes for effective online and blended collaboration?	<p>Participate in the online learning activities on the course website</p> <p>Work collaboratively on your facilitator handbook</p> <p>Attend and participate in the group meeting</p> <p>Complete the participation survey</p>
Week 7 Oct 10-16	Final Facilitator Guide Submission	

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Assessment Rubric(s)

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.

Facilitating Discussions Handbook

Criteria	Expectation
Introduction	The introduction section effectively hooks teachers into the topic by explaining why online discussions are important for blended and/or online instruction
Content and Scope	The handbook displays an adequate understanding of strategies and best practices for creating and facilitating online and blended discussions in ways that result in the construction of meaning, community, and presence
Writing Style	The handbook is easy to read, the ideas are well formulated, and only contains minor errors.
Layout	Each section follows best practices for print design resulting in sections that are well organized and enjoyable to read.
Media	Each section contains multimedia elements that enhance the text content and adds authenticity to the content.
Utility	The handbook provides clear strategies and content specific examples. The handbook also describes and critiques specific discussion tools
Citations and References	The handbook contains hyperlinks and citations to external recourses/articles following APA guidelines.

Facilitating Collaborative Learning Handbook

Criteria	Expectation
Introduction	The introduction section effectively hooks teachers into the topic by explaining why online collaboration and project based learning is important for the blended and/or online instruction
Content and Scope	The handbook displays an exceptional or adequate understanding of strategies and best practices for creating and facilitating online and blended collaboration in ways that result in the construction of meaning, community, and presence
Writing Style	The handbook is easy to read, the ideas are well formulated, and only contains minor errors.
Layout	Each section follows best practices for print design resulting in sections

	that are well organized and enjoyable to read.
Media	Each section contains multimedia elements that enhance the text content and adds authenticity to the content.
Utility	The handbook provides clear strategies and content specific examples. The handbook also describes and critiques specific collaborative tools
Citations and References	The handbook contains hyperlinks and citations to external recourses/articles following APA guidelines.
Collaboration	The handbook contains evidence of meaningful and equal participation across all team members. The different sections also share a unified and consistent style.

TK20 Accreditation Rubric

At the end of the semester you will combine your facilitating guides and submit them 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 will not be included when calculating your final grade.

The following rubric will be used for accreditation purposes to assess a handbook that combines the facilitating discussions and collaboration handbook assignments.

Facilitator Handbook			
	3 Exceeds Standard	2 Meets Standard	1 Fails to Meet Standard
Content and scope	Created an exceptional facilitator handbook that displays an expert understanding of using a variety of communication technologies that facilitated interaction and collaboration in ways that result in the construction of meaning, community, and presence and does an excellent job preparing others to facilitate learning activities.	Created a facilitator handbook that displays an adequate understanding using a variety of communication technologies that facilitated interaction and collaboration in ways that result in the construction of meaning, community, and presence and does an adequate job preparing others to facilitate learning activities.	Created a facilitator handbook contains inaccurate or insufficient information.
Writing style	The handbook is easy to read, the ideas are well formulated, free from errors, and engaging for the intended audience.	The handbook is easy to read, the ideas are well formulated, and only contains minor errors.	The book is poorly written and difficult to read.
Layout	The handbook follows best practices for print design and is print ready	Follows best practices for print design	The layout does not follow best practices for print design.