

George Mason University
College of Education and Human Development
Blended and Online Learning in Schools
ED 767 DL2 – Designing K-12 Online Learning
3 Credits, Spring 2017

INSTRUCTOR

Name: Michael Matthews
Office Hours: By appointment
Office Location: Online via Google Hangout
Office Phone: (801) 318-5706
Email Address: mmatthe@gmu.edu

PRE-REQUISITES

Admission to MED in Curriculum and Instruction Concentration in Blended and Online Learning in Schools.

CO-REQUISITES

None

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.

COURSE DELIVERY METHOD

This course will be delivered fully online using primarily an **asynchronous** format via **Canvas** Learning Management system (LMS). You will receive an invitation to join the course in Canvas through your Mason email. A link to the Canvas course will also be available through the course's Blackboard homepage. The course site will be available starting Monday, January 16, 2017.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

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: Google Chrome, Mozilla Firefox, Safari, or Internet Explorer;
- Students must maintain 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 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 Mondays at 9:00am, and **finish** on Sundays 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 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 penalties will apply when students submit work after the due date because of 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. 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 in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so 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. 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 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 PERFORMANCE EVALUATION — 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 satisfied all of the criteria you will receive full credit on the assignment.
- If you have not adequately satisfied all of the criteria, the assignment will be returned and you will be subject to late points until all of the criteria are satisfied.
- You must complete ALL assignments to get a passing grade for the course.

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

*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
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. **This is a Performance-Based Assessment.**

Multimedia Learning Objects—Each student will create the following multimedia learning objects:

- Screencast or Animated Video
- Edited Video
- Quiz
- Instructional Image

Instructional Unit—Students will follow best practices to create a 2-3 week blended unit.

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

Online and Blended Unit Designs			
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.

Design	The unit design descriptions are robust, easily understood, and free from errors.	The unit design descriptions are sufficient and easily understood with only minor errors.	The unit design descriptions are difficult to understand and contain significant errors.
--------	---	---	--

CLASS SCHEDULE

WEEK	TOPICS	ACTIVITIES
Weeks 1–5 (Jan 23–Feb 26)	Unit Design	
Week 1 (Jan 23–29)	Definitions and Introductions	Read <i>Essentials</i> chs 1 & 2 Design Document: <ul style="list-style-type: none"> • Description of Students and Context Introductions Discussion Designer’s Journal Reflection
Week 2 (Jan 30–Feb 5)	Blended Unit Design	Read <i>Essentials</i> chs 4 & 5 Design Document: <ul style="list-style-type: none"> • Standards • Blended Learning Constraints and Possibilities • Learning Obstacles • Teaching Obstacles • Blended Learning Rationale Select a platform/LMS Designer’s Journal Reflection
Week 3 (Feb 6–12)	Blended Assessments and Activities	Read <i>Essentials</i> chs 3 & 6 Design Document: <ul style="list-style-type: none"> • Authentic Problem Scenario • Blended Assessments • Blended Learner-Learner Interactions • Blended Learner-Instructor Interactions Designer’s Journal Reflection
Week 4 (Feb 13–19)	Content Curation and Creation	Read <i>Essentials</i> ch 7 Design Document: <ul style="list-style-type: none"> • Blended Content Designer’s Journal Reflection
Week 5	Learning Interactions and Unit	Read <i>Essentials</i> ch 8

WEEK	TOPICS	ACTIVITIES
(Feb 20–26)	Calendar	Design Document: <ul style="list-style-type: none"> • Implementation Plan and Calendar Designer’s Journal Reflection
Weeks 6–11 (Feb 27–Apr 9)	Unit Development	
Week 6 (Feb 27–Mar 5)	Unit Development and Peer Review	Unit Development Schedule Peer Review Discussion
Week 7 (Mar 6–12)	Unit Development and Peer Review	Peer Review Discussion
Week 8 (Mar 13–19)	Unit Development and Peer Review	Peer Review Discussion
Week 9 (Mar 20–26)	Unit Development and Peer Review	Peer Review Discussion
Week 10 (Mar 27–Apr 2)	Unit Development and Peer Review	Peer Review Discussion
Week 11 (Apr 3–9)	Unit Development	Peer Review of Entire Unit Designer’s Journal Reflection
Apr 10–16	SPRING BREAK! *	
Weeks 12–14 (Apr 17–May 6)	Unit Review and Submission	
Week 12 (Apr 17–23)	Unit Organization and Flow	Read <i>Essentials</i> ch 9 Peer Review of Units
Week 13 (Apr 24–30)	Finishing Touches and Maintenance	Read <i>Essentials</i> ch 10 Finish Unit Designer’s Journal Reflection
Week 14 (May 1–6)	Final Submission and Wrap Up	Final Unit Submission

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

*The GMU spring break is March 13-19. However, those dates tend to be earlier than most public school districts’ spring break. As a result, we will take our spring break April 10-16 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.

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/aero/tk20>.
- The Writing Center 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 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 Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see

<http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. 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://ssac.gmu.edu/make-a-referral/>.

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

Performance-Based 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.

<i>Criteria</i>	<i>Mastery</i>	<i>In Progress</i>
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

<i>Criteria</i>	<i>Mastery</i>	<i>In Progress</i>
The entry clearly summarizes what the student read and demonstrates that the student has reflected on the reading.		
The entry clearly explains the student's plans to apply the information to their design document, future teaching, & course development.		

Design Document

<i>Criteria</i>	<i>Mastery</i>	<i>In Progress</i>
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

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

Instructional Unit

<i>Criteria</i>	<i>Mastery</i>	<i>In Progress</i>
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.		

Instructional Image

<i>Criteria</i>	<i>Mastery</i>	<i>In Progress</i>
Image and components follow the visual design principle of contrast		
Image and components follow the visual design principle of repetition		
Image and components follow the visual design principle of alignment		
Image and components follow the visual design principle of proximity		

Quiz

<i>Criteria</i>	<i>Mastery</i>	<i>In Progress</i>
Quiz accompanied by complete Table of Specifications		
Quiz includes three different types of objectively-scored items		
Quiz items follow best practices for item types used		
Quiz functions properly in chosen technology tool		