GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION
BLENDED AND ONLINE LEARNING IN SCHOOLS

EDIT 769 A01: K-12 Online Design II
1 Credit, Summer 2017

PROFESSOR(S): Starts on May 22 ends June 25
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
Prereq: EDIT 767
Coreq: EDIT 792
B. University Catalog Course Description
Focuses on the creation of online courses appropriate for K-12 learners and culminates in comprehensive design documents that detail goals, assessments, learning tools, and detailed scripts or documents ready for the production phase.

C. Expanded Course Description
Not Applicable

DELIVERY METHOD:
This course will be delivered online using a primarily asynchronous format. Students will participate in a synchronous whole-class session at the start of the semester to discuss course requirements which they will then complete using a mentor-mentee model. The instructor will also schedule appointments to work with the students one-on-one. Although there will be some deadlines, the deadlines are not weekly and are largely near the end of the course. As a result, students will need to exhibit a high level of self-regulation and motivation to work at an appropriate pace.

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 the following resources:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;
- Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course
- A headset microphone for use with the web conferencing tool

EXPECTATIONS:

- **Participation**: Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials and completing course activities and assignments.
- **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 work on the assigned projects throughout the entire semester. Remember, that while portions of this course is 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 communications carefully before you share 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. Identify instructional and/or learning challenges in online and blended learning environments.
2. Demonstrate proficiency in the skills/competencies of instructional design via a design document.
3. Demonstrate academic writing skills by creating a briefing paper for their design project that follows APA guidelines.

PROFESSIONAL STANDARDS (International Association for K-12 Online Learning):

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.6, C.8)

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:
There are no required texts for this course and all learning materials will be created or curated by the instructor and made available online for students to access.

COURSE ASSIGNMENTS AND EXAMINATIONS:

Assignment Descriptions

Briefing Paper

Students will work to identify an instructional challenge and design a potential solution to improve outcomes. Students will then write a briefing paper that follows APA formatting and is 1,250-2,000 words long excluding references. The paper will include the following sections: (1) title page, (2) abstract, (3) Introduction, (4) instructional and learning challenges, (5) design solution, (6) evaluation plan, (7) instructional designer background and qualifications, (8) references. Students will also need to write academically (free from grammatical errors and colloquialisms) and logically (claims are clearly stated and accompanied with supporting evidence/citations).

Peer-Reviews

Students will review two peers' briefing papers using a provided rubric and tracked changes and comments in the document.

Design Document

Students will create a design document that clearly shows how their learning objectives, assessments, and activities are aligned. Students will also indicate which learning materials they will create and which they will curate.

Pacing Guide

Lastly, students will provide a pacing guide that they will follow as they work to develop their design in EDIT 791, the co-requisite for this course.

Assignment point/percentage values

Assignment	Point/Percentage Value
Briefing Paper	45
Design Document	40
Two Peer Reviews	10
Pacing Guide	5

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 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.

Grade Percentage Range

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

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 peer reviews—can be submitted late but a minimum 20% 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.

GMU POLICIES AND RESOURCES FOR STUDENTS

Policies

- Students must adhere to the guidelines of the George Mason University 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 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.

- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Disability Services (ODS). 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 turned off 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. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

- 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/.

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:

Based on students' availability, we will schedule a 90-minute synchronous online session to launch the course. Following, the instructor will schedule one-on-one meetings with each students to discuss the student's project and provide feedback.

As stated previously, the course is project based and largely self-paced with deadlines near the end of the course. There are no set interim due dates and students must show self-regulation and self-motivation in order to complete the projects on time. The instructor will also work with students individually following a mentor-mentee module but those meetings will not follow a set calendar.

Due Date	Project/Activity
June 12	Briefing Paper
June 12	Briefing paper sent for peer review
June 15	Briefing paper reviews completed
June 25	Design Document
June 25	Pacing Guide

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.

Briefing Paper

Formatting, Length, and Style
- The paper follows APA formatting
- The paper is 1,250-2,000 words in length (excluding references)
- The writing is academic and free from grammatical efforts and colloquialisms.
- The writing is logical/persuasive and claims are clearly stated and accompanied with supporting evidence/citations.

Title Page
- Contains a descriptive title, student name, graduate program, and university
- Running header that is no more than 50 characters

Abstract
- The second page of the paper should contain an abstract that is 150-200 words long.

Introduction
- Situates the learning context within the larger online and/or blended learning community
- Describes the learning environment/context including the history of the program/school, primary stakeholders, goals and modes of instruction.

Instructional and Learning Challenges
- Describes the methods used to identify instructional and learning challenges
- Describes the instructional and learning challenges
- Situates the challenges within the larger body of research/practice

Design Solution

- Describes generally how the instructional challenges will be addressed
- Provides a rationale for the proposed design solution

Evaluation Plan
- Describes the methods that the designer will use to determine if the design solution was successful

Instructional Designer Background and Qualifications
- Describes your previous, current, and anticipated involvement in the program/school.
- Describes how the BOLS program and other experiences have prepared you to address this issue
- Highlights any knowledge and skill gaps that you may have and how you will work to address them

References
- Contains APA formatted references to all in-text citations

Peer-Reviews

- Each peer review followed the provided rubric.
- The feedback included tracked changes and comments that highlight strengths and areas for improvement.

Design Document

- Learning standards and objectives are clearly stated
- Assessments are fully described and aligned with the learning standards
- Learning activities and content are robust, authentic and meaningful, and aligned with the assessments.
- It is clear which materials will be created and which will be curated

Pacing Guide

- Includes a pacing guide with weekly deadlines
- Each week clearly describes the activities that the student will complete