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

EDIT 765 DL1 – Facilitating K-12 Online Learning
2 Credits, Fall 2017

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 100% online using a combination of synchronous and asynchronous formats via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on the first day of the semester at 9:00 a.m. EST.

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, 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

Robinson, K. & Aronica, L. (2016) *Creative Schools: The Grassroots Revolution That's Transforming Education*, Penguin Books, New York, NY.

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
Saber-Tooth Curriculum reading guide	5
Creative Schools argumentation graphic organizer	10
Narrated Prezi Presentation	5
Online discussions and meetings	3 each
Facilitator Handbook	15

- **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

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.

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. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.
- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

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

Class Schedule

Week	Guiding Questions and Topics	Activities and Projects
Week 1 Aug 28-Sept 3	How can we as teacher leaders, help others to overcome common obstacles to effective learning communication and collaboration so that their students are better prepared for the demands of the 21st Century? What is an online/blended community of inquiry? What are the responsibilities of a modern teacher? How is social presence established and why is it important?	Complete the narrated Prezi presentation
Week 2 Sept 5-10	What are the responsibilities of a modern teacher? Why has our educational system been so slow to change and what are the costs?	Read *Saber-tooth Curriculum* and complete the reading guide. Attend the online meeting on Sept 7th at 5:00 p.m. EST with Tara Farr, an experienced online teacher.
Week 3 Sept 11-17	What does society need? Does education need reforming? If so, what should classrooms and schools look like and what will be teachers' responsibilities?	Read the first half of *Creative Schools* and begin your argumentation graphic organizer. Prepare for and participate in the discussion board activity. Attend the online meeting on Sept 13th at 5:00 EST with Falah Amro who is researching teachers' facilitating practices with adaptive learning software.
Week 4 Sept 18-24	What does society need? Does education need reforming? If	Finish reading *Creative Schools* and complete the argumentation graphic organizer.

	so, what should classrooms and schools look like and what will be teachers' responsibilities?	Prepare for and participate in the discussion board activity. Attend the online meeting on Sept 19th at 4:30 EST with Mark Stevens who has blended his social studies class.
Week 5 Sept 25-Oct 1	How can we as teacher leaders, help others to overcome common obstacles to effective learning communication and collaboration so that their students are better prepared for the demands of the 21st Century?	Participate in the online discussion. Attend and participate in your group's online meeting. Attend the online meeting on Sept 25th at 5:00 EST with Brooke Watts, an experienced PBL teacher.
Week 6 Oct 2-8	What are obstacles that teachers in your currently facing? What are practical strategies for overcoming those obstacles? What should a teacher guide contain to best inform teachers of effective facilitating practices?	Attend and participate in your group's online meeting. Work collaboratively on your facilitator handbook
Week 7 Oct 10-16	Complete and submit the facilitator handbook	

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.

Facilitator Handbook

Criteria	Expectation
Introduction	The introduction section effectively hooks teachers into the topic.
Content and Scope	The handbook displays an exceptional or adequate understanding of strategies and best practices for creating and facilitating collaborative activities in ways that prepare students for the demands of the 21st century.

Writing Style	The handbook is easy to read, the ideas are well formulated, and only contains minor errors.
Layout	Each section follows best design practices resulting in sections that are well organized and enjoyable to read.
Media	Contains multimedia elements that enhance the text content and adds authenticity to the content.
Utility	The handbook provides clear strategies and content specific examples.
Collaboration	The handbook contains evidence of meaningful and equal participation across all team members. The different sections also share a unified and consistent style.

Argumentation Graphic Organizer

Criteria	Expectation
Content and Scope	The organizer is centered on the primary argument of *Creative Schools*. Each sub-argument is also accurately highlighted with supporting evidence and examples.
Writing Style	The organizer is easy to read and only contains minor errors.
Layout and Organization	The graphic organizer layout is organized so relationships are clearly identified.

Narrated Prezi Presentation

Criteria	Expectation
Visuals	Contains engaging visuals (graphics, images, and/or videos) that support the viewers' ability to understand the presented material. One of the image needs to be a figure representing the framework as a whole.
Transitions	Contains several circle frames with timely transitions to keep the audience engaged.
Narration	The audio narration effectively describes: • how the Community of Inquiry is founded in constructivist principles • each of the three presences how they are each interrelated • the Practical Inquiry Model and the Cognitive Presence Descriptors

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.