

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

EDIT 766 DL1 - Understanding Online Presence  
2 Credits, Fall, 2017  
Online and Synchronous meetings on Wednesdays

**Faculty**

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**Prerequisites/Corequisites**

EDIT 764, Program restrictions - none

EDIT 765, Program restrictions - none

**University Catalog Course Description**

Examines impacts of distance on teachers and learners and develops strategies to establish teacher presence, to establish and express self, to promote learner-learner connections, and to compensate for the separation of teacher-learner and learner-learner.

**Course Overview**

Not applicable

**Course Delivery Method**

This course will be delivered online (76% or more) using synchronous or asynchronous format. The course is contained within a website. The professor will provide students with a link to the course website. Additionally, students will be able to access the course website from links provided within 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 October 16, 2017, 9 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 headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- 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.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
  - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
  - Windows Media Player:  
<https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/>
  - Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

## *Expectations*

- Course Week:  
Because asynchronous courses do not have a “fixed” meeting day, our week will start on October 16, 2017, and finish on December 13, 2017.
- 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 at least 2 times per week. In addition, students must log-in for all scheduled online 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, 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 do the following:

1. Deepen their understanding of Social Presence Theory and practice for online learning
2. Refine their skills as academic researchers
3. Refine their academic writing skills to be able to produce high quality research papers
4. Apply their research and writing skills to produce an academic paper, to include the Introduction and Literature Review
5. Contribute to a collaborative understanding of research in Social Presence

## **Professional Standards**

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](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.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).

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 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. NOTE: Because of grading deadlines, you must submit a completed final project. You will not have time to revise or complete your final project past the due date.

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

### **Assessments**

To satisfy the \*TK20 assessment requirement, students will contribute to an e-zine, which will be produced collaboratively.

### **Assignments**

#### *Assignment Descriptions*

##### *Participation:*

Study the material before class, come to class (online, synchronous meetings), and participate meaningfully in class. Contribute to the group discussions and present information when assigned. Be a good peer reviewer. Engage with our guest speakers.

##### *Course readings:*

Read the assigned material by the date assigned.

##### *Annotated bibliography:*

Contribute a total of 8 scholarly articles on the topic of social presence to the class Annotated Bibliography. Each article will contain full APA citations.

##### *Research Question:*

Write a concise, well-devised research question. All papers will address social presence in online learning.

##### *Outline:*

Write an outline for your final paper.

##### *Expanded Outline:*

Write an expanded outline for your final paper.

##### *First Draft:*

You will produce a first draft of your paper that will be reviewed by a peer. This first draft should represent your entire paper. It should be a 4-page, double-spaced paper, using 12 pt. Times New Roman font and should follow proper APA style guides. Your paper will need to include references from at least 6 scholarly articles. Your paper will include the first two-sections of a research paper: Introduction and Literature Review.

##### *Peer Review:*

Using scholarly peer review techniques, you will review one other student's first draft and provide constructive feedback. The same student will provide a peer review of your first draft. You will use the review to make improvements to your paper.

*Final Paper:*

Write a 4-page, double-spaced paper, using 12 pt. Times New Roman font and follow proper APA style guides. This paper should synthesize the literature. Your paper will need to include references from at least 6 scholarly articles. Your paper will include the first two-sections of a research paper, Introduction and Literature Review.

The final papers will be compiled into the course e-zine, "A Teacher's Guide to Strengthening Community Online." This will be compiled by the instructor and provided to students for them to upload to the BlackBoard assessment tool for TK20.

*Course Reflection:*

Complete an end-of-course reflection.

**Grading**  
**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

**Grading**

Assignment	Point Value
Course participation	5
Eight APA cited annotations	24 (3 points each)
Research question	3
Outline	5
Expanded outline	5
Draft paper	15
Peer review	15
Final paper	25
Course reflection	3

**Grading Checklists**

Assignment	Criteria	Expectation
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Course Participation	Participate meaningfully during online class meetings, present information when assigned, engage with guest speakers	<ul style="list-style-type: none"> <li>Engage in meaningful discussions</li> <li>Produce and present meaningful information as assigned</li> <li>Engage in collaborative activities</li> </ul>
Annotations	APA cited, peer reviewed and non-peer reviewed, qualitative, quantitative, mixed-methods, concerning social presence in online and blended learning environments	<ul style="list-style-type: none"> <li>Descriptive and evaluative paragraph (150 words)</li> <li>Concise and summarizes the central theme and scope of the article</li> <li>Evaluates the authority or background of the author</li> <li>Gives student's own opinion and/or critique</li> <li>Contains full citation (APA)</li> </ul>
Research question	Research question concerns social presence in online and blended learning environments	<ul style="list-style-type: none"> <li>Clear, concise</li> <li>Focused on one issue</li> <li>How and why</li> <li>Measurable</li> <li>No obvious answer</li> <li>Specific</li> </ul>
Outline	Represents final paper criteria	<ul style="list-style-type: none"> <li>Uses bullets or an outline schematic to outline major themes of paper</li> <li>Follows the Final Paper Checklist for headings and subheadings</li> <li>Contains final research question</li> </ul>
Expanded outline	Represents final paper criteria	<ul style="list-style-type: none"> <li>Uses bullets or an outline schematic</li> <li>Include major themes and important details - from annotations and research</li> <li>Follows the Final Paper Checklist for headings and subheadings</li> <li>Contains final research question</li> </ul>
Draft paper	Represents final paper criteria	<ul style="list-style-type: none"> <li>Addresses the "So what" as demonstrated in the research problem and research question</li> <li>Includes relevant research that supporting the "So What"</li> <li>Paper is well organized and builds towards a logical argument</li> </ul>
Peer review	Complete Peer Review Checklist	<ul style="list-style-type: none"> <li>Applies Critical Friends protocols for peer review</li> <li>Uses Peer Review Checklist to provide constructive feedback on colleague's Draft paper</li> </ul>

Final paper	Follows Final Paper Checklist	<ul style="list-style-type: none"> <li>• Paper addresses the 4 Core Competencies for the Final Paper</li> <li>• Paper includes all of the specific elements/expectations described in the Final Paper Checklist including; Title, Introduction, Literature Review, Research question, APA formatted citations, APA style guidelines</li> </ul>
Course reflection	Completes online Course Reflection	<ul style="list-style-type: none"> <li>• Completes each section of the Course Reflection</li> </ul>

## Professional Dispositions

See <https://cehd.gmu.edu/students/polices-procedures/>

## Class Schedule

For complete details see: EDIT 766 Class Schedule Fall 2017: <http://bit.ly/2hf9EAS>

### Week 1: October 16 to 22

**Learning Target:** *Conducting effective research and creating annotations*

Online class meeting 1: 10/16/17, 5pm EST

Online class meeting 2: 10/18/17, 5pm EST

### Week 2: October 23 to 29

**Learning Target:** *Comparing academic research and quality journal articles*

Online class meeting: 10/25/17, 5pm EST

### Week 3: October 30 to November 5

**Learning Target:** *Honing our interest in social presence theory to being our focused research and finalize RQs*

Online class meeting: 11/1/17, 5pm EST

### Week 4: November 6 to 12

**Learning Target:** *Crafting research and writing using frameworks*

Online class meeting: 11/8/17, 5pm EST

### Week 5: November 13 to 19

**Learning Target:** *Using scholarly writing techniques*

Online class meeting: 11/15/17, 5pm EST

**Break:** There will be no regular class meeting the week of November 20 to 26.

### Week 6: November 26 to December 3

**Learning Target:** *Supporting scholarly work through critical friends/peer review; and, APA style guidelines*

Online class meeting: 11/29/17, 5pm EST

**Week 7:** *December 4 to 10*

**Learning Target:** *Apply feedback from partner peer reviewers and complete final paper*

Online class meeting: By appointment as needed

**Week 8:** *December 11 to 13*

**Learning Target:** *Course reflection and post e-zine to GMU's Blackboard*

Online class meeting: By appointment as needed

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

## **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](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.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/>.

**\*TK20 Assessment Rubric**

<b>#6 Collaborative Electronic Magazine (e-zine) – Standard 3 – EDIT 766</b>			
<b>Criteria</b>	<b>3 Exceeds Standard</b>	<b>2 Meets Standard</b>	<b>1 Fails to Meet Standard</b>
<b>Content</b>	eZine includes creative and comprehensive resources that support online teachers’ ability to successfully use communication tools to facilitate interaction and collaboration in ways that results in the construction of meaning, community, and presence—including extensive, authentic, and insightful examples.	eZine includes adequate resources that support online teachers’ ability to successfully use communication tools to facilitate interaction and collaboration in ways that results in the construction of meaning, community, and presence.	eZine does not include adequate resources to support online teachers’ ability use communication tools to facilitate interaction and collaboration in ways that results in the construction of meaning, community, and presence. Examples included to illustrate the strategies are absent or incomplete.
<b>Organization</b>	The eZine addresses all requirements, is well organized, and expanded to better meet the needs of the intended audience.	The eZine addresses all requirements specified in the template and is well organized.	The eZine does not address all requirements specified in the template and is poorly organized
<b>Professionalism</b>	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.