

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

EDIT 761.DL1 – Models of Blended and Online Learning
2 Credits, Fall 2018
Online

Faculty

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Prerequisites/Corequisites

None

University Catalog Course Description

Provides opportunities for learners to identify, explore, and evaluate a range of educational models for K-12 blended and online learning. These include the flipped classroom, mentor-mentee dyad, group collaborative, synchronous, asynchronous, parent directed e-learning, mobile learning, and web-delivered instruction.

Course Overview

Not Applicable

Course Delivery Method

This course will be delivered 100% online using asynchronous format 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 Oct 1, 9:00 AM 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 a good microphone and headphones for use during web conferencing and to create video and audio recordings.
- 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:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player:
<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week:
Because asynchronous courses do not have a “fixed” meeting day, our week will start on Monday and finish on Sunday at midnight.
- 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 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 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. Define and analyze multiple models of online learning.
2. Identify the benefits and limitations of each model,
3. Understand and explain criteria for selecting different models of online learning,
4. Understand and explain the relationship between each online learning model and its impact on students and teacher.

Professional Standards

This course is aligned with the International Association for K-12 Online Learning (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, A3)

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 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 with a good microphone for the course if they do not already have one. Webcams will be used in the course to create and share audio and video recordings.

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).

- **Assignments and/or Examinations**

Assignment	Point Value
Discussion Board Activities	3 points each
Blog or VoiceThread Reflections	3 points each
Personalized Learning Portfolio Page	5
Workshop Design	10
On-site Facilitator Briefing Paper	5
Infographic	5
Parent Newsletter	5
Hacker's Week Project	5
Final Reflection	10

Assignment Descriptions

Discussion Board Activities—Discussions are an important aspect of this course. Although the discussion prompts will vary, they will all require you to read/view materials, apply your learning in some way, and discuss ideas with your peers. As a result, point values and grading rubrics will vary and will be provided to students the week prior to the discussion board due date.

Blog or VoiceThread Reflections—Over the course of the semester students will reflect and share their thoughts on course topics using their blog and VoiceThread comments.

Personalized Learning Portfolio Page—Students will create a portfolio page that clearly highlights the benefits and drawback to personalized learning environments. Students will also evaluate adaptive learning environments and provide screenshots of their experiences.

Workshop Design—Students will design a workshop that will help practicing teachers to understand and apply blended learning principles.

On-site Facilitator Briefing Paper—Students will create a concise and practical summary of the research on-site facilitators.

Infographic—Students will collaboratively create an infographic that highlights the strengths and weaknesses of various blended learning models.

Parent Newsletter—Students will create a newsletter for parents that will help them to understand and fulfill their important responsibilities.

Hacker's Week Project and Presentation—Students will spend 8-10 hours working on a course related project of their choosing. Students will approve the project with the instructor prior to beginning and maintain an instructor provided log describing the time spent on the project. Student will then give a class presentation showing and telling the class about their project.

- **Grading**

- **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.

Late Work

Students are expected to complete and electronically submit all assignments prior to 11:59 p.m. on the assignment due date. All due dates are listed clearly on syllabus. All assignments can be submitted late but a minimum 10% late penalty will be assessed for work submitted after the assignment deadline unless prior permission has been received. 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

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

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

Class Schedule

Date	Topics and Guiding Questions	Activities and Projects Due
Module 1 Oct 1-7	<p>What is the purpose of education?</p> <p>Does the educational system need to be reformed?</p> <p>What are some educational reform movements and what are their goals?</p> <p>What are 21st Century skills?</p>	<p>Read the syllabus and materials located on the course website.</p> <p>Participate in the icebreaker activity.</p> <p>Create a blog post</p>

Module 2 Oct 8-14	<p>Why have technology integration efforts largely failed to reform education?</p> <p>What are personalized learning and competency-based learning models?</p> <p>What is the role of technology in educational reform and personalized learning?</p> <p>Should schools teach computer programming?</p>	<p>Read and video the materials on the course website.</p> <p>Participate in the discussion board activity.</p> <p>Participate in the personalized learning examples.</p> <p>Complete the hour of code on Kahn Academy</p> <p>Create personalized learning portfolio page.</p>
Module 3-4 Oct 15-28	<p>What is blended learning?</p> <p>What are the current blended learning models and trends?</p> <p>What are infographics?</p>	<p>Read and view the materials located on the course website.</p> <p>Participate in the discussion board activity.</p> <p>Collaboratively design and create a blended learning infographic.</p>
Modules 5-6 Oct 29-Nov 4	<p>What are effective strategies for workshops?</p> <p>How would you conduct a workshop on blended learning?</p>	<p>Read and view the materials located on the course website.</p> <p>Collaboratively design and create a blended learning workshop.</p>
Modules 7-8 Nov 5-11	<p>What do we know about online mentors?</p>	<p>Read and view the materials located on the course website.</p> <p>Complete the:</p> <ul style="list-style-type: none"> • workshop peer review • Mentoring Basics: Training for Mentoring Online Learners • Animated briefing video
Thanksgiving Break		
Module 9 Nov 26-Dec 2	Hacker's Week	
Finals Week Dec-3-9	Final reflection and video	

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 <https://catalog.gmu.edu/policies/honor-code-system/>).
- 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 <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices 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/>.

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.

Mentoring Briefing Video

Criteria	Expectation
Style and Formatting	The video contains clear narration with visuals that enhance—not distract—from the viewers’ understanding of the material.
Content and Utility	<p>Contains a clear summary of the research with specific, helpful, and research-based advice on being a successful on-site mentor. Specifically the video should contain the following information:</p> <ul style="list-style-type: none"> • Introduction: In this portion of the video you will briefly introduce the reader to the topic of on-site facilitators/mentors and explain why they are important as well as the problem that they help to solve. You not only have to introduce the topic but you have to make them care about it. • Background: This portion of the video will be the longest portion and will summarize what we know about on-site mentors/facilitators. I recommend focusing on the following questions: <ul style="list-style-type: none"> ○ What are mentors'/facilitators' primary responsibilities? ○ What are strategies that they use to fulfill their responsibilities? ○ What impact can they have on students? • Recommendations: In this portion you will provide practical recommendations on how to make mentoring most effective. It is not uncommon for the recommendations to be a bulleted list. Remember that you are talking to school administrators <i>and</i> mentors. • Conclusion: In this portion you will briefly summarize the main ideas and remind the reader why it was important.
Credits	In the credits you will be giving yourself credit as well as your source material. I am not concerned how your references are cited in this video so long as there is enough information that viewers of your video could find the resource if they wanted to.
Length	No more than 5 minutes long

Personalized Learning Portfolio Page

Criteria	Expectation
Introduction	Effectively hooks teachers into the topic by explaining why personalized learning is a potential solution to common educational challenges
Content and Scope	Displays an adequate understanding of the basic issues surrounding strategies and best practices for personalized learning in online and blended learning environments
Writing Style	Is easy to read, the ideas are well formulated, and only contains minor grammatical errors.
Layout	Layout is clear and balanced with formatted headings that orient readers to the different topics.
Images and Media	Contains multimedia elements that enhance and adds authenticity to the content. The page also contains screenshots showing the explored adaptive learning environments.
Utility	Provides clear strategies for and examples of personalized learning. The page also describes and critiques specific tools for personalized learning
Effort	Verifies that the student participated in 90 minutes of personalized learning activities

Workshop Design

Criteria	Expectation
Objectives	Learning objectives are clearly stated and address a combination of higher- and lower-order knowledge and skills.
Assessments and activities	Learning and assessment activities are adequate, varied, and encourage active learning while being fair, adequate, appropriate, and authentic. The in-class activities are 60-90 minutes long and encourage active learning.
Materials	The curated and created workshop materials are professional and closely aligned to the objectives and assessments. The workshop is packaged and presented in a way that is easily understood and implemented by others
Design	The design descriptions are sufficient and easily understood with only minor errors.
Blended Modeling	The workshop models blended learning principles by having a short online activity before and/or after the face-to-face workshop

Blended Learning Infographic

Criteria	Expectation
Content	Introduces the general concept of blended learning, potential benefits and challenges of blended learning, and specific blended learning models.
Graphics and Images	Contains visuals that help to teach the concepts
Layout and organization	Is visually appealing and well organized
Professionalism	Is free from grammatical errors and cites outside resources/articles following APA guidelines

Hacker's Week Project and Presentation

Criteria	Expectation
Effort	Demonstrates that the student has spent 8-10 hours on their project and describes how that time was spent
Content	Information is relevant and interesting
Style	Clearly and visually shows what the student accomplished

TK20 Accreditation Rubric

At the end of the semester you will submit your Blended Learning Workshop project 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.

Blended learning workshop			
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.
Materials	The curated and created workshop materials are creative, professional, and closely aligned to the objectives and assessments.	The curated and created workshop materials are professional and closely aligned to the objectives and assessments.	The curated and created workshop materials lack quality and not closely aligned to the objectives and assessments.
Design	The design descriptions are robust, easily understood, and free from errors.	The design descriptions are sufficient and easily understood with only minor errors.	The design descriptions are difficult to understand and contain significant errors.