

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

EDIT 764.DL1 – Blended and Online Communication
3 Credits, Fall 2018
Online

Faculty

Name: Lisa R. Halverson, PhD
Office Hours: Online by Appointment
Office Phone: 801-360-9263
Email Address: lhalvers@gmu.edu

Prerequisites/Corequisites

None

University Catalog Course Description

Examines strategies to assess, respond to, and target online communication and develops expertise in questioning and listening, supporting self-regulation, and clarifying conceptual understanding.

Course Overview

Not applicable.

Course Delivery Method

This course will be delivered online using an asynchronous format via an open platform, Google Sites. Students will be able to access the course directly from a link provided by the professor, and a link contained within GMU BlackBoard.

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 at least two standard up-to-date browsers.
- Students must maintain consistent and reliable access to their Google email and GMU email accounts.
- A Google Account will be needed in order to create materials/products for this course. Students can sign up for a Google Account without a Gmail account here: <https://accounts.google.com/signupwithoutgmail>. Students will need to be able to use Google Apps, including: Google Drive, Google Docs, Google Slides, Google Sheets, Google Sites, Hangout, Hangouts On Air, among others. Students can access Google training for free at [Google Education Training Center](#) and via GMU's [Lynda.com](#) web training services (students will need to sign in with the GMU account to access Lynda.com training).
- 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, headset and microphone

Expectations

- Course Week:
Because asynchronous courses do not have a “fixed” meeting day, our week will **start** on Monday, August 27th at 9:00 am EST, and **finish** Sundays, 11:59 pm EST.
- Log-in Frequency:
Students must actively check the course 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 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 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 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:
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. I would be happy to meet 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.

Learning Outcomes or Objectives

This course is designed to enable students to do the following:

1. Understand the online communication process for building relationships,
2. Develop an appreciation of and an ability to analyze and respond to online communications,
3. Define and distinguish between the concepts of self-regulation and self-efficacy as well as apply this knowledge to effective online communications,
4. Develop an understanding of and ability to promote online communications that target conceptual understanding and student higher order thinking skills

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 available: 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 if they do not already have one. Students will be required to use the webcam to create videos that they share with the teacher.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (via Google Forms).

Course Assessments and Examinations

Assignment & Point Value	Assignment Descriptions, Checklists, and Rubrics
<i>Reflections Journal</i> (1 reflection per Modules 1-12; 1 pt each)	Description: You will be teaching a course concurrently with taking this course. That provides you with multiple opportunities to apply what you are learning each day. In fact, each time you interact with a student online or face-to-face is an opportunity for you to apply and record your experiences and understanding of the course content in journal entries. (If you are not teaching a course, use interactions and experiences that you have with coworkers, friends, or family). Please never provide identifying information, such as names.

	<p>Keep your journal in a private Google Doc that is only shared with your instructor (lisamaren@gmail.com). Make a personal copy of the Reflections Journal provided at this link.</p> <p>Checklist: Reflections will be used for the final project. The student should write the reflections so that they are meaningful for themselves and so that they accurately reflect the content learned. Additionally, they should include reflective examples of how the student might be able to use or not use the content learned. Finally, some of the journal reflections must use the embedded graphic organizer and students should follow the specific details for completing all reflections.</p> <p>Rubric: Each journal reflection will be assessed using the mastery learning approach based on the following criteria: The reflection clearly summarizes your experiences, understanding, and application of the course content to teaching.</p>
<p><i>Copyright & Fair Use Web page for students</i></p> <p>(5 pts)</p>	<p>Description: Create a copyright and fair use guide.</p> <p>Checklist: Should include the following 4-5 sections: Introduction, Copyright, Fair Use, Creative Commons, and Additional Resources</p> <ul style="list-style-type: none"> • Introduction includes importance of knowing this information • Each of the sections should summarize the topic and provide specific examples • Each section should contain some form of multimedia, including at least one embedded video and one image that is cited correctly. At least one image that you use should be instructive and not simply decorative • Additional Resources section should contain hyperlinks to at least 3 additional resources with short descriptions (1-3 sentences) of each resource. • Include a table of contents at the top of the page <p>Rubric: Guide will be assessed using the mastery learning approach based on the following criteria: The guide provides clear and concise guidelines and examples that are useful to teachers or students.</p>
<p><i>Social Media Guide: Teachers</i></p> <p>(5 pts)</p>	<p>Description: You will create a guide for teachers. This will be useful in your teaching endeavors and may also be useful for your colleagues.</p> <p>Checklist: This piece will be included on the student’s portfolio page and should have the following headings with detailed paragraphs under each heading:</p> <ul style="list-style-type: none"> ▪ <i>What is Social Media?</i> Briefly (1 paragraph) introduce the topic of social media and explain why it is important to understand. ▪ <i>Benefits</i>

	<p>Write 1 paragraph focusing on the potential educational benefits of social media including specific examples.</p> <ul style="list-style-type: none"> ▪ <i>Dangers</i> Write 1 paragraph focusing on the potential dangers of social media including specific examples. ▪ <i>Guidelines</i> Create specific guidelines that teachers can follow to avoid the dangers and reap the benefits of social media. This section can be bulleted. ▪ <i>Resources</i> Add at least 3 relevant resources with a short (1-2 sentence) description for each resource. <p>Each section should include relevant citations or references to resources used to inform the guide using APA guidelines.</p> <p>Rubric: The guide will be assessed using the mastery learning approach based on the following criteria: The guide provides clear and concise guidelines and examples that are useful for teachers.</p>
<p><i>Social Media Poster: Students</i></p> <p>(5 pts)</p>	<p>Description: You will create a digital flyer for students with the most important elements of smart social media use. This will be useful in your teaching endeavors.</p> <p>Checklist: This digital flyer should also be interactive, meaning it should include links to important information videos, images and any other relevant media you believe your students can benefit from accessing. This flyer should include:</p> <ul style="list-style-type: none"> ▪ Title that appeals to students ▪ Overview of what social media is ▪ Smart use of social media: netiquette, staying safe, privacy ▪ Media, such as videos, links to interactive websites, images, etc that will help students understand the concepts ▪ Is developmentally appropriate for targeted audience <p>The flyer will need to be linked to the student’s portfolio page. It might be an embedded image or PDF file linked to the portfolio page.</p> <p>Rubric: The guide will be assessed using the mastery learning approach based on the following criteria: The guide provides clear and concise guidelines and examples that are useful for students.</p>
<p><i>Asynchronous Video Reflection</i></p> <p>(5 pts)</p>	<p>Description & Checklist: Create an asynchronous video recording to answer the following:</p> <ul style="list-style-type: none"> ▪ How comfortable are you communicating using video? ▪ What has been your experience communicating with students or parents online?

	<ul style="list-style-type: none"> ▪ What were your main takeaways from this module's readings and how do you plan on applying them to your teaching? <p>The video should be less than 3-minutes long.</p> <p>Rubric: The video will be assessed using the mastery learning approach based on the following criteria: (1) Thoughtful reflections on the above questions and (2) Fulfills the “dos” and “don’ts” listed in Module 4.</p>
<p><i>Portrait of a Mentor</i></p> <p>(5 pts)</p>	<p>Description: Similar to Fairfax County Public Schools’ Portrait of a Graduate, you will create a portrait of a mentor that highlights the specific skills that teachers need to mentor online students. Use a digital tool of student’s choosing.</p> <p>Checklist: The portrait should include:</p> <ul style="list-style-type: none"> ▪ An introduction/overview explaining the concept of mentoring to a reader who is unfamiliar with K-12 online learning ▪ Include references and citations (use APA) ▪ Provide details of at least four categories of mentoring responsibilities <p>The portrait should be linked to the student’s portfolio.</p> <p>Rubric: The mentoring profile will be assessed using the mastery learning approach based on the following criteria: (1) The profile provides a helpful framework that identifies the different skills/qualities that effective mentors need. (2) Each skill/quality is described in ways that provide readers with a clear and insightful understanding of quality mentoring.</p>
<p><i>Interaction Scenarios</i></p> <p>1: ART Framework</p> <p>2: Attending Behaviors</p> <p>3: Questioning/Challenging</p> <p>(5 pts each)</p>	<p>Description: We have created realistic scenarios that include student communication. Respond to those scenarios using the skills and knowledge you obtain in the course.</p> <p>Checklist:</p> <p><i>Scenario 1:</i> Complete online scenario form using information from the lesson on the ART model (Module 9).</p> <p><i>Scenario 2:</i> Complete online scenario form using information from the lesson on Attending Behaviors (Module 10).</p> <p><i>Scenario 3:</i> Complete online scenario form using information from the lesson on Questioning/Challenge (Module 11).</p> <p>Rubric: Each response will be assessed using the mastery learning approach based on the following criteria: The response clearly demonstrates the student’s understanding of the content and her ability to apply her understanding to a student interaction.</p>
<p><i>Teacher Guide for Discussion Board</i></p>	<p>Description: Create a digital one-page teacher guide that highlights best practices for designing and facilitating online discussion board activities.</p>

<p>(5 pts)</p>	<p>Checklist: The guide will need to include:</p> <ul style="list-style-type: none"> ▪ Title ▪ Introduction ▪ Guidelines for Creating Effective Discussion Board Prompts ▪ Guidelines for Facilitating Meaningful Student Discussions ▪ Examples ▪ Additional Resources <ul style="list-style-type: none"> ▪ The Introduction should hook teachers into the topic by explaining why online discussions are important for the blended and/or online instruction ▪ The two Guidelines sections should contain bullet points that effectively highlight effective strategies and best practices ▪ Examples should be concise and relevant (and of course, interesting!) ▪ Include at least three relevant Additional Resources with links ▪ The page should be well organized and visually appealing with embedded images, links and media where appropriate. <p>The student will link the guide to the student's portfolio.</p> <p>Rubric: The guide will be assessed using the mastery learning approach based on the following criteria: The guide provides clear and concise guidelines and examples that are useful for teachers</p>
<p><i>Final Project:</i> <i>Part 1 Lesson Plan</i> <i>Part 2 Webpage</i></p> <p>(20 pts each)</p>	<p>Description: In this assignment has two parts. Create:</p> <ol style="list-style-type: none"> (1) A Lesson Plan to demonstrate your mastery of course content, and (2) A Web page for the lesson plan, including all of the elements outlined in the Lesson Plan. <p>This will be the culminating project for the course and all other assignments were designed to prepare you for this assignment. As a result, the other assignments must be completed before attempting this assignment.</p> <p>Checklist: (1) Create a lesson plan that incorporates concepts learned over the semester including: ART mentoring framework, Attending Behaviors, Copyright and Fair Use, Three Types of Interaction, and, Smart and Safe Social Media Guidelines. The lesson plan should also include the following features:</p> <ul style="list-style-type: none"> • Lesson plan overview • Learning objectives • Essential questions • Content • Materials and resources • Activities for students • Assessments • Feedback • Link to web page for the lesson

	<p>(2) Create a Web page that includes all the elements outlined in the Lesson Plan. It should be age appropriate, appealing, and easy to navigate. It should be linked to your student portfolio.</p> <p>Rubric: The Final Project, which consists of two parts (Lesson Plan and Webpage containing lesson) will be assessed using the mastery learning approach based on the criteria provided in the Final Project Planning Tool and Checklist.</p>
<p><i>Final Reflection</i> (3 pts)</p>	<p>Description: Respond to the final course reflection with honesty, candor and constructive feedback. The final reflection is a tool the professor will use to better understand how the course provided meaningful experiences for the students and to make course improvements.</p> <p>Rubric: The final reflection will be assessed on the completeness the student has provided.</p>
<p>Total Points for Course: 100 pts</p>	

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 will be clearly listed on the course calendar. 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

Students are expected to exhibit professional behaviors and dispositions at all times. .

Proposed Class Schedule

	Guiding Questions and Topics	Activities
<p><u>Week/Module 1</u> Aug 27 -- Sep 2</p> <p>Due: 11:59 pm EST on Sep 2</p>	<p>How do we define interactions and are they important?</p>	<p>Read the syllabus and future project descriptions.</p> <p>Read/watch selected materials linked in the course website.</p> <p>Create a Journal Reflection</p>
<p><u>Week/Module 2</u> Sep 3--9</p> <p>Due: 11:59 pm EST on Sep 9</p>	<p>How do teachers follow copyright law?</p>	<p>Read/watch selected materials linked in the course website.</p> <p>Take the copyright and fair use quiz</p> <p>Create a Copyright & Fair Use Web page</p> <p>No journal required Weeks 2 & 3, but notes can be recorded in Journal.</p>
<p><u>Week/Module 3</u> Sep 10 -- 16</p> <p>Due: 11:59 pm EST on Sep 16</p>	<p>What are proper netiquette guidelines for students and teachers?</p> <p>How can students and teachers use social media safely?</p>	<p>Read/watch selected materials linked in the course website.</p> <p>Create two Social Media Posters, one for teachers and one for students</p>
<p><u>Week/Module 4</u> Sep 17 -- 23</p> <p>Due: 11:59 pm EST on Sep 23</p>	<p>What are the advantages and disadvantages of communicating:</p> <ul style="list-style-type: none"> • Online vs. Face-to-face • Asynchronous vs. Synchronous 	<p>Read/watch selected materials linked in the course website.</p> <p>Create both a Journal Reflection and an Asynchronous Video Reflection.</p>
<p><u>Week/Module 5</u> Sep 24 – Sep 30</p>	<p>What are the dimensions of effective feedback?</p>	<p>Read/watch selected materials linked in the course website.</p>

Due: 11:59 pm EST on Sep 30		Create Journal Reflection Create a draft title and description of online lesson
<u>Week/Module 6</u> Oct 1 -- 7 Due: 11:59 pm EST on Oct 7	How do you tutor and scaffold students online?	Read/watch selected materials linked in the course website. Create a Journal Reflection
<u>Week/Module 7</u> Oct 8 -- 14 Due: 11:59 pm EST on Oct 15	What is online mentoring and what does it look like?	Read/watch selected materials linked in the course website. Create a Portrait of a Mentor Create a Journal Reflection
<u>Week/Module 8</u> Oct 15 -- 21 Due: 11:59 pm EST on Oct 21	What are caring interactions and can they occur online?	Read/watch selected materials linked in the course website. Create a Journal Reflection
<u>Week/Module 9</u> Oct 22 -- 28 Due: 11:59 pm EST on Oct 28	What is the A.R.T. of mentoring?	Read/watch selected materials linked in the course website. Create Journal Reflection Respond to the Interaction Scenario 1
<u>Week/Module 10</u> Oct 29 -- Nov 4 Due: 11:59 pm EST on Nov 4	How do you "listen" to students in an online learning environment?	Read/watch selected materials linked in the course website. Create Journal Reflection Respond to the Interaction Scenario 2
<u>Week/Module 11</u> Nov 5 -- 11 Due: 11:59 pm EST on Nov 11	How can we improve our questioning in ways that challenge students?	Read/watch selected materials linked in the course website. Create Journal Reflection Respond to the Interaction Scenario 3
<u>Week/Module 12</u> Nov 12 -- 18 Due: 11:59 pm EST on Nov 18	What is motivation? How do mentors/teachers motivate students?	Read/watch selected materials linked in the course website. Create Journal Reflection
<u>Week/Module 13</u> Nov 26 -- Dec 2	How do we clearly set and communicate expectations?	Read/watch selected materials linked in the course website. Create Journal Reflection

Due: 11:59 pm EST on Dec 2	Why is online learning so difficult for students and how can our interactions help?	Create a Teacher Guide for Discussion Board
Week/Module 14 Dec 3 -- 9 Dec 10 -- 14	How have you applied what you learned in the course?	Complete your lesson plan and lesson website
Lesson Plan Due: 11:59 pm, Dec 7	Webpage Due: 11:59 pm EST, Dec 12	Final Reflection Due Dec 14, 11:59 pm EST

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/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the George Mason University 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. Because of our heavy use of Google Apps, the professor for this course will also send emails to students Gmail accounts.
- 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 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/>.
- 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,
Graduate School of Education, please visit our website <https://cehd.gmu.edu/students/>.**