

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

EDIT 766 DL1 - Understanding Online Presence

2 Credits, Fall, 2018

Online Synchronous meetings on Wednesdays

Faculty

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Prerequisites/Corequisites

None

University Catalog Course Description

Examines strategies to establish teacher presence, to establish and express self, to promote learner-learner connections, and to compensate for the situations where teacher-learner and learner-learner are separated.

Course Overview

Not Applicable

Course Delivery Method

This course will be delivered online (76% or more) using a synchronous 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 October 15, 2018, 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 Google Chrome 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 with microphone for use with the Blackboard Collaborate web conferencing tool.
- Students should purchase a webcam for the course if they do not already have one.
- 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://windows.microsoft.com/en-us/windows/downloads/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 begin on Monday and end on Sunday. This means that assignments will be assigned each Monday over the course and that all assignments (unless otherwise noted) will be due by Sunday at 11:59 p.m.
- 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 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 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. 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. Responsible netiquette means taking the time to read your responses so that they are carefully thought out and respectful of others. *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.

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

There is no required textbook for this course. All required readings will be accessible for free online and are contained within the online coursesite.

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 not submitted by the assigned due dates are subject to late penalties. Detailed instructions for all assignments are to be found in the course pages at the time they are assigned. Questions regarding assignments must be directed to the instructor in a reasonable time before the assignment due date.

Assignments

Participation (20% of grade) :

Participation will be assessed at the instructor's discretion. Active participation in this course means that a student has read/studied the material prior to class meetings, attended online, synchronous class session and participates meaningfully in class. Students are also expected to contribute to the group discussions and present information when assigned. Be a good peer reviewer. Engage with our guest speakers.

Course readings (Graded as part of Participation):

Read the assigned material by the date assigned. Interaction with your classmates in regards to these readings will be assessed as part of your participation grade.

Annotated bibliography(10% of grade):

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 (5% of grade) :

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

Outline (5% of grade):

Write an outline for your final paper. An example of the required elements for the outline can be found here: <http://writing.ku.edu/outlines>

Expanded Outline (5% of grade):

Write an expanded outline for your final paper. We will discuss the requirements of this expanded outline during one of our synchronous meetings.

First Draft (10% of grade):

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, or, should you choose to submit this paper to a local/regional conference, may contain all of the elements of a complete review of literature.

Peer Review (5% of grade):

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 (40% of grade):

Write 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, or, should you choose to submit this paper to a local/regional conference, may contain all of the elements of a complete review of literature.

Course reflection: You will complete a brief survey evaluating your experience in the course.

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/polices-procedures/>

Class Schedule

Week 1:

Learning Target: *Conducting effective research and creating annotations*

Online class meeting 1: October 14th @ 7 p.m. ** (Please note that this is our ONLY weekend meeting)

Week 2:

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

Online class meeting: October 24th @ 7:30 p.m.

Week 3:

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

Online class meeting: October 30th @ 7:30 p.m.

Week 4:

Learning Target: *Crafting research and writing using frameworks*

Online class meeting: November 7th @ 7:30 p.m.

Week 5:

Learning Target: *Using scholarly writing techniques*

Online class meeting: November 14th @ 7:30 p.m.

Break: There will be no regular class meeting the week of Thanksgiving

Week 6:

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

Online class meeting: November 28th @ 7:30 p.m.

Week 7:

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

Online class meeting: By appointment as needed

Week 8:

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 <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/> .

TK20 Accreditation Rubric

At the end of the semester you will submit your scholarly essay 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.

#6 Scholarly Essay – Standard 3 – EDIT 766			
Criteria	3 Exceeds Standard	2 Meets Standard	1 Fails to Meet Standard
Introduction Content	Contains a clear argument for the importance of the topic that addresses a clear gap in the literature.	Contains a clear argument for the importance of the topic.	The introduction lacks a clear logical argument for the importance of the topic.
Literature Review Content	Clearly reviews and critiques related research.	Clearly reviews related research.	The review of the literature lacks clarity.
Organization and Flow	Each paragraph and the sentences within are organized logically and flows to maximize the available space in the essay.	As a whole the essay is logically organized and flows well so that it is easily understood by the reader.	The essay is not logically organized and not easily understood.
Professionalism	APA formatting is followed and is free from grammatical errors.	APA formatting is followed with only minor errors or grammatical mistakes.	The essay contains many APA and grammatical errors that distract the reader from the intended message.