

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

EDIT 766 002– Understanding Online Presence  
2 Credits, Spring 2019  
Wednesday/4:30 pm – 7:10 pm Signal Hill, 208- Loudoun

**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**

The nature of course delivery uses a blended delivery approach, weekly combining asynchronous online and face-to-face instruction. Blended learning is the thoughtful fusion of face-to-face and online learning experiences. Blended learning is not an addition that builds another layer of instruction. Rather, it represents a restructuring of course activities and assignments to enhance engagement and to extend access to a range of web-based opportunities. Blended learning emerges from an understanding of the relative strengths of face-to-face and online learning to provide learning activities consistent with course goals. Blended learning combines the properties and possibilities of both to go beyond the capabilities of each separately.

## **Learner Outcomes or Objectives**

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

1. Understand the concept of online presence as it pertains to teachers, learners, and content,
2. Define, recognize, and develop the elements of teacher presence, social presence and cognitive presence in an online learning environment,
3. Understand and practice the use of skills and tools to effectively manage student learning and behavior in an online environment, and
4. Understand and 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 can be accessed at <http://www.inacol.org/wp-content/uploads/2015/02/national-standards-for-qualityonline-teaching-v2.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.

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.

Standard C - The online teacher plans, designs, and incorporates strategies to encourage active learning, application, interaction, participation, and collaboration in the online environment.

Standard D - The online teacher promotes student success through clear expectations, prompt responses, and regular feedback.

Standard E - The online teacher models, guides, and encourages legal, ethical, and safe behavior related to technology use.

Standard F - The online teacher is cognizant of the diversity of student academic needs and incorporates accommodations into the online environment.

Standard K - The online teacher arranges media and content to help students and teachers transfer knowledge most effectively in the online environment.

## Required Texts

1. Reynolds, Garr. (2012). *Presentation zen* (2<sup>nd</sup> ed.). Berkeley, CA: New Riders.
  2. Dunlap, J.C., & Lowenthal, P.R. (2009). Tweeting the night away: Using Twitter to enhance social presence. *Journal of Information Systems Education*, 20(2), 129-135.
  3. Garrison, D.R. (2007). Online community of inquiry review: Social, cognitive, and teaching presence issues. *Journal of Asynchronous Learning Networks*, 11(1) 61-72.
  3. Hughes, M., Ventura, S., & Dando, M. (2007). Assessing social presence in online discussion groups: A replication study. *Innovations in Education and Teaching International*, 44(1), 17–29.
2. Additional web-based resources provided in class.

## Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor.

- **Assignments and/or Examinations**

1. Participation (40 points – 5 points per week): Students will be evaluated based on their participation in course discussions, group activities, and participation in synchronous meetings. Students are expected to provide articulate responses to weekly discussion board posts and engage with instructor and group members.

2. Electronic Magazines (40 points – 10 points per eZine): Students will create a series of four electronic magazines (eZines) as a way of communicating to other teachers what they might need as they face the challenges inherent in online presence with K-12 online learners. This assignment requires students to work collaboratively in groups to create and develop appropriate resources for teachers. A template is on the course web site.

3. Electronic Portfolio (20 points): Throughout their program of study, students are required to create and continually revise a professional, online portfolio. This portfolio should not be a collection of what the student has done, but rather a reflection of what they have learned. Templates and assistance will be provided to assist students in the creation and maintenance of this portfolio. All exhibits in the online portfolio will include a short reflection. At the end of this course, a comprehensive, course-wide reflection and supporting samples of work will be added to the portfolio reflecting student learning.

- **Other Requirements**

1. Participation is mandatory, as discussions, readings, and activities are important parts of the course.

2. Each student is expected to complete all readings and participate in all online discussions.

3. Each student is expected to participate in and complete all projects.

4. Students who must miss online activities are responsible for notifying the instructor (preferably in advance) and for completing any revised assignments, readings, and activities.

5. All assignments must be completed electronically. Assignments are to be submitted on the date due. Late assignments will not be accepted without making prior arrangements with the instructor.

• **Grading**

Requirements	Points
Course Participation <sup>1</sup>	40
Electronic Magazin	40
Electronic Portfolio	20

Grade	Point Range
A	94-100
A-	90-93
B+	86-89
B	80-85
C	70-79
F	69-below

**Professional Dispositions**

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

**Class Schedule**

Date	Topic/Learning Experiences	Readings and Assignments
Week 1	Weekly topic: What is Presence? <ul style="list-style-type: none"> <li>• Welcome letter (via email) and video from instructor</li> <li>• Online “Get to Know the Course” Scavenger Hunt</li> <li>• Course Expectations</li> <li>• Discussion Board Rules and Roles</li> <li>• Introductions – Interview another student and make a video (Photostory, iMovie, Movie Maker, or other) of another student in course (instructor assigned)</li> </ul>	Complete Readings and Activities on course Blackboard site.

<sup>1</sup> Course participation is inclusive of both face to face class participation in all discussions and activities as well as the extensive activities and discussions which occur on the course Blackboard site as part of the blended learning format of the course.

Week 2	<p>Weekly topic: Teacher Presence</p> <ul style="list-style-type: none"> <li>• Introduce Groups/Teams</li> <li>• Mission: Possible – How to write a brief mission statement</li> <li>• What is Presence? Create a three question FAQ</li> <li>• What's For Dinner? Create a menu of Teacher Presence options</li> <li>• Introduction to an eZine –Electronic Magazine geared toward teachers of online courses. Your group will create a series of 4 of them (Weeks 2, 4, 6, 7), using class activities and assignments as the articles</li> </ul>	Complete Readings and Activities on course Blackboard site.
Week 3	<p>Weekly topic: Teacher Presence</p> <ul style="list-style-type: none"> <li>• Behavior Management, Ethics, Netiquette</li> <li>• Create a scenario of an issue about online behavior management, ethics, and/or netiquette</li> <li>• Elluminate-ing! In This Corner...</li> <li>• Asynchronous VS synchronous chat – create a comparison card</li> <li>• Paint the Town “Read” – Create one page flyer (like you might find on your car windshield) to advertise the benefits of using text, video, asynchronous, or synchronous chat</li> </ul>	Complete Readings and Activities on course Blackboard site.
Week 4	<p>Weekly topic: Social Presence</p> <ul style="list-style-type: none"> <li>• Wok This Way – Make a recipe (ingredients and instructions) for what is needed to create online social presence</li> <li>• Pictures Are Worth... 999 Words – Find or create two photos/images/graphics for your eZine and create captions to go with them</li> </ul>	Complete Readings and Activities on course Blackboard site.
Week 5	<p>Weekly topic: Social Presence</p> <ul style="list-style-type: none"> <li>• Personalize it! Presence in Blogs, Microblogs and other Social Media</li> <li>• Opening a Can of Worms - Writing open ended discussion questions</li> <li>• Virtual worlds</li> <li>• Writing with a purpose</li> </ul>	Complete Readings and Activities on course Blackboard site.
Week 6	<p>Weekly topic: Cognitive Presence</p> <ul style="list-style-type: none"> <li>• Letters to the Editor - Reply to letters from your eZine readers</li> <li>• Letter to Grandma – She would like to know what you are learning about in grad school</li> <li>• Buy One, Get One Free – Create an ad for a store that sells tools that afford more than one form of presence</li> </ul>	Complete Readings and Activities on course Blackboard site.
Week 7	<p>Weekly topic: Cognitive Presence</p> <ul style="list-style-type: none"> <li>• To Wiki or Not to Wiki...that is the question</li> <li>• Nurse, Scalpel! Using the right tool for the job</li> </ul>	Complete Readings and Activities on course Blackboard site.

	<ul style="list-style-type: none"> <li>• Crystal Clear? - Analyze This, Analyze That – Create a movie review article for the eZine to describe how well the course taught social, teacher, cognitive presence</li> </ul>	
Week 8	<p>Weekly topic: Future of Presence</p> <ul style="list-style-type: none"> <li>• Eat This, Not That (Do This, Not That) T-Chart for Online Presence</li> <li>• Not Your Mother’s Internet - The Future of presence in online learning – Create a “What’s In” and “What’s Out” list</li> <li>• The Presents of Presence – Make a list of three gifts you could give to teachers to support presence</li> <li>• The Future of Presence – Your plan – Editorial</li> </ul>	Complete Readings and Activities on course Blackboard site.

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](mailto: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/> .**

### Criteria for Evaluation

#### Electronic Magazines (eZines) (40 points)

	Exceeds Expectations 5 points x 8	Meets Expectations 3 points x 8	Does Not Meet Expectations 1 point x 8
eZines	eZine creatively and comprehensively includes resources supporting online teachers' ability to successfully address <i>all</i> 3 elements of online presence. Robust information about presence is provided in an accurate and easily understood manner. Examples included to illustrate the strategies are accurate, understandable, and insightful. The eZine addresses <i>all</i> requirements specified in the eZine template. eZines are well constructed and carefully edited for spelling and grammar errors.	eZine includes resources supporting online teachers' ability to successfully use <i>all</i> 3 elements of online presence. Adequate information about presence is provided in an accurate and easily understood manner. Examples included to illustrate the strategies are accurate. The eZine addresses <i>all</i> requirements specified in the eZine template. eZines are well constructed with minimal spelling and grammar errors.	eZine does <i>not</i> include resources to support online teachers' ability to <i>all</i> 3 elements of online presence. Information about presence is incomplete or poorly developed. Examples included to illustrate the strategies are absent or incomplete. The eZine does <i>not</i> address <i>all</i> requirements specified in the eZine template. eZines are poorly constructed with multiple spelling and grammar errors.