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

EDIT 765 001– Facilitating K-12 Blended and Online Learning
2 Credits, Spring 2019
Thursday/7:20 pm – 10:00 pm Thompson Hall, L028- Fairfax

Faculty

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Prerequisites/Corequisites

None

University Catalog Course Description

Develops expertise in facilitating and moderating blended and online learning to include synchronous and asynchronous environments, community building strategies, questioning strategies, prompting reflection, and facilitating conceptual understanding.

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. Distinguish between asynchronous and synchronous communication in online K-12 learning environments,
2. Facilitate K-12 online group discussions using a variety of online tools,
3. Demonstrate knowledge of and ability to implement online community building strategies in K-12 online environments,
4. Demonstrate knowledge of and ability to implement online questioning strategies in K-12 online environments,
5. Demonstrate knowledge of and ability to implement online strategies for reflection in K-12 online environments, and
6. Demonstrate knowledge of and ability to implement online strategies to facilitate conceptual understanding in K-12 online environments.

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. Berge, Z. L. (1995). The role of the online instructor/facilitator. *Educational Technology*, *35*(1), 22–30.2. Additional web-based resources provided in class.
2. Hailey, D. E., Grant-Davie, K., & Hult, C. A. (2001). Online education horror stories worthy of Halloween: A short list of problems and solutions in online instruction. Computers and Composition, 18(4), 387–397.
3. Additional online resources provided on course Blackboard site.

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. Online Facilitation (10 points for asynchronous; 10 points for synchronous): Each student will serve as group facilitator for one or more online discussions and group activities as well moderating one or more synchronous exercises. As the facilitator, students will lead group discussions and activities as well as be responsible for submitting group activities at the end of the week.

  3. Facilitator Handbook (20 points): As students progress through the course, they will design a Facilitator Handbook for use with online K-12 learners. This facilitator handbook will be a synthesis of concepts and materials studied during the course as well as demonstrating an understanding of how to apply facilitation skills in K-12 online learning environments.

  4. 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[1]	25
Online Facilitation	25
Facilitator's Handbook	30
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/

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[1] 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.

Class Schedule

Date	Topic/Learning Experiences	Readings and Assignments
Date	Topic/Learning Activities	Complete Readings and Activities on course Blackboard site.
Week 1	Principles of Effective Moderating Weekly Group Discussion on Readings Discuss Personal Online Learning Experiences Introduction to Group Format and Facilitator Rotation	Complete Readings and Activities on course Blackboard site.
Week 2	Key Roles of the Facilitator/Moderator ● Weekly Group Discussion on Readings ○ Create "Roles of the Facilitator Encyclopedia"	Complete Readings and Activities on course Blackboard site.
Week 3	Negotiating Space & Building Community Weekly Discussion on Readings Top Ten 'How to Recognize a Healthy Online Community'	Complete Readings and Activities on course Blackboard site.
Week 4	Negotiating Space & Building Community Continued Weekly Discussion on Readings Create Netiquette Guide for Students	Complete Readings and Activities on course Blackboard site.
Week 5	Voice & Tone Weekly Discussion on Readings Palette Sample - Provide Group Samples of Voice Palettes	Complete Readings and Activities on course Blackboard site.
Week 6	Voice & Tone Continued Explore "Emoticons Dictionary" Weekly Discussion on Readings Tone Poetry - Emoticons & Readings to create group poetry	Complete Readings and Activities on course Blackboard site.
Week 7	Critical Thinking Strategies Weekly Discussion on Readings Resource Hunt - Gather Critical Thinking website for class to use	Complete Readings and Activities on course Blackboard site.
Week 8	Road Blocks Weekly Discussion on Readings Safe Driving - Avoiding Roadblocks in Online Learning Brochure Student Intervention Guide	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 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

Online Facilitation Rubric

	Exceeds Expectations 5 points	Meets Expectations 3 points	Does Not Meet Expectations 1 point
Facilitator Live Exercise	Student facilitates discussion in an excellent manner, display thoughtfulness in their replies while maintaining control over the group without disrupting communication. The synthesis activity is submitted with exceptional quality, and the live exercise demonstrates an outstanding understanding of course material and concepts relating to facilitation of online learning.	Student facilitates all group discussions well, providing guiding responses as well as some control over the group. The student also submits the group activity on time. Finally, the student runs the live exercise in an acceptable manner.	The student fails to facilitate group discussion, encourage deeper thought, or provide any leadership to the group. The activity submitted is of poor quality and shows no sign of understanding of course material. The student fails to complete the live exercise.