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

EDIT 768 A01 – K-12 Online Design I
1 Credit, Summer 2020
Online

Faculty

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Prerequisites/Corequisites

Admission to MED in Curriculum and Instruction Concentration in Blended and Online Learning in Schools.

University Catalog Course Description

Develops frameworks for designing and structuring online learning opportunities and emphasizes course content and learning outcomes, selection of appropriate online models, and organization of online lessons and courses, online learning tools, and assessment and evaluation strategies.

Course Overview

Not applicable

Course Delivery Method

This course will be delivered online using primarily an 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 the first day of the semester at 9:00am.

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 standard up-to-date browsers. It is recommended that you download multiple (at least 2) browsers onto your computer (i.e. Google Chrome, Mozilla Firefox, Internet Explorer, and Safari). To get a list of Blackboard's supported browsers see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers
  To get a list of supported operation systems on different devices see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- 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 microphone to record and share recorded video and audio messages.
- 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 at 9:00am, and finish on Sunday at 11:59pm.
- 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 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 ensure 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. Understand effective instructional design processes for K-12 online learning environments
2. Identify best practices for creating and curating course content
3. Demonstrate proficiency in the skills/competencies of instructional design via a design document and electronic professional portfolio

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.6, C.8)

Standard H - The online teacher develops and delivers assessments, projects, and assignments that meet standards-based learning goals and assesses learning progress by measuring student achievement of the learning goals. (H.1, H.2, H.3)

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 for the course if they do not already have one. The webcam will be used to record and post video comments to discussion activities.

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).

- **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 explained. At times the instructor and students will work together to create the criteria prior to the assignment.
  - 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 last day of the module as indicated on the course calendar. All assignments—EXCEPT for discussion-based activities—can be submitted late but a minimum 20% late penalty will be assessed for work submitted after the assignment deadline. 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.

- **Assignments and/or Examinations**

Assignment	Point Value
Discussion Activities	15 (5 each)
Learning Theories Table and Personal Belief Statement	15
Unit Rational Document	25
Alignment Table	45

  Note: More detailed descriptions of assignments and rubrics for any Performance-Based Assessment are included at the end of the syllabus.

- **Grading Scale**

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

Modules	Tasks	Submission
Module 1 (Due June 7)	Review the course introduction and syllabus found in the course link "Intro and Syllabus"	No submission
	Review the Final Project Requirements	No submission
	Review the design document templates	No submission
	Complete the catching-up discussion board activities	Comments are scored but no submission aside from posting to the discussion board (5 points)
	Read and watch the materials on the learning theories. Complete the learning theories table. Under the learning theories table, write your personal belief statement.	Learning Theories Table and Belief Statement should be shared with jeredborup@gmail.com and submitted for grading in Blackboard (15 points)
Module 2 (Due June 14)	Read and watch the materials in: • Lesson 1: 4Cs, SAMR, PIC-RAT Review • Lesson 2: Personalized Learning Approaches • Lesson 3: Teacher-Driven Instructional Models • Lesson 4: Student-Driven Instructional Models	No submission
	Post your six comments to the Instructional Design VoiceThread	VoiceThread comments are scored but no submission is required (5 points)
Module 3 (Due June 21)	Read and watch the materials in: • Lesson 1: Design Requirements and Elements • Lesson 2: Blended Interactions • Lesson 3: Unit Examples Explore the assessments and content examples in this website.	No submission
	Complete the Unit Rationale Document	The completed Unit Rationale should be shared with jeredborup@gmail.com and posted in your group's discussion board (25 points)
Module 4 (Due June 28)	Complete the Unit Rationale peer review activity.	Your comments will be graded but nothing else needs to be submitted (5 points)
	Start work on the Alignment Table	No submission at this time
Module 5 (Due July 5)	Complete the Alignment Table	The completed alignment table should be shared with jeredborup@gmail.com and submitted in Blackboard for grading (45 points)

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/).

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 https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per

University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/students/ .

ASSESSMENT DESCRIPTIONS AND CRITERIA:

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.

Discussion Board Activities—Discussions are an important aspect of this course. Although the discussion prompts will vary, there will be primarily two activity types. First, participants will reflect on their learning and discuss their insights with others in the course. Second, students will participate in peer reviews where they will evaluate others projects and provide critical feedback. These activities may require you to post recorded video comments. The criteria will be included in the discussion prompt.

Learning Theories Table and Personal Belief Statement—Students will complete a table describing major learning theories. Following, students will write a short belief statements that will describe how they believe students learn best and the specific roles that teachers play in students' learning. Submissions should meet the following criteria:
1. All cells in the table are completed and adequately respond to the question
2. The belief statement:
    o is about 400-500 words, free from grammatical errors, and easily understood
    o contains examples from your previous teaching and learning experiences
    o Adequately address the following questions:
        ▪ What is the purpose of education?
        ▪ Which learning theory are you most aligned with?
        ▪ How do you believe that learning should be structured?
        ▪ What do you believe are the roles of teacher, students' peers, and technology?

Alignment Table—Using a provided template, students show how they intend to align assessments and activities to learning outcomes while also helping their students to develop communication, collaboration, creativity, and critical thinking. Students will also describe how students' learning will be personalized. Submissions should meet the following criteria:
1. All of the sections contain sufficient detail that it can be easily understood.
2. There is clear alignment between the described learning objectives, assessments, and activities/content.
3. There is a clear description for how students' learning time, place, pace, and path will be personalized.
4. Assessments are meaningful, authentic, and used throughout the unit.
5. The design clearly follows an instructional design model and phases.
6. There is a meaningful balance between curated and created content/resources including at least one image, screencast, and edited video that are created by the BOLS student.

Unit Rational Document—Using a provided template, students will describe the unit that they intend to design. Submissions should meet the following criteria:

1. Each prompt in the rational document section is responded to with sufficient detail that it can be easily understood and conceptualized by others.
2. The writing is free from grammatical errors.
3. The alignment table is linked to in the document
4. A clear description is provided for each created learning object.