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

EDIT 764 DL2 – Blended and Online Communication
3 Credits, Fall 2020
Online

Faculty

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Prerequisites/Corequisites

None

University Catalog Course Description

Examines strategies to assess, respond to, and target blended and online communication. 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 100% using an asynchronous and synchronous formats via a course Google site and Zoom.   The course Google site URL will be sent to you (Mason mail) on August 24, 2020 at 7 am.

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:

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- High-speed Internet access with standard up-to-date browsers, either Google Chrome or Mozilla Firefox is required.

- For VIA Assessment upload only: 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 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/
  - Zoom

Expectations
● *Course Week:*
Because asynchronous courses do not have a "fixed" meeting day, our week will start on Monday and finish on Sunday at 11:59 PM. This means that assignments will be assigned each Monday over the course and that all assignments (unless otherwise noted) will be due Sunday at 11:59 p.m. If there is an item to be graded by the instructor OR feedback to be given, the item will be graded or provided feedback on Wednesday.

● *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. Active participation in course content is a grade requirement of the course. 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.

● *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 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.

Learner 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 can be

accessed at http://www.inacol.org/research/nationalstandards/iNACOL_TeachingStandardsv2.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. (A.1, A.3)

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 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 are no texts required for purchase. All are free and online.

1.   Bandura, A. (1994). Self-efficacy. In V. S. Ramachaudran (Ed.), *Encyclopedia of human behavior* (pp. 71-81). New York: Academic Press. (Reprinted in H. Friedman [Ed.], Encyclopedia of mental health. San Diego: Academic Press, 1998). Retrieved from http://www.des.emory.edu/mfp/BanEncy.html
2.   Bartos, L. (2008, October). Time management. *Lincoln Journal Star Newspaper Sunday edition*. Retrieved from http://lancaster.unl.edu/home/articles/2005/timemanagement.shtml
3.   Boekaerts, M. (1999). Self-regulated learning: Where we are today. *International Journal of Educational Research*, *31*, 445-457.
4.   Kirk, K. (n. d.). Self-Efficacy: Helping students believe in themselves. *On the Cutting Edge*. Retrieved from http://serc.carleton.edu/NAGTWorkshops/affective/efficacy.html
5.   Vonderwell, S., & Savery, J. (2004). Online learning: Student role and readiness. *The Turkish Online Journal of Educational Technology*, *3*, 38-42.
6.   Norton, P. (2005). Scaffolding online learning: The ART of mentoring. In C. Crawford et al. (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2005* (pp. 2025-2032). Chesapeake, VA: AACE.
7.   Zimmerman, B. (2002). Becoming a self-regulated learner: An overview. *Theory Into Practice*, *41*(2), 64-70.
8.   Additional readings and resources will be made available electronically.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Email).

- **Assignments and/or Examinations**
  1. Participation (45 points – 3 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 Teacher Support Center (35 points): Students will create a design document as a way of communicating what an online teacher might need as they face the challenges inherent in online communications with online K-12 students. This activity requires student to identify and plan appropriate resources that could be available for teachers and present it following the guidelines and template provided 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	Percentage
Participation	45%
Online Teacher Support Center	35%
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

PROPOSED CLASS SCHEDULE

Date	Topic/Learning Activities	Readings & Assignments
Week 1	The topic for this week is to understand the importance of initial relationship building and how to establish this in an online environment. There are four activities. 1. Readings and discussion about the role of the online teacher in promoting effective online communications, 2. Readings and discussion about the ART of mentoring - the process of reflecting on communications and crafting appropriate interactions. 3. Readings and discussion the importance of initial conversations to build online relationships. 4. Completing a series of role playing activities in order to practice communication skills.	Read linked articles on the course web site. Complete assignments describe on the course web site to include: • Inspirational Poetry • Putting ART into Practice Post and respond to prompts provided on the discussion board for this week.
Week 2	The topic for this week will be to examine the "listening" phase of online communication. There are two activities. 1. Reading about and discussion strategies for "listening" to what online communications are really communicating and how to respond to and clarify meaning. 2. Completing a series of role playing activities in order to practice "listening" and clarifying.	Read linked articles on the course web site. Complete assignments describe on the course web site to include: • Inspirational Poetry • Practicing Attending Behaviors • An Opening Introduction Post and respond to prompts provided on the discussion board for this week.
Week 3	After listening and establishing trust, the topic for this week will focus on skills for questioning learners and challenging them to consider multiple points of view. There are three activities for this week. 1. Readings and discussions will focus on strategies that involve online communication that addresses incongruities in the presentation of problems and challenges faced by the online learner. 2. Readings and discussion about basic influencing skills addressed in questioning and challenging. 3. Completing a series of role playing activities in order to practice communication skills.	Read linked articles on the course web site. Complete assignments describe on the course web site to include: • Inspirational Poetry • Practicing Questioning and Challenging Post and respond to prompts provided on the discussion board for this week.

Week 4	The topic for this week centers on the ways in which closure links the present to the future for the online learner. There are two activities for this week. 1. Readings and discussion about strategies to bring online communications to a closure – both topic specific communications and course completion communications. 2. Completing a series of role playing activities in order to practice communication skills.	Read linked articles on the course web site. Complete assignments describe on the course web site to include: • Inspirational Poetry • Practicing Coming to Closure Post and respond to prompts provided on the discussion board for this week.
Week 5	The topic for this week focuses on the concepts of self-regulation and self-efficacy. There are two activities for this week. 1. Readings and discussion about the relationship of self-regulation and self-efficacy to online learning. 2. Completing a series of role playing activities to recognizing and promoting online learners' self-regulating behaviors and their development of self-efficacy.	Read linked articles on the course web site. Complete assignments describe on the course web site to include: • Create a Venn Diagram • An Incoming Message Post and respond to prompts provided on the discussion board for this week.
Week 6	The topic for this week focuses on time management concepts and how to develop or enhance time management skills for online learners. There are two activities for this week. 1. Readings and discussion about the relationship of time management to online learning. 2. Completing a series of role playing activities in order to practice supporting online learners' ability to manage their time.	Read linked articles on the course web site. Complete assignments describe on the course web site to include: • Student Profiles of Time Management • An Incoming Message Post and respond to prompts provided on the discussion board for this week.
Week 7	The topic for this week focuses on text comprehension concepts and how to develop or enhance text comprehension skills for online learners. There are two activities for this week. 1. Readings and discussion about the relationship text comprehension and online learning. 2. Completing a series of role playing activities in order to practice supporting online learners' ability to comprehend text.	Read linked articles on the course web site. Complete assignment describe on the course web site to include: • Incoming Message Post and respond to prompts provided on the discussion board for this week.
Week 8	The topic for this week focuses note taking concepts and supporting online learners' ability to use note taking when working in an online environment. There are two activities for this week. 1. Readings and discussion about the relationship of note taking to successful online learning. 2. Completing a series of role playing activities in order to practice supporting online learners' use of note taking.	Read linked articles on the course web site. Complete assignments describe on the course web site to include: • An Incoming Message • An Incoming Message Post and respond to prompts provided on the discussion board for this week.

Week 9	This week focuses on synthesizing and applying strategies practiced in Weeks 5 through 8 to support online communications that build self-regulation skills and online learning self-efficacy. There is one activity for this week. 1. Completing a series of role playing activities in order to practice supporting online learners' self-regulation skills and online learning self-efficacy.	Read linked articles on the course web site. Complete assignments describe on the course web site to include: • An Incoming Message • An Incoming Message
Week 10	The topic for this week focuses on supporting online learners' conceptual understanding by targeting the language of thinking and thinking dispositions. There are two activities for this week. 1. Readings and discussion about the role of the language of thinking and thinking dispositions for online learning. 2. Completing a series of role playing activities in order to practice supporting online learners' conceptual understanding.	Read linked articles on the course web site. Complete assignments describe on the course web site to include: • The Burma Shave Workshop Walk • Building A Language of Thinking Vocabulary • An Incoming Message Post and respond to prompts provided on the discussion board for this week.
Week 11	The topic for this week focuses on supporting online learners' conceptual understanding by targeting mental management and strategic thinking. There are two activities for this week. 1. Readings and discussion about the role of the mental management and strategic thinking for online learning. 2. Completing a series of role playing activities in order to practice supporting online learners' conceptual understanding.	Read linked articles on the course web site. Complete assignments describe on the course web site to include: • The Burma Shave Workshop Walk • Thinking Alarms – An Activity • An Incoming Message Post and respond to prompts provided on the discussion board for this week.
Week 12	The topic for this week focuses on supporting online learners' conceptual understanding by targeting higher order knowledge and transfer of learning. There are two activities for this week. 3. Readings and discussion about the role of targeting higher order knowledge and transfer of learning for online learning. 4. Completing a series of role playing activities in order to practice supporting online learners' conceptual understanding.	Read linked articles on the course web site. Complete assignments describe on the course web site to include: • The Burma Shave Workshop Walk • Mental Management and the Challenge • An Incoming Message Post and respond to prompts provided on the discussion board for this week.
Week 13, 14, and 15	This week focuses on synthesizing and applying strategies practiced in Weeks 1 through 4 to support online communications that build relationships between teacher and learners and learners and learners. There is one activity for this week. 1. Students will collaboratively respond to a request from their superintendent's request to develop an Online Teacher Support Center. Students will create a collaborative design document to include the components they think are necessary for an effective resource web site.	Activity 1: Examine a series of web-based support centers for businesses. Collaboratively establish criteria for what makes a good web-based support center. Activity 2: Using the template provided on the course web site, students will prepare a design document for the Online Teacher Support Center, making sure that all course topics are reflected in the design.

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 https://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 VIA should be directed to https://cehd.gmu.edu/aero/assessment/.

- 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/ .

Participation Rubric

	Exceeds Expectations 3 points x 10	Meets Expectations 2 points x 10	Does Not Meet Expectations 1 point x 10
Participation	Student participates on a consistent basis. They respond to posts in a thoughtful, intelligent, and timely manner that displays in-depth thought and consideration of the readings and discussions. Student engages with group on a regular basis and assists the completion of all group activities in an exceptional manner.	Students posts and participates on a regular basis. They respond to posts in a timely manner that displays consideration of the readings and other comments. Student participates with the group and helps with activities.	Student fails to participate in group discussions on a regular basis. Additionally, their posts do not indicate a consideration of the course material or posts from other students. They fail to assist in completing group activities.

Online Teacher Support Center (35 points)

	Exceeds Expectations 5 points x 7	Meets Expectations 3 points x 7	Does Not Meet Expectations 1 point x 7
Design Document	The design document creatively and comprehensively includes resources supporting online teachers' ability to successfully use *all* 15 strategies developed during the course. Robust information about the strategies is provided in an accurate and easily understood manner. Examples included to illustrate the strategies are accurate, understandable, and insightful. The design document addresses *all* requirements specified in the design template.	The design document includes resources supporting online teachers' ability to successfully use *all* 15 strategies developed during the course. Adequate information about the strategies is provided in an accurate and easily understood manner. Examples included to illustrate the strategies are accurate. The design document addresses *all* requirements specified in the design template.	The design document does *not* include resources to support online teachers' ability to use *all* 15 strategies developed during the course. Information about the strategies is incomplete or poorly developed. Examples included to illustrate the strategies are absent or incomplete. The design document does *not* address *all* requirements specified in the design template.

End of Course Portfolio (20 points)

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations

	5 points x 4	3 points x 4	1 point x 4
End of Semester Portfolio	Includes artifacts and robust reflections for all components of the portfolio wiki, has comprehensive reflections making connections to course concepts and to implications for practice	Includes most artifacts and acceptable reflections for all components of the portfolio wiki, has reflections making connections to course concepts and to implications for practice	Missing artifacts and incomplete or minimal reflections for all components of the portfolio wiki, connections to course concepts and to implications for practice are limited

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