

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

EDIT 764.DL1 – 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 and 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 100% online using asynchronous format via Google Sites and Classroom. The course site will be available on Aug 24 at 9:00am.

*Technical Requirements*

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with a at least two standard up-to-date browser, such as Chrome and Mozilla Firefox is required.
- Students must maintain consistent and reliable access to their GMU email and the course Google Site and Classroom, 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/](http://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 11:59pm.
- 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.
- 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 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 available: [http://www.inacol.org/research/nationalstandards/iNACOL\\_TeachingStandardsv2.pdf](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

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.

## 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 and/or Examinations**

<b>Assignment</b>	<b>Point Value</b>
Journal Reflections	36 (3 each)
Interaction Scenario Responses	9 (3 each)
Copyright and Fair Use Quiz and Guide	10
Online Professionalism Guides	10
Community Building Resources	5
Synchronous Activity	5
Motivation VoiceThread	5
Portrait of a Mentor	5
Teacher Guide to Online Discussions	10
Final Reflection	5

### Assignment Descriptions

***Journal Reflections***—You will maintain a journal where you will respond to specific prompts that will help you to make sense of the course materials.

***Interaction Scenario Responses***—You will respond to realistic scenarios using the skills and knowledge you obtain in the course.

***Online Professionalism Guide***—You will create a guide for teachers that provides smart, safe, and practical guidelines for teachers to maintain online professionalism when communicating with others online.

***Mentoring Profile***—Similar to Fairfax County Public Schools' [Portrait of a Graduate](#), you will create a portrait of a mentor that highlights the specific skills that teachers need to mentor online students.

***Teacher's Guide to Online Discussions***—You will create a guide for teachers that will help them to effectively design and facilitate online discussions.

- **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

Weeks	Guiding Questions and Topics	Activities
Week 1 Aug 24-30	How do teachers form a connection from a distance?	Read/watch selected materials linked in the course website.  Complete two of the optional activities described on the course website.
Week 2 Aug 31-Sept 6	How do teachers engage students in synchronous sessions?	Read/watch selected materials linked in the course website.  Create a reflection and an interactive activity.
Weeks 3-4 Sept 8-20	How do teachers and students follow copyright laws?	Read/watch selected materials linked in the course website.  Take the copyright and fair use quiz  Create a copyright and fair use webpage
Weeks 5-6 Sept 21-Oct 4	How can teachers use online tools and social media while maintaining online professionalism?  What are proper netiquette guidelines for students and teachers?  How can students and teachers use social media safely?	Read/watch selected materials linked in the course website.  Create a teacher online professionalism guide.
Week 7 Oct 5-11	How do we define interactions and why they important?	Read the syllabus and future project descriptions.  Read/watch selected materials linked in the course website.  Create a journal reflection
Week 8 Oct 13-Oct 18	What are the advantages and disadvantages of communicating: <ul style="list-style-type: none"> <li>• Online vs. Face-to-face</li> <li>• Asynchronous vs. Synchronous</li> </ul>	Read/watch selected materials linked in the course website.  Create a text and video journal reflection
Week 9 Oct 19-25	What are the dimensions of effective feedback?	Read/watch selected materials linked in the course website.  Create: <ul style="list-style-type: none"> <li>• Journal reflection</li> <li>• Case study student description</li> </ul>

		<ul style="list-style-type: none"> <li>• A course feedback comment</li> </ul>
Week 10 Oct 26-Nov 1	What is the source of students' motivation and how can teachers help to improve it?	<p>Read/watch selected materials linked in the course website.</p> <p>Participate in the VoiceThread activity</p>
Week 11 Nov 2-8	What is online mentoring and what does it look like?	<p>Read/watch selected materials linked in the course website.</p> <p>Create a portrait of a mentor</p>
Week 12 Nov 9-15	What are caring interactions and can they occur online?	<p>Read/watch selected materials linked in the course website.</p> <p>Create journal reflection</p>
Week 13 Nov 16-22	How do you "listen" to students in an online learning environment?	<p>Read/watch selected materials linked in the course website.</p> <p>Create journal reflection</p> <p>Respond to the interaction scenario</p>
<b>Thanksgiving Break</b>		
Weeks 14 Nov 30-Dec 5	Why are online discussion boards important for online and blended learning and how should teachers design and facilitate them?	<p>Read/watch and take notes on the selected materials linked in the course website.</p> <p>Create a:</p> <ul style="list-style-type: none"> <li>• teacher guide to online discussions</li> <li>• journal reflection</li> <li>• final reflection</li> </ul>

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://coursesupport.gmu.edu/>.
- 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](mailto:titleix@gmu.edu).

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

### **ASSESSMENT CHECKLISTS:**

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.

***Journal Reflections***—Each journal reflection will be assessed using the mastery learning approach based on the following criteria:



- Demonstrates that the student has read and reflected on the course materials.
- Provides examples of how to apply content learned.
- Contains accurate information with specific references to the course materials.
- Uses the graphic organizer if applicable and follows the specific directions.

**Copyright and Fair Use Guide**— The guide will be assessed using the mastery learning approach based on the following criteria:

- 4-5 sections: Introduction, Copyright, Fair Use, Creative Commons, and Additional Resources
- Introduction includes importance of knowing this information
- Each section summarizes the topic, provides specific examples
- Each section has some form of multimedia, including at least one embedded video and one image that is cited correctly. At least one image used is instructive (not simply decorative)
- Additional Resources section has hyperlinks to at least 3 additional resources with short descriptions (1-3 sentences) of each resource.
- Include a table of contents at the top of the page

**Online Professionalism Guide**— The guide will be assessed using the mastery learning approach based on the following criteria:

- contains relevant and specific information and examples on social media and netiquette.
- the policy provides specific guidelines and examples for using social media
- directs the user to helpful resources
- clearly organized with helpful headings
- presented professionally

**Portrait of a Mentor** — The portrait of a mentor will be assessed using the mastery learning approach based on the following criteria:

- contains intro and overview explaining mentoring
- provides details on at least four categories of mentoring, providing a helpful framework of skills/qualities
- each skill/quality is described in ways that provide readers with a clear and insightful understanding of quality mentoring
- reflects an accurate information
- visually appealing and well-organized

**Teacher’s Guide to Online Discussions**— The guide will be assessed using the mastery learning approach based on the following criteria:

- The guide contains the following formatted headings:
  - Introduction
  - Guidelines for Creating Effective Discussion Board Prompts
  - Guidelines for Facilitating Meaningful Student Discussions
  - Examples
  - Additional Resources

- The introduction section effectively hooks teachers into the topic by explaining why online discussions are important for the blended and/or online instruction
- The guidelines sections contains a combination of paragraph text and bullet points that effectively highlights effective strategies and best practices
- The examples section you contains at least two less effective examples of discussion board prompts and two examples that follows best practices. Each example is created by the student and accompanied with an explanation on how it does or does not follow best practices.
- In the additional resources section the student includes links to the resources that were provided to the student as well as the three other resources that the student found found.
- The guide is well-organized and visually appealing with embedded images and videos where appropriate.