

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

EDIT 763 DL1– Tools for K-12 Blended and Online Learning
2 Credits, Spring 2021
Bichronous

Faculty

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Prerequisites/Corequisites

None

University Catalog Course Description

Examines tools that structure and support blended and online learning with particular emphasis on the unique affordances of each tool including tools for producing, delivering, and supporting blended and online learning.

Course Overview

Not Applicable

Course Delivery Method

The nature of course delivery uses a flexible bichronous delivery approach, combining asynchronous online with periodic synchronous small group sessions. Bichronous online learning is “the blending of both asynchronous and synchronous online learning, where students can participate in anytime, anywhere learning during the asynchronous parts of the course but then participate in real-time activities for the synchronous sessions. The amount of the online learning blend varies by. . . the activities included in the course” (Martin, et al., 2020).¹

This course will be delivered through a website with optional whole group or small group synchronous meetings scheduled on selected Thursdays in the last 5 weeks of the course. The course materials and website will be available on March 1, 2021 at 7 a.m. EST.

¹ Martin, F., Polly, D., & Ritzhaupt, A. (2020, September, 8). *Bichronous online learning: Blending asynchronous and synchronous online learning*. *Educause Review*. <https://er.educause.edu/articles/2020/9/bichronous-online-learning-blending-asynchronous-and-synchronous-online-learning>

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.
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 for use with the Zoom web conferencing tool.
- 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 and finish on Sunday. Optional synchronous meetings will be held on Thursday evenings and scheduled in the last 5 weeks of the course.
Our course week will begin on Mondays and end on Sundays.
- 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 [#] times per week. In addition, students must log-in for all scheduled online synchronous meetings. [Include this sentence only if the course is synchronous. Delete the sentence if the course is asynchronous.]
- 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** found on Blackboard. 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 how to select and use a variety of online tools for communication, productivity, collaboration, analysis, presentation, research, and delivery,
2. Understand how to use and incorporate subject-specific and developmentally appropriate technologies, tools, and resources
3. Understand how a variety of communication technologies can be used to support K-12 online teaching and learning
4. Identify and explore emerging web-based resources and assess their applicability to K-12 online learning contexts

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

There are no texts to purchase for this course. All online resources are provided in the course.

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 (25 points): Students will be evaluated based on their participation in course discussions, group activities, and participation in synchronous meetings.
2. Digital Tool Resource (25 points): Students will create a collaborative tools resource that summarizes the affordances of tools explored throughout the course. The resource will be designed as a reference for teachers looking to incorporate new technologies into online or blended learning environments. This ongoing activity requires students to identify resources, assess the value of the tool, determine ways in which the tool could be used, and provide additional resources about the tool to readers. The collaborative tool wiki also addresses

legal and ethical issues relating to online learning tools and the selection and evaluation of new tools. A template is provided on the course Web site.

3. Digital Tool Learning Experience (30 points): Students will design, develop, and implement a learning experience to engage practicing teachers in the appropriate use of a digital tool to facilitate learning in a blended or online environment.

4. Electronic Portfolio (25 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 ²	25
Digital Tool Resource	25
Digital Learning Experience	30
Electronic Portfolio	20

² 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.

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/>

Date	Topic/Learning Experiences	Readings and Assignments
Week 1 Mar 1	Introduction and affordances	Complete Readings and Activities on course Blackboard site.
Week 2 Mar 8	Tools for Interaction—Synchronous	Complete Readings and Activities on course Blackboard site.
Week 3 Mar 15	Tools for Interaction—Asynchronous	Complete Readings and Activities on course Blackboard site.
Week 4 Mar 22	Tools for Production—Part 1	Complete Readings and Activities on course Blackboard site.
Week 5 Mar 29	Tools for Production—Part 2	Complete Readings and Activities on course Blackboard site.
Week 6 Apr 5	Tools to Support Learning—Part 1	Complete Readings and Activities on course Blackboard site.
Week 7 Apr 12	Tools to Support Learning—Part 2 Opt. Synchronous	Complete Readings and Activities on course Blackboard site.
Week 8 Apr 19	LMS Opt. Synchronous	Complete Readings and Activities on course Blackboard site.
Week 9 Apr 26	Issues and Questions Opt. Synchronous	Complete Readings and Activities on course Blackboard site.
Week 10 May 3	Putting it All Together:	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 <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 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 Rubric

Digital Technologies Tools Resource (35 points)

	Exceeds Expectations 5 points x 7	Meets Expectations 3 points x 7	Does Not Meet Expectations 1 point x 7
Design Document	Tools Resource creatively and comprehensively includes all of the resources investigated throughout the course. A complete analysis of each tool’s affordances and supporting resources is clearly communicated. FAQs for selected tools provide new tool users with information necessary to judge implementation possibilities. Introductory page clearly and concisely states the purpose and value of selecting the appropriate tool. Robust information about legal and ethical obligations is provided in an accurate and easily understood manner. Examples included to illustrate the affordances of tools are accurate, understandable, and insightful. The Tools Wiki is well constructed and carefully edited for spelling and grammar errors.	Tools Resource includes all of the tools investigated in the course with an adequate analysis of their affordances and supporting resources. Resources supporting online teachers’ ability to successfully use tools are presented in the FAQs. Adequate information about selection of tools for specific learning environments is presented. Information about legal and ethical obligations is provided in an accurate and easily understood manner. Adequate information about the tools is provided in an accurate manner. The Tools Wiki is well constructed with minimal spelling and grammar errors.	Tools Resource does not include the resources necessary to understand the affordances of tools presented in the course. Information about the tools is incomplete or poorly developed. FAQs and legal and ethical issues are absent or inadequately/inaccurately presented. The Tools Wiki is poorly constructed with multiple spelling and grammar errors.