

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

EDIT 766 DL1 - Understanding Blended and Online Presence  
2 Credits, Fall, 2021  
Synchronous/Asynchronous Course

**Faculty**

Name: Brianne Leia Jackson, PhD  
Office hours: By Appointment (online)  
Office location: Online  
Office phone: Contact via email  
Email address: bjacks6@gmu.edu

**Prerequisites/Corequisites**

None

**University Catalog Course Description**

Examines strategies to create teacher presence, to establish and express self, to promote learner-learner connections, and to compensate for situations where teacher-learner and learner-learner are separated.

**Course Overview**

Not applicable

**Course Delivery Method**

This course will be delivered 100% online using synchronous or asynchronous format. The course is contained within a website. The professor will provide students with a link to the course website. Additionally, students will be able to access the course website from links provided within the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on August 20th, 2021, 9 a.m. EST.

**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 a standard up-to-date browser, either Internet Explorer, Mozilla Firefox or Google Chrome is required (note: Opera and Safari are not compatible with Blackboard). To get a list of Blackboard's supported browsers see: [https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supported-browsers](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](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 Blackboard Collaborate 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://windows.microsoft.com/en-us/windows/downloads/windows-media-player/>
  - Apple Quicktime Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

## *Expectations*

- Course Week:  
Four of the eight weeks this course takes place will be held online, on dates chosen at our 8/22 meeting. The remainder of the course will be asynchronous, with new assignments given each week. The last day of our course will be on October 10th, 2021.
- 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 numerous times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- 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 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. Refine their skills as academic researchers;
2. Deepen their understanding of Community of Inquiry and Social Presence Theory;
3. Apply and synthesize research to produce a scholarly project; and,
4. Contribute to a collaborative understanding of research in Social Presence Theory

## 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](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. Students are required to have a webcam and headphones for use in synchronous sessions.

### **Course Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor.

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 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. *NOTE: Because of grading deadlines, you must submit a completed final project. You will not have time to revise or complete your final project past the due date.*

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

### **Assessments**

Students will be assessed on several scholarly works including annotations and a final project (see course syllabus for details).

### **Assignments**

#### *Assignment Descriptions*

##### *Participation:*

Study the material before class, come to class (online, synchronous meetings), and participate meaningfully in class. Contribute to the group discussions and present information when assigned. Be a good peer reviewer. Engage with our guest speakers.

##### *Course readings:*

Read the assigned material by the date assigned.

##### *Annotated bibliography:*

Contribute a total of 8 scholarly articles on the topics of Community of Inquiry and Social Presence Theory to the class Annotated Bibliography. Each article will contain full APA citations.

##### *Peer Review of Annotations:*

Review and provide critical feedback to one peer on one of their annotations. Your peer will also review one of your annotations.

##### *Prototype:*

You will produce a prototype of your final project that will be reviewed by a peer. This prototype should *represent* your entire product. Your peers will help you to fine tune your product. You will implement your peer's suggestions as you find them relevant to improving your final product. Your prototype will also need to include citations of the research articles that have informed your product.

##### *Peer Review of Prototypes:*

Using scholarly peer review techniques, you will review one other student's prototype and provide constructive feedback. The same student will provide a peer review of your prototype. You will use the review to make improvements to your product.

### *Final Project:*

You will create a final product that will help your colleagues and other practitioners put into practice an aspect of Social Presence Theory (SPT) or Community of Inquiry (CoI) which you have found interesting and believe that others could benefit from. Your product will be based upon a synthesis of your research that pertains to your research question. Your final product must be based on, or include, the following 2 parts:

#### PRODUCT -

- Based on a research question/ problem statement
- Based on at least three research articles you carefully reviewed, evaluated and synthesized
- Be at least 4 to 6-minutes in length
- Include narration, visuals and accessible to anyone
- The product can be a video, audio, or podcast
- Product follows quality guidelines

#### NARRATIVE -

- An **Abstract** describing the research question, synthesis of the research, description of the product and how it will be useful in practice (Note: This should be typed and turned in separately from your actual product and should include a reference sections to include your APA citations) - this write up should be no longer than 300 words.
- APA formatted citations of the research articles you used to support your work (include these in the write up of your abstract), which are to be included in a **References** section

### *Course Reflection:*

Complete an end-of-course reflection.

## **Grading**

### **Grading scale**

Grade	Grade Percentage Range
A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C	70-79
F	0-69

## Assignment Point Values

Assignment	Raw Point Value
Course participation	10
Eight APA cited annotations	40 (5 points each)
Peer review of annotations	10
Prototype	20
Peer review of prototype	10
Final project	40
Course reflection	5
Total:	135

## Grading Checklists

Assignment	Criteria	Expectations
Course Participation	Participate meaningfully during online class meetings, present information when assigned, engage with guest speakers	<ul style="list-style-type: none"> <li>• Engage in meaningful discussions</li> <li>• Produce and present meaningful information as assigned</li> <li>• Engage in collaborative activities</li> </ul>
Annotations	APA cited, peer reviewed and non-peer reviewed, qualitative, quantitative, mixed-methods, concerning social presence in online and blended learning environments	<ul style="list-style-type: none"> <li>• Descriptive and evaluative paragraph (150 words)</li> <li>• Concise and summarizes the central theme and scope of the article</li> <li>• Evaluates the authority or background of the author</li> <li>• Gives student's own opinion and/or critique</li> <li>• Contains full citation (APA)</li> </ul>
Peer Review of Annotations	Complete Peer Review Checklist for Annotations	<ul style="list-style-type: none"> <li>• Using aspects of Critical Friends protocols, review one of your peer's annotations to help them improve</li> </ul>
Prototype	Represents final product	<ul style="list-style-type: none"> <li>• Addresses the "So what" as demonstrated in the problem statement</li> <li>• Includes relevant research that supporting the "So What"</li> <li>• Represents entire *product such that a peer can review the prototype and provide constructive feedback</li> <li>• *See Final Product details for what should be included in prototype</li> </ul>

Peer review of Prototype	Complete Peer Review Checklist for Protocols	<ul style="list-style-type: none"> <li>• Applies Critical Friends protocols for peer review</li> <li>• Uses Peer Review Checklist to provide constructive feedback on colleague's Draft paper</li> </ul>
Final product	Follows Final Product Checklist	<ul style="list-style-type: none"> <li>• Final product represents a synthesis of at least 3 research articles, and can be put into practice by other practitioners</li> <li>• Final product includes narration, visuals and text (as applicable)</li> <li>• Final product can be accessed by anyone (follows guidelines for accessibility)</li> <li>• Includes Abstract with details</li> <li>• Final product reflects guidelines for quality production of online materials</li> <li>• APA formatted citations, APA style guidelines</li> </ul>
Course reflection	Completes online Course Reflection	<ul style="list-style-type: none"> <li>• Completes each section of the Course Reflection</li> </ul>

### Professional Dispositions

See <https://cehd.gmu.edu/students/policies-procedures/>

### Class Schedule (overview)

For complete details see: EDIT 766 Class Schedule Fall 2020 on the course website.

WEEK	TOPICS	STUDENT ACTIVITIES & ASSIGNMENTS	INSTRUCTOR RESPONSIBILITIES
Pre-Course Week (8/21-8/23)	<i>Preparing for understanding : Academic Research and Community of Inquiry</i>	<ul style="list-style-type: none"> <li>• Sunday the 22nd - Planning Meeting - 7 p.m.</li> <li>• Complete readings and video viewing (on home page of the course)</li> </ul>	<ul style="list-style-type: none"> <li>• Hold Planning Meeting</li> <li>• Set Synchronous class meeting schedule based on planning meeting</li> <li>• Respond to student questions/concerns</li> </ul>
Week 1 (8/23-8/29)	<i>Introductions and Community of Inquiry</i>	<ul style="list-style-type: none"> <li>• Complete readings and video viewing, plus other as assigned</li> </ul>	<ul style="list-style-type: none"> <li>• Send out synchronous session schedule</li> <li>• Respond to student questions</li> </ul>
Week 2 (8/30-9/5)	<i>What's the point of social</i>	<ul style="list-style-type: none"> <li>• Online Class Meeting: TBD @ Planning Meeting</li> </ul>	<ul style="list-style-type: none"> <li>• Teach synchronous session</li> </ul>



	<i>presence online?</i>	<ul style="list-style-type: none"> <li>● Completed readings, video viewing</li> <li>● Curate and annotate two scholarly articles on CoI or SPT (annotations 1 and 2)</li> <li>● Post your annotations to the class shared bibliography</li> <li>● Any other as assigned</li> </ul>	<ul style="list-style-type: none"> <li>● Respond to student questions</li> </ul>
Week 3 (9/6 - 9/12)	<i>Why do I do that anyway?</i>	<ul style="list-style-type: none"> <li>● <b>Online Class Meeting: TBD @ Planning Meeting</b></li> <li>● Complete readings, video viewings</li> <li>● Curate and annotate two scholarly articles on your own practices (annotations 3 and 4)</li> <li>● Post your annotations to the class shared bibliography</li> <li>● Post a brief statement about the classroom or professional practice that you decided to research to Blackboard</li> <li>● Other as assigned</li> </ul>	<ul style="list-style-type: none"> <li>● Teach synchronous session</li> <li>● Provide feedback for annotations 1 &amp; 2</li> <li>● Respond to student questions</li> </ul>
Week 4 (9/13-9/19)	<i>How do researchers answer their questions?</i>	<ul style="list-style-type: none"> <li>● <b>Online Class Meeting: TBD @ Planning Meeting</b></li> <li>● Completed readings and video viewing</li> <li>● Curate and annotate two scholarly articles (one qualitative and one quantitative for annotations 5 and 6)</li> <li>● Post your annotations to the class shared bibliography</li> <li>● Post your draft RQ to Discussion in Blackboard</li> <li>● Other as assigned</li> </ul>	<ul style="list-style-type: none"> <li>● Teach synchronous session</li> <li>● Provide feedback for annotations 3 &amp; 4</li> <li>● Respond to student questions</li> </ul>
Week 5 (9/20-9/26)	<i>Critical friends protocols to support and learn from each other</i>	<ul style="list-style-type: none"> <li>● Complete readings and video viewings</li> <li>● <b>Online Class Meeting: TBD @ Planning Meeting</b></li> <li>● Curate and annotate two scholarly articles - that address your RQ/Problem Statement (annotations 7 and 8)</li> </ul>	<ul style="list-style-type: none"> <li>● Teach synchronous session</li> <li>● Provide feedback for annotations 5 &amp; 6</li> <li>● Respond to student questions</li> </ul>

		<ul style="list-style-type: none"> <li>● Post your annotations to the class shared bibliography</li> <li>● Conduct Peer Reviews and submit</li> <li>● Submit outline</li> <li>● Begin work on prototype</li> </ul>	
Week 6 (9/27-10/3)	<i>Synthesizing research into something practical</i>	<ul style="list-style-type: none"> <li>● Work on prototype</li> <li>● Finalize your RQ that you will use for your final project</li> <li>● Create and share your Prototype project with your peer for their feedback</li> <li>● Conduct your peer review</li> <li>● Submit your peer review</li> </ul>	<ul style="list-style-type: none"> <li>● Provide feedback for annotations 7 &amp; 8</li> <li>● Respond to student questions</li> </ul> <p>**Dr. Jackson is out this week on vacation, but will answer emails and complete the grades listed above. There will be no office hours**</p>
Week 7 (10/4-10/10)	<i>Post final product and complete the course reflection</i>	<ul style="list-style-type: none"> <li>● Post final product</li> <li>● Complete course reflection</li> </ul>	<ul style="list-style-type: none"> <li>● Score Final Products</li> <li>● Submit Final Grades</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 <http://oai.gmu.edu/the-mason-honor-code/>).
- 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*

- 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](mailto:titleix@gmu.edu).

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

