George Mason University
College of Education and Human Development
Instructional Design and Technology

EDIT 710-001, 001 – Online Teaching Essentials
1 Credits, Fall 2021
Online

Faculty

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Prerequisites/Corequisites

None.

University Catalog Course Description

Introduces the essential concepts and skills to effectively teach online courses. Explores the topics of designing and managing online courses, assessing online students' knowledge and skills, facilitating online student collaboration and communication, and establishing a supportive online learning community.

Course Overview

Teaching and facilitating online courses requires skills and knowledge that are unique to the online learning environment. In this course, students will work individually and collaboratively to explore the essentials skills that are required to teach online. Skills include designing and managing online courses; assessing online students' knowledge and skills; facilitating online student collaboration and communication; and establishing a supportive online learning community.

Course Delivery Method

This fully-online course will be delivered online primarily using asynchronously 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 October 15th. The first modules will begin on October 18th.

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 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 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** (except Module 8 – see the schedule below).
- 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 at least two 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 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 importance of making courses accessible to all learners and following copyright guidelines;
2. Examine learning objectives and understand how they impact the online course design;
3. Consider the types of content that best align with course objectives;
4. Create content pages in Blackboard Learn that contain embedded media;
5. Design effective traditional and alternative assessments that align with course objectives;
6. Provide online learners with effective feedback;
7. Facilitate effective learner collaboration and discussions in online courses;
8. Create an online discussion board prompt that is aligned with course learning objectives;
9. Establishing presence and a sense of community among learners; and
10. Recognize and respond to learner needs.

Professional Standards (The California State University):

Upon completion of this course, students will have met the following professional standards:

Section 1: Course Overview and Introduction:

1.1 Instructor uses course environment to provide clear and detailed instructions for students to begin accessing all course components, such as syllabus, course calendar, assignments, and support files.

1.2 Detailed instructor information is available to students and includes multiple formats for being contacted by students, availability information, brief biographical information, and a picture of the instructor.

1.4 Online etiquette expectations for various forms of course communication and dialog (e.g., chat, "hangout," email, online discussion) are presented and clear to the student.

Section 2: Assessment of Student Learning

2.1 All student learning outcomes are specific, well-defined, and measurable.

2.2 Grading policy is provided in a manner that clearly defines expectations for the course and respective assignments.

2.3 The learning activities (including graded assignments as well as ungraded activities) promote the achievement of the student learning outcomes.

2.4 The assessment instruments (e.g., rubrics) are detailed and appropriate to the student work and respective outcomes being assessed.

2.5 Throughout the semester, instructor provides multiple opportunities to give feedback on student learning.

2.6 Periodically, instructor solicits feedback from students regarding their learning and potential improvements that may be made to the course.

Section 3: Instructional Materials and Resources

3.3 Instructor articulates the purpose of each instructional material and how it is related to the course, activities, learning objectives, and success of the student.

3.5 There are a variety of instructional material types and perspectives, while not overly relying on one content type such as text.

3.6 Modeling academic integrity, instructor appropriately cites all resources and materials used throughout the course.

Section 4: Student Interaction and Community

4.1 At the beginning of the course, instructor provides an opportunity for students to introduce themselves to develop the sense of community.

4.4 Learning activities facilitate and support active learning that encourages frequent and ongoing peer-to-peer engagement.

4.5 The modes and outcomes for student interaction are clearly communicated.

Section 5: Facilitation and Instruction

5.1 Instructor helps identify areas of agreement and disagreement on course topics.

5.3 Instructor actively strives to keep course participants engaged and participating in productive dialogs.

5.5 Instructor helps focus discussions on relevant issues.

5.6 Instructor provides feedback in a timely manner.

Required Texts

Students are **not** required to purchase texts for this course. All learning materials will be provided in the Blackboard Learn course.

Course Performance Evaluation

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

[Further information regarding specific course assignment submission instructions may be inserted here or in one of the applicable categories below.]

- **Assignments and/or Examinations**

Weekly Lessons

Overview
- There is no textbook required for this course. Each week includes lessons that provide the course content. You are expected to study these lessons and the associated videos, interactive elements, and links incorporated into them.

Grading/Due
- Each week you must affirm that you have completed each lesson by noting this in the weekly activity checklist. This is graded as part of the weekly assignment which is due Sunday by 11:59 PM ET (except Module 8 – see the schedule below). Refer to the Activities Rubric for grading details.

Discussions

Overview
- We will have multiple asynchronous discussions during this course. Please review this content as it prepares you to be an active participant.
- During our discussion you will be asked to reflect on that week's readings, videos, or other activities. You are required to participate by making an initial post based on the assignment instructions. Generally, you must also respond to your classmate's posts in the forum; the number of required responses will be noted in the instructions.
- Discussions provide an opportunity for you to think critically about the course material and to interact with your peers. You are expected to reference course materials and any outside resources (as needed) in your discussions. Please pay attention to the instructions and submission requirements for each individual discussion.
- Discussion Forum Guidelines:
  - Be thoughtful about what you post.
  - Your insights and experiences will make this process rich. Consider the goal of the discussion and how your participation will add to the experience.
  - Be professional and courteous in your responses.
  - Remember we are all professionals of different experiences.
  - Treat the thoughts of others with kindness and respect.
  - Avoid telling people what they should do.
  - Offer ideas as just that…ideas. Your insights might be helpful, but the way you offer them to others makes a big difference in how helpful they become.
  - Be open to feedback and willing to incorporate it, or let it go if it does not work for you.
  - Offer your thoughts and ideas to others. You have a lot to give!

Grading/Due
- Discussion assignments will be worth 20 points each and are part of the Discussions category. For grading criteria, refer to the Discussion Rubric. For timing information, refer to the instructions in each week.

Practice Activities

Overview
- Every week in this course you will work complete practice activities related to the weekly content. Please refer to the instructions in each week for details.

Grading/Due
- Grading criteria are provided in the activity assignment instructions.
- Activities are graded as a component of the Activity Checklist Assignment. For grading criteria, refer to the Activities Rubric.
- When you have finished the activity for the week, share your content in the Weekly Activity Checklist and submit this by Sunday at 11:59 PM ET (except Module 8 – see the schedule below).

Weekly Assignment: Checklist Submission

Overview
- Each week you must submit a completed checklist. It includes an area for affirming that you have completed each weekly lesson and an area for submitting any assigned practice activities.
- Download the checklist at the beginning of the week before you get started and check things off as you complete them.

Grading/Due
- At the end of every week, you must upload the completed weekly checklist through the Assignment by Sunday at 11:59 PM ET (except Module 8 – see the schedule below). Each checklist is worth 25 points. Refer to the Activities Rubric for grading details.

- **Grading**

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

Proposed Course Assessments and Point Values

Assignment	Raw Point Value	Percentage Weight
Discussions	100	33%
Assignment Submission	200	67%

Mastery Learning Approach

In this course the instructor will take a mastery learning approach to the assignments. This is how it will work:

- The criteria for completing the assignments will be clearly explained.
- The instructor will evaluate students' work and provide qualitative feedback on their assignments.
- Students who have adequately completed all of the criteria will receive full credit on the assignment.
- If students have not adequately completed all of the criteria, the assignment will be returned and will be subject to late points until all of the criteria are complete.
- Students 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 board activities—can be submitted late but a minimum 10% late penalty will be assessed for work submitted after the assignment deadline. Work that is submitted over a week late will receive an additional 30% penalty for each additional week late. No late work is accepted after the final assignment's due date.

Professional Dispositions

See https://cehd.gmu.edu/students/polices-procedures/

Class Schedule

Weeks	Topic and Learning Objectives	Activities and Projects Due
Week 1 (October 18th – 24th)	Topic: Orientation and Introduction Students will: - Identify the atributes of quality online learning. - Explain the concept of affordances and their replationship to learning technologies.	Reviewed the following content: - Getting Started - Course Syllabus - Course Schedule - Lesson 1: Introduction to Online Learning - Lesson 2: Introduction to Learning Technologies Completed the Flipgrid Video Discussion on Ice-breakers

		Completed the Reflections on your Goals and Context Statement Activity Submitted the Checklist
Week 2 (October 25th – 31st)	Topic: Support and Community Students will: • Establish your personal presence using media. • Communicate effective strategies for recognizing and responding to student needs.	Reviewed the following lessons: • Lesson 1: Basic Strategies for Establishing and Maintaining Community • Reviewed Lesson 2: Establishing Community Using Video Completed the Flipgrid Video Discussion on Community Take Aways Completed the Meet Your Instructor Practice Activity Submitted the Checklist
Week 3 (November 1st – 7th)	Topic: Learning Objectives and Assessments Students will: • Explain the advantages and disadvantages of traditional and performance assessments. • Describe how technology can improve assessments. • Identify ways to make grading fair, managable, and meaningful. • Develop a performance assessment. • Create quality objectively scored assessment items.	Reviewed the following lessons: • Lesson 1: Learning Objectives and Backwards Design • Lesson 2: The Transformative Potential of Online Technology • Lesson 3: Assessment Exploration and Considerations • Lesson 4: Grading and Providing Supportive Feedback Completed the Discussion on Creating Objectively Scored Assessments Completed the Learning Objective and Assessment Practice Activity Submitted the Checklist

Week 4 (November 8th – 14th)	Topic: Content and Accessibility Students will: • Follow guidlines for citing images. • Develop content that best supports meeting the course objectives. • Create a video with closed captioning.	Reviewed the following lessons: • Lesson 1: Types of Content • Lesson 2: Accessibility • Lesson 3: Copyright Completed the Instructional Video Practice Activity Submitted the Checklist
Week 5 November 15th – 21st)	Topic: Asynchronous Discussions Students will: • Explain the benefits and drawbacks of asynchronous online discussions. • Evaluate previous experiences with online discussions. • Demonstrate your ability to create an effective discussion board prompt that aligned with learning objectives.	Reviewed the following lessons: • Lesson 1: Online Discussions and Their Importance as a Learning Activity • Lesson 2: Types of Online Discussions and the Technologies that Support Them • Lesson 3: How to Assess Online Discussions Completed the Discussion on Discussing Discussions Completed the Designing a Discussion Practice Activity Submitted the Checklist
Week 6 (November 22nd – 28th)	Topic: Synchronous Activities Students will: • Categorize synchronous learning activities using the PIC framework. • Plan an engaging synchronous session.	Reviewed Lesson 1: Engaging Participants in Synchronous Sessions Participated in the Synchronous Discussion on Synchronous Strategies Completed the Planning a Synchronous Session Practice Activity Submitted the Checklist

Week 7 (November 29th – December 5th)	Topic: Collaboration Students will: • Evaluate the effectiveness of student collaboration in online courses. • Summarize the skills students require to collaborate effectively online. • Examine strategies for collaboration in synchronous environments.	Reviewed the following lessons: • Lesson 1: Purposes and Strategies • Lesson 2: Technology that Affords Collaboration Completed the Online Collaboration Practice Activity Submitted the Checklist
Week 8 (December 6th – 8th)	Topic: Evaluation and Final Reflection Students will: • Identify and describe personal misconceptions regarding online teaching and learning. • Evaluate the quality of the course.	Reviewed Lesson 1: Supporting Student Engagement Completed the Discussion on Misconceptions of Online Learning Completed the Reflections on Your Engagement Activity Submitted the Checklist

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 viahelp@gmu.edu or https://cehd.gmu.edu/aero/assessments. 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/ .