

GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
Instructional Technology

EDIT 646 – Online Mentoring 4: Moderating (2 graduate credit hours)
Offered in the Fall, Spring, and Summer Semesters Yearly
Offered Online

PROFESSOR(S)

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COURSE DESCRIPTION

- A. Successful completion of EDIT 645 or instructor permission
- B. This two credit hour course is designed to assist students in developing expertise with moderating student learning in online environments. The course will include attention to moderating in both synchronous and asynchronous environments to include discussion boards, bulletin boards, chat rooms, and virtual classrooms. Students will develop expertise with moderating strategies to include social dialogue, argumentative dialogue, pragmatic dialogue, community building strategies, questioning, prompting reflection, facilitating conceptual understanding, and serving as a generative guide.

NATURE OF COURSE DELIVERY

This course is an online course. Students participate in an ongoing process where the learner takes responsibility for structuring his or her time and decides, within a broader time frame, when it is appropriate to complete assignments. Each student registered for a course is a learner of one and is assigned an Online Mentor. The Online Mentor reviews all the assignments submitted, makes suggestions if the assignment is incomplete, responds to ideas, and/or makes suggestions for ways that students can refine their work to construct a more convincing argument or create more powerful learning opportunities. The online mentor asks questions about what students are thinking or learning about. The online mentor is the student's online ally and is the contact point when an assignment does not make sense, when there are difficulties with technology, or if students are stuck for a good teaching idea. The course is web-based and uses a cluster of organized web pages. In addition, students will use phone, email, and synchronous chat functions to communicate with their mentor.

STUDENT OUTCOMES

1. Students will develop an understanding of and be able to apply protocols and strategies for effectively moderating in synchronous environments like DigiChat, Virtual Classroom, and AOL's Instant Messenger;
2. Students will develop an understanding of and be able to apply protocols and strategies for effectively moderating in asynchronous environments like Blackboard and WebCT's discussion boards;
3. Students will develop an understanding of and implement effective moderating principles;
4. Students will develop an understanding of and ability to apply facilitator roles – “guide on the side,” instructor and project leader, and facilitator of group process;

5. Students will develop an understanding of and ability to promote healthy online communities;
6. Students will develop an understanding of and ability to use a “palette” of voices in moderated e-learning environments to include a generative voice, a conceptual voice, a reflective voice, a mediating voice, and a character identification voice;
7. Students will develop an understanding of and ability to set appropriate tone in moderated e-learning environments;
8. Students will develop an understanding of and ability to promote critical thinking strategies in moderated e-learning environments; and
9. Students will develop an understanding of and ability to correct roadblocks that interfere with moderated e-learning.

PROFESSIONAL STANDARDS

This course is designed to meet the standards established by the National Board for Professional Teaching Standards (NBPTS). The NBPTS Standards for every field and developmental level are centered on five core propositions that express the effectiveness, knowledge, skills, dispositions, and commitments of the accomplished teacher:

- Teachers are committed to students and their learning.
- Teachers know the subjects they teach and how to teach those subjects to students.
- Teachers are responsible for managing and monitoring student learning.
- Teachers think systematically about their practice and learn from experience.
- Teachers are members of learning communities.

REQUIRED TEXTS

There is one required text for this course. It is listed below.

Collison, G., Elbaum, B., Haavind, S., & Tinker, R. (2000). *Facilitating Online Learning: Effective Strategies for Moderators*. CA: Atwood Publishers. ISBN: 1891859331

COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENT, AND EVALUATION CRITERIA

A. Requirements

1. Students will complete readings as assigned.
2. Students will complete activities related to readings. These include:
 - a. Creating a Moderator’s Oath;
 - b. Writing a reflection on the role of moderator – “What Shall We Call Ourselves?;
 - c. Analyzing transcripts from sample moderated discussions, identifying difficulties and recommending strategies for correction;
 - d. Participating in four synchronous and four asynchronous moderated online discussions;
 - e. Leading one synchronous and one asynchronous discussion; and
 - f. Preparing a Reference sheet that establishes protocols, netiquette, and procedures for learners in moderated e-learning environments.
3. Students will create a Moderator’s Reference Guide to synthesize practices, protocols, and strategies for successful and effective moderating.

B. Performance-Based Assessments

This course includes two synthesizing performance-based assessments. First, students will create a Moderator’s Reference Guide to synthesize practices, protocols, and strategies for successful and effective moderating. Second, students will moderate one synchronous and one asynchronous online discussion and then prepare a reflective analysis of the transcript identifying strategies used and the impact (successful/not successful) of those strategies.

C. Criteria for Evaluation

Assessment of each of the six brochures will be guided by a rubric. There is also a rubric to assess their Award Speech. The rubrics follow:

Moderator’s Reference Guide Assessment Rubric

	Masterful and Compelling (5)	Appropriate and Articulate (3)	Weak and Not Complete (1)
1. Demonstrates a clear understanding of the roles and responsibilities of a moderator and how those concepts impact online learners’ success.			
2. Presents clear and well articulated general information about tone, voice, questioning, strategies, netiquette, and protocols for moderating and how those concepts impact online learners’ success.			
3. Presents clear and well articulated general information about roadblocks and how to counteract them.			
4. Presents clear and well articulated general information about analyzing, judging, and assessing moderated discussions.			
5. Has been carefully edited for spelling and grammar			

Moderated Discussion Analysis Assessment Rubric (2)

	Masterful and Compelling (5)	Appropriate and Articulate (3)	Weak and Not Complete (1)
1. Analysis presents a clear and well articulated description of discussion events and topics.			
2. Analysis identifies and discusses successful strategies and their impact on the discussion.			
3. Analysis identifies and discusses unsuccessful strategies and their impact on the discussion.			

4. Analysis articulates ideas for improvement in moderating techniques.			
5. Analysis builds bridges between moderating techniques and implications for practice.			
6. Analysis has been carefully edited for spelling and grammar.			

D. Grading Scale

Requirements	Possible Points
Participation in Synchronous Discussions – total of 4	5 each
Participation in Asynchronous Discussions – total of 4	5 each
Leading a Synchronous Discussion (1)	10
Written Analysis of Synchronous Discussion Led	10
Leading an Asynchronous Discussion (1)	10
Written Analysis of Asynchronous Discussion Led	10
Moderator’s Reference Guide	20

Grade	Point Range
A	94-100
A-	90-93
B+	86-89
B	80-85
C	70-79
F	69-below

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS

All students must abide by the following:

Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

PROPOSED CLASS SCHEDULE

This 2 graduate credit hours course is designed to be completed in ten weeks. Given the online nature of the course, assignments are clustered in weekly modules. Students, in conjunction with their online mentor, are responsible for dividing the assignments accordingly.

Date	Topic/Learning Experiences	Readings and Assignments
Week 1	In this module, students will be introduced to moderating synchronous and asynchronous discussion online. Students will learn about the roles and responsibilities of the an online moderator. Readings and activities will guide the students understanding of moderating strategies. Students will begin work on a moderator’s “Reference Guide”.	<p>Activity 1: Read Chapter 1 in text</p> <p>Activity 2: Use provided link and read selected article: eModeration - Managing a New Language? http://users.chariot.net.au/~michaelc/nw2001/emod_newlang.htm</p> <p>Activity 3: Create and Post “A Moderator’s Oath”</p> <p>Activity 4: Participate in an Instructor Led Asynchronous Discussion</p> <p>Activity 5: Complete section of A Moderator’s Reference Guide</p>
Week 2	In this module, students will be introduced to the language of moderating in an online environment. How is the language of moderating online different from face-to-face? Students will participate in an asynchronous discussion which they will then analyze. Students will add to their “Moderator’s Reference Guide”.	<p>Activity 1: Read Chapter 2 in text</p> <p>Activity 2: Use provided link and read selected article: Instant Messaging – Collaborative Tool or Educator’s nightmare! http://naweb.unb.ca/proceedings/2003/PaperFarmer.html</p> <p>Activity 3: Talk This Way – Examples of Dialogue Forms</p> <p>Activity 4: Participate in or lead an Asynchronous – Leader submits an analysis Of the Transcript</p> <p>Activity 5: Complete section of A Moderator’s Reference Guide</p>
Week 3	In this module, students will learn more about the specific roles of the moderator. Along with readings, activities in this module include creating a list of the roles of a moderator. Students will again participate in an asynchronous discussion and analyze the transcript. Students will continue work on their “Moderator’s Reference Guide”.	<p>Activity 1: Read Chapter 3 in text</p> <p>Activity 2: Use provided link and read selected article: Wearing Four Pairs of Shoes: The Roles of E-Learning Facilitators http://www.learningcircuits.org/2002/oct2002/elearn.html</p> <p>Activity 3: “Top Ten Roles of a Moderator” – Create and post</p> <p>Activity 4: Participate in or lead an Asynchronous – Leader submits an analysis Of the Transcript</p> <p>Activity 5: Complete section of A Moderator’s Reference Guide</p>

<p>Week 4</p>	<p>In this module, students will learn about synchronous communication or ‘chat’ as well as the design of Online Communities. How does the moderator keep the community ‘healthy’? What are the strategies the moderator can use to foster and community of learners? Students will participate in, and analyze an online discussion. Students will add to their “Moderator’s Reference Guide”.</p>	<p>Activity 1: Read Chapter 4 in text Activity 2: Use provided links and read selected articles: Strategies for Using Chat as a Communication Tool http://www.ion.illinois.edu/IONresources/communicating/chat.asp Asynchronous Discussions: Importance, Design, Facilitation and Evaluation http://www.ion.illinois.edu/Pointers/2002_11/default.asp Activity 3: Six Burma Shaves for a Healthy Online Community Activity 4: Participate in or lead an Asynchronous – Leader submits an analysis Of the Transcript Activity 5: Complete section of A Moderator’s Reference Guide</p>
<p>Week 5</p>	<p>In this module, students will explore their ‘voice’ in moderating discussions. Students will learn about a palette of voices - guide, facilitator, muse, mediator - available for moderating. Students will participate or lead a discussion and analysis. Students will also add to their “Moderator’s Reference Guide”.</p>	<p>Activity 1: Read Chapter 5 in text Activity 2: Use provided link and read selected article: Creating Powerful Online Courses Using Multiple Instructional Strategies http://www.emoderators.com/moderators/pitt.html Activity 3: “Finding Your Voice” Activity 4: Participate in or lead an Asynchronous – Leader submits an analysis Of the Transcript Activity 5: Complete section of A Moderator’s Reference Guide</p>
<p>Week 6</p>	<p>In this module, students will learn about the art of hosting good conversations. Activities and readings will concentrate on the tone of conversations and how tone can influence the flow of conversation. Students will participate in, and analyze a synchronous discussion and complete a section of their “Moderator’s Reference Guide”.</p>	<p>Activity 1: Read Chapter 6 in text Activity 2: Use provided link and read selected article: The Art of Hosting Good Conversations http://www.emoderators.com/moderators/artonlinehost.html Activity 3: Blue, Blue-Green? What’s in a Tone? Activity 4: Participate in an Instructor Led Synchronous Discussion Activity 5: Complete section of A Moderator’s Reference Guide</p>

Week 7	<p>In this module, students will learn strategies and ideas for promoting critical thinking in online discussions. How do good moderators focus the discussions? How can moderators direct the discussions to focus on key points? Readings and activities will focus on how instructors participate actively in discussions. Students will participate in or lead a synchronous chat and submit an analysis. Students will also add to their “Moderator’s Reference Guide”.</p>	<p>Activity 1: Read Chapter 7 in text Activity 2: Use provided links and read selected articles: A Recipe for Whipping Up Online Facilitation Par Excellence http://online.bcit.ca/sidebars/03november/instruction-out-1.htm Be an Active and Participative Instructor http://www.learningcircuits.org/2003/dec2003/hofmann.htm Activity 3: “Everything I Needed to Know about Promoting Critical Thinking . . . “ Activity 4: Participate in or lead an Synchronous – Leader submits an analysis Of the Transcript Activity 5: Complete section of A Moderator’s Reference Guide</p>
Week 8	<p>In this module, students will learn about keeping discussions on track. What can the moderator do when the discussion gets off-topic? Students will lead or participate in a synchronous chat which they will then analyze and add to their “Moderator’s Reference Guide”.</p>	<p>Activity 1: Read Chapter 8 in text Activity 2: Use provided link and read selected article: Keeping Online Asynchronous Discussions on Topic http://www.aln.org/publications/jaln/v3n2/v3n2_beaudin.asp Activity 3: Road Signs for Roadblocks Activity 4: Participate in or lead an Synchronous – Leader submits an analysis Of the Transcript Activity 5: Complete section of A Moderator’s Reference Guide</p>
Week 9	<p>In this module, students will start to synthesize their learning experiences in the course. Through the writing of an essay on moderating, students will bring together their learning about the roles and responsibilities of moderating.</p>	<p>Activity 1: “What Will We Call Ourselves” – An essay on moderating (Part 1) Activity 2: Participate in or lead an Synchronous – Leader submits an analysis Of the Transcript Activity 3: Complete section of A Moderator’s Reference Guide</p>
Week 10	<p>In this module, students will complete their essay on moderating, participate in or lead a synchronous discussion and complete their “Moderator’s Reference Guide”.</p>	<p>Activity 1: “What Will We Call Ourselves” – An essay on moderating (Part 2) Activity 2: Participate in or lead an Synchronous – Leader submits an analysis Of the Transcript Activity 3: Complete section of A Moderator’s Reference Guide</p>