



Overview and Reflection on Current Practice

What It Is and Why It Is Important

Your classroom has changed from a physical space with chairs and desks, lab tables and work stations, reading rugs and book bags, white boards and displays. Now it is a computer screen, and students appear as rows of talking heads collapsed into an eight-by-eleven-inch space. Students may be used to texting or chatting with friends on social media, but how they interact in the online school setting will be different. One of the first and most important tasks you must do in making the shift to remote learning is setting up the communication channels for your virtual classroom. Just as we establish classroom rules and expectations at the beginning of each new school year or with a new group of students, we must also communicate our expectations of netiquette and ground rules – norming - for teaming and collaborating.

Students may not readily translate classroom communication expectations to the online format. Setting these expectations from the start, and modeling expectations in all communication, will help students engage in the online format more quickly and confidently. Since it often isn't obvious to students how to replicate in-class interactions in the online environment, teachers need to explain how students should interact with them, their peers, and the learning. Of even more value is the development of classroom norms, which are an agreement among class members about how they will treat one another.

As you design your lessons, you'll have a wide variety of ways to facilitate learning. With [asynchronous learning](#) – not happening at the same time – you might post short presentations or assignments for students to view and complete on their own schedule. Your classroom expectations would address time management and following directions. On the other hand, [synchronous learning](#) – occurring at the same time – requires a different set of expectations and norms.

The value of synchronous learning to engage learners cannot be overstated, yet it requires clear norms and netiquette practices. As students participate in two-way communication and teacher-to-student and student-to-student interactions, behavioral expectations must be clearly defined, modeled, and practiced. Through norming, class members will grow more cohesive, interdependent, and trusting of one another in their new learning environment.

Although your class has shifted to online, the social aspect of learning still remains vital to your students' academic success. Using your school's learning management system or other technology tool features to encourage interaction among you and your students will require planning. Whether it be on discussion boards or in breakout rooms, you will need to teach students ways to debate and communicate with civility, as well as teach them what to do when they encounter hurtful language online.

Whether we are in a physical classroom or a virtual one, citizenship matters. How we treat one another - talk with, listen to, and respond to one another - matters. In this micro-credential, you will learn how to shift from teaching face-to-face classroom procedures and rules to facilitating online norms and netiquette.

Thinking About Your Current Practice

Before you approach the tasks, think about your current practice as you consider the following:

- Look at the beginning of the year “rules and expectations” you use with your students and families.
 - What will be easily “transferred” to the remote classroom?
 - Which parts may not be relevant?
 - What may be missing that should be addressed during remote learning?
- What routines or procedures have you used to teach students expected classroom and school behaviors and norms? Consider the Positive Behavior Instructional Supports, Character Counts, and social and emotional learning programs you may have implemented.
- What learning experiences have you and your students had concerning digital citizenship?

Evidence of Skill and Implementation

The Task: Demonstrating Your Skill

Complete the following task as evidence of your learning, as well as for application or implementation in your classroom:

Task 1: Using the resources provided in the Possible Learning Pathways and Additional Tools along with your own resources, research a variety of descriptions, guidelines, or ground rules for general expectations of online learning behaviors and etiquette, as well as norms for online teaming. Develop a set of rules or norms for your classes and name them as most appropriate for your grade level and content.

Task 2: Share your rules or norms with at least two different online classes or class times. Ask for students to provide feedback and explain their understanding of the rules or norms by providing specific examples (or non-examples) of their behaviors. Include the opportunity for students to suggest revisions to the rules or norms.

Task 3: With at least one synchronous online class time in which students collaborate or team, begin the class with a mini-lesson of the norms for online behaviors and netiquette. Include modeling and student demonstration of the expected behaviors as appropriate. Submit a recording of this mini-lesson about the norms. Ask students to monitor their behaviors during the teaming portion of the lesson, and at the end of the class, ask students to self-assess how following the norms helped them be good online collaborators and teammates.

Reflection

In a narrative of no more than four paragraphs, respond to the following prompt and questions:

Synthesize how well instruction flowed before and after the implementation of your rules or norms for online learning.

- What worked and went well with the rules and norms established for your online class(es)?
- Are there any changes in the teaching and learning of the rules or norms you would make? Why?
- Are there any additional rules or norms you would add? Why?
- What might you delete or change about your rules and norms?

Learning Targets

You will be able to...

1. Know and understand appropriate use of technologies to enhance learning.
2. Model, guide, and implement ethical and safe behavior related to technology use.
3. Promote student success through clear online behavioral expectations.
4. Plan and incorporate strategies to encourage active learning, interaction, participation, and collaboration in the online environment.

Possible Learning Pathways to Prepare for the Task

The following activities and resources will help you deepen and sharpen your understanding of the content. Choose those that will fill your learning needs and help you complete the task.

- [15 Essential Netiquette Guidelines to Share with your Students](#) is an article from Educational Technology and Mobile Learning. It includes an infographic of the 15 guidelines.
- [The Rules of Online Netiquette](#) from Lincoln University provides 14 straightforward netiquette tips for students.
- The tips described in [Twenty Collaborative Learning Tips and Strategies for Teachers](#) from TeachThought.com can be applied to remote learning.
- [The Science Behind Classroom Norming](#) from Edutopia.org explores the value of classroom norming to support learners.
- A definition and explanation of the pros and cons of [synchronous and asynchronous learning](#) is provided by DigitalPromise.org. General information about online learning environments is included.
- Kathy Schrock's Guide to Everything has curated tools and resources for [Online Student Collaboration](#).
- [Essential Digital Citizenship Lessons for the Coronavirus Pandemic](#) from CommonSense.org provides lessons for teaching students the norms and expectations for online communication.
- [Extending Classroom Management Online](#) from Edutopia.org provides nine suggestions to help you provide online learners with class norms and expectations and a sense of community.

Additional Tools to Deepen and Sharpen Your Understanding

- ❑ This is a simple graphic of [Video Conferencing](#) tips regarding lighting, sound, angle, and chatting.
- ❑ [Five Effective Ways to Communicate Expectations Online](#) is a best practices article from Touro College which provides online education for higher ed. A related article [4 Tips for Keeping Students Engaged in Online Learning](#) describes additional tips.
- ❑ Richard Byrne, creator of Practical Ed Tech and best known for his award-winning blog Free Technology for Teachers, provides [Tips and Tools for Teaching Remotely](#) that includes tips for giving live online instruction and tools for hosting live online instruction.
- ❑ [Zoom Norms](#) is an example of norms created for online learning and conferencing, courtesy of Dr. Kenneth Hayes, University of Northern Iowa.
- ❑ The [Remote Teaching Handbook](#) by Western Governors University includes an example of netiquette guidelines for students.
- ❑ [National Standards for Quality Online Teaching](#) from the International Association for K-12 Online Learning describes standards for online teachers.

Submission Guidelines

Submission Guidelines

Following are items you must submit to earn this micro-credential and the criteria by which they will be evaluated. To earn this micro-credential, you must successfully complete each element of the rubrics.

Part I: Task Submission

Task 1: Submit a set of rules or norms for student behaviors and netiquette for online classes, including expectations during teaming or collaboration.

Task 2: Submit a summary of the feedback and evidence of understanding received from students in their response to the online rules or norms you have implemented with their classes. The evidence of understanding should include examples (or non-examples) described by the students. In the summary, include suggested revisions to the norms.

Task 3: Synchronous Learning

- a. Submit a recording of appropriate length for your grade level and content that shows a mini-lesson about the rules or norms for online behaviors and netiquette for teaming or collaboration.
- b. Submit a summary of the self-assessment or feedback students provided at the end of the class.

Part II: Reflection

In a narrative of no more than four paragraphs, respond to the following prompt and questions: Synthesize how well instruction flowed before and after the implementation of your rules or norms for online learning.

- What worked and went well with the rules and norms established for your online class(es)?
- Are there any changes in the teaching and learning of the rules or norms you would make? Why?
- Are there any additional rules or norms you would add? Why?
- What might you delete or change about your rules and norms?

Success Criteria for Completing the Task

Part I: Task

Your task will be evaluated on the following one-column rubric. You must earn a “yes” on all elements of the rubric in order to earn the micro-credential.

Notes on What Needs Improvement	YES	Notes on How the Work Meets or Exceeds Expectation
	<p>Task 1: Set of rules or norms for student online behaviors, netiquette, and expectations during teaming or collaboration</p> <ul style="list-style-type: none"> • Are appropriate for grade level and content • Set high expectations for responsible student behavior • Indicate teacher’s ability to appropriately implement technology to enhance learning 	
	<p>Task 2: Summary of the feedback and evidence of understanding received from students in their response to the online rules or norms implemented with their classes</p> <ul style="list-style-type: none"> • Clearly describes students’ responses to the rules, norms • Includes specific examples (or non-examples) as evidence of students’ understanding • Includes rationale for suggested revisions of the rule or norms 	
	<p>Task 3: Synchronous Learning</p> <ul style="list-style-type: none"> • Recorded mini-lesson is of appropriate length for grade level and content • Lesson directly addresses rules or norms for online behaviors and netiquette for teaming or collaboration • Lesson uses strategies that engage students in active learning 	

	<ul style="list-style-type: none"> • Summary of students' self-assessment clearly describes the value of what was learned in becoming a good online collaborator or teammate 	
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Part II: Reflection

Your reflection will be evaluated on the following rubric. You must earn a "yes" on all elements of the rubric in order to earn the micro-credential.

Notes on What Needs Improvement	YES	Notes on How the Work Meets or Exceeds Expectation
	<p>CONTENT: All components of the reflection are present: In a narrative of no more than three paragraphs, synthesize how well instruction flowed before and after the implementation of your rules or norms for online learning.</p> <ul style="list-style-type: none"> • What worked and went well with the rules and norms established for your online classes? • Are there any changes in the teaching and learning of the rules or norms you would make? Why? • Are there any additional rules or norms you would add? Why? • What might you delete or change about your rules or norms? 	
	<p>DETAILED: Reflection includes sufficient detail for reader to know what the teacher has learned and how knowledge is/will be used in teaching and learning.</p>	
	<p>CLARITY: Reflection is clear and coherent.</p>	

Iowa Teaching Standards

The following Iowa Teaching Standards are closely aligned with this micro-credential.

- 1. Demonstrate ability to enhance academic performance and support for implementation of the school district's student achievement goals.
- 2. Demonstrate competence in content knowledge appropriate to the teaching position.
- ✓ 3. Demonstrate competence in planning and preparing for instruction.
- 4. Uses strategies to deliver instruction that meets the multiple learning needs of students
- 5. Uses a variety of methods to monitor student learning.
- ✓ 6. Demonstrates competence in classroom management.
- ✓ 7. Engages in professional growth.
- 8. Fulfills professional responsibilities established by the school district.

Ohio Teaching Standards

The following Ohio Teaching Standards are closely aligned with this micro-credential.

- Standard 1: Teachers understand student learning and development and respect the diversity of the students they teach.
- Standard 2: Teachers know and understand the content area for which they have instructional responsibility.
- Standard 3: Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.
- ✓ Standard 4: Teachers plan and deliver effective instruction that advances the learning of each individual student.
- ✓ Standard 5: Teachers create learning environments that promote high levels of learning and achievement for all students.
- Standard 6: Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.
- ✓ Standard 7: Teachers assume responsibility for professional growth, performance and involvement as individuals and as members of a learning community.