

Form 6.3: Course Outline with Assessment Ideas and ActivitiesCourse Title: **Emotional Healing Within a Safe Online Community***Primary Objective: collaboratively create and maintain a socially and emotionally safe online support groupModule Number and Name: Mod 1: What is Online Safety?

Objective	Assessment Ideas	Absorb	Do	Connect
Students will: 1 Recollect the salient social-emotional learning points from introductory instructor video.	Quiz responses will show recollections.	Watch instructor video found in introduction of Course Management System (CMS), called the <i>Compassionate Curriculum</i> .	Take short quiz about the Home School's <i>Compassionate Curriculum</i> , based on the instructor video.	
2 Create avatars of themselves; using these avatars, navigate and utilize the <i>Compassionate Curriculum</i> .	Students successfully post to the online discussion forum, called <i>the Safety Net</i> , and access Content and student Profiles, and utilize the Dropbox.	Review these generic directions on how to post online at: http://wiki.simplerachines.org/smf/Posting .	Explore the <i>Compassionate Curriculum</i> , searching for Safety Net, Content, Profiles, and Dropbox.	Create an avatar for yourself – a tiny picture of a character you would like to represent you online to protect your identity and privacy.
	Profiles, in varying states of completion, have been posted to <i>Compassionate Curriculum</i> (CC).	Review directions for filling out and posting profile on the CC. As a model, see the Instructor Profile posted on Moodle at http://media.wix.com/ugd/33b036_da1982bb94e84f2898b10d3e852cc495.pdf	Fill in your student profile, taking care to offer only the information you feel comfortable sharing with the online group (the Safety Net), and post it to CC.	
			Review directions for Dropbox in the CC.	Find the Dropbox in the CC.
3 Summarize and describe themselves in an introductory post	Students summarize and describe themselves in introductory post.			Post introductions to Safety Net, summarizing and describing yourself.

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to the rest of the class. Edit, respond, and apply netiquette according to the Safety Net rubric , which will be applied to all posts on the Safety Net.	Posts show students describing and summarizing what brings them to The Home School and their healing modalities using Safety Net Rubric.	Read <i>Edutopia's</i> article on Netiquette (online etiquette), "Beyond Emily: Post-ing Etiquette" (http://www.edutopia.org/netiquette-guidelines).	Practice netiquette while posting on the Safety Net according to Safety Net Rubric.	Describe on the Safety Net in your introductions what brings you to The Home School and what healing modalities you are using.
4 Self-reflect on Bloom's 1 st level of Affective Domain, Receiving Phenomena, and how it relates to them.	Students' self-reflections are about the Affective Domain, Receiving Phenomena and how it relates to them; were posted to the Dropbox.	Read and analyze the websites in the appendix following this chart only for an <u>introduction to the Affective Domain</u> and its first level, <u>Receiving</u> .	Fill in the chart included here with the name of the level and your definition of Receiving. Save your chart for later!	Write a one-page self-reflection on Receiving Phenomena and how it relates to you, and post it to the Dropbox.
5 Post reflections describing online safety based on 3 criteria: your experience in life, on the Safety Net, & with the reading.	Posts reflect descriptions of what online safety means to students according to criteria.	Watch this 6-minute video on YouTube about Reflective Writing: https://www.youtube.com/watch?v=Qol67VeE3ds .		Describe and post reflections based on your readings, posts, reflections, and responses about what online safety means to you.

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Module Number and Name: Mod 2: What is Social Safety?

Objective	Assessment Ideas	Absorb	Do	Connect
1 <u>Students will:</u> Brainstorm what social safety means to them, describing examples of social safety and unsafety,	Posts reflect brainstorming ideas, readings, and three situations of social safety and one of unsafety.	Read Psychological Safety (up to Consequences): https://en.wikipedia.org/wiki/Psychological_safety . Also read <i>only up to Section IV</i> about the brain (don't worry about the ads!) and social and emotional safety:	Recommend suggestions to improve the Safety Net rubric.	Digging into your experience and these readings, brainstorm about what social safety means to you, describing three situations where you felt socially safe and

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recommending suggestions to improve Safety Net rubric.		http://www.kaganonline.com/free_articles/dr_spencer_kagan/276/Kagan-Structures-are-Brain-Based .		one where you felt unsafe, and post it.
2 Describe their current understanding of social and emotional learning.	Posts describe students' understanding of social and emotional learning based on the films and their own experience.	View about a half-hour of 4 of Edutopia's collection of films on social and emotional learning: Social and Emotional Learning 101: http://www.edutopia.org/social-emotional-learning-introduction-video ; Five Keys to Successful Social and Emotional Learning: http://www.edutopia.org/keys-social-emotional-learning-video ; Smart Hearts: Social and Emotional Learning Overview: http://www.edutopia.org/social-emotional-learning-overview-video ; Social and Emotional Learning in Action: http://www.edutopia.org/resolving-conflict-creatively-program-video .		Describe your current understanding of social and emotional learning, based on the films, reading, and your own experience, and post to the discussion board.
3 Self-reflect on Bloom's 2 nd level of Affective Domain, Responds to Phenomena, and how it	Self-reflections have been posted to the dropbox, are about a page long and reflect students' understand of and relationship to Responds to Phenomena.	Read and analyze the websites in the appendix following this chart about the 2nd level, <i>Responds to Phenomena</i> .	Fill in Level 2 on your chart.	Post one-page written, oral, or filmed self-reflections on Responds to Phenomena and how it relates to you to the Dropbox.

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relates to them.				
4 Respond to online poll in CMS about how socially safe they feel on Safety Net	Response to poll will appear in CMS. Follow up with a phone call to each student.		Fill out poll according to your experience of social safety, adding suggestions if you feel called to.	

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Module Number and Name: Mod 3: What is Emotional Safety?

Objective	Assessment Ideas	Absorb	Do	Connect
1 <u>Students will:</u> Brainstorm and discuss what emotional safety means to them.	Posts reflect brainstorm ideas on what constitutes emotional safety for each student, and describe three examples of emotional safety and one of unsafety.	Read Edutopia's article on emotional safety, "To Enable Learning, Put Emotional Safety First" (http://www.edutopia.org/neuroscience-brain-based-learning-emotional-safety).		Discuss on Safety Net, publishing one-page (or 3-minute audio or video) reflection brain-storming about what constitutes emotional safety for you, describing three examples of emotional safety and one of unsafety.
2 Summarize social and emotional learning.	Posted summaries accurately reflect social and emotional learning.	Watch the second half-hour of <i>Edutopia's</i> collection of films on social and emotional learning: After School SEL Gives Kids Wings: http://www.edutopia.org/stw-social-emotional-learning-after-school-video ; Talking Hearts and Heads: Intellectual and Emotional Education Make a	Summarize social and emotional learning based on the <i>Edutopia</i> films. Post summaries on the Safety Net.	

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		<p>Potent Pairing: http://www.edutopia.org/lucas-goleman-social-emotional-video; Emotion in Education: An Interview with Maurice Elias: http://www.edutopia.org/maurice-elias-sel-video; Selling SEL: An Interview with Daniel Goleman: http://www.edutopia.org/daniel-goleman-social-emotional-learning-video.</p>		
3 Self-reflect about 3 rd level of Bloom's Affective Domain, Valuing, and how it relates to them.	Dropbox submissions reflect personal understanding and connection to Valuing.	Read and analyze the websites in the appendix following this chart about the third level of <i>Valuing</i> .	Fill in level 3 on your chart.	Write a one-page self-reflection about your perception of Valuing, and what it means to you, and post it to the dropbox.
4 Discuss emotional safety as it relates to them at their home programs and The Home School, recommending suggestions for improving emotional safety in their learning environment.	Synchronous discussions reflect students' discussions about emotional safety and what it means to them.			At the end of the week, we will hold a synchronous online discussion about what emotional safety means to you and whether you feel emotionally safe or not, in your home program, on the Safety Net, and online at The Home School. Every student will base their posts on the module's readings, their reflections on

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				Valuing, and their experiences, both past and present.
	In the discussion, students have recommended suggestions for improving emotional safety.			Recommend suggestions for improving emotional safety in your learning environment.

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Module Number and Name: Mod 4: What is Healing?

Objective	Assessment Ideas	Absorb	Do	Connect
1 <u>Students will:</u> Discuss what healing means to them.	Posts reflect what healing means to students.			Discuss what healing means to you on the Safety Net.
2 Reflect on how the brain and heart work together and how this relates to them.	Post reflects on how the brain and heart work together and how this relates to students.	Watch Richard J. Davidson's and Edutopia's 20-minute film on the heart-brain connection (http://www.edutopia.org/richard-davidson-sel-brain-video).		Post a reflection on how the brain and heart work together and how this relates to you.
3 Self-reflect on the 4 th level of Bloom's Affective Domain, Organization, and how it relates to them.	Self-reflections are about Organization and how it relates to students.	Read and analyze the websites in the appendix following this chart about the fourth level of <i>Organization</i> .	Fill in level 4 on your chart.	Write self-reflection about Organization and how it relates to you; drop it in the Dropbox.

4 Analyze whether healing modality is working; recommend suggestions for more effective healing.	Self-reflection includes analysis and recommendations about healing modality.			Analyze healing modality in self-reflection, recommending any suggestions for making it more effective; drop in Dropbox.
5 Discuss the science behind the stresses and joys of learning.	Posts discuss the science behind the stresses and joys of learning!	Read Judy Willis' <i>Edutopia</i> article called "The Neuroscience Behind Stress and Learning" (http://www.edutopia.org/blog/neuroscience-behind-stress-and-learning-judy-willis), and "Neuro Myths: Separating Fact and Fiction in Brain-based Learning: http://www.edutopia.org/neuroscience-brain-based-learning-myth-busting .		On Safety Net, based on Judy Willis' article, discuss the science behind the stresses and joys of learning.

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Module Number and Name: Mod 5: Feeling and Healing: What is Fun?

Objective	Assessment	Absorb	Do	Connect
1 Discuss if there's any fun in their healing journey!	Posts reflect fun or not on students' healing journeys.			Discuss the possibility of any fun on your healing journey!
2 Reflect on fun	Posts reflect		Play at least an hour of	Post on the Safety Net reflections on fun

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and computer games and what could be applied in a learning and healing environment.	students' thinking on fun and computer games and what could be applied in a learning and healing environment.		computer games (http://www2.tate.org.uk/wondermind/) or on another site with educational computer games with which you are familiar.	and computer games and what could be applied in a learning and healing environment.
3 Self-reflect on 5 th level of Bloom's Affective Domain, Internalizes Values.	Self-reflection is about Internalizes Values and how it relates to students.	Read and analyze the websites in the appendix following this chart about the fifth level of <i>Internalizes Values</i> .	Complete Affective Domain chart.	Drop in Dropbox self-reflection on Internalizes Values, and how it relates to them.
4 Summarize Bloom's Affective Domain on Safety Net and answer the question: where is fun on the domain? Complete charts.	Students' discussions summarize the Affective Domain and respond to the fun question. Charts are completed and correct.		Utilize the RLO in Wisc-online about Affective Domain, called Bloom's Taxonomy for Affective Learning and Teaching (scroll down to title. Anchor feet deeply!): https://www.wisc-online.com/learn/career-clusters/education-and-training/ott402/blooms-taxonomy-for-affective-learning-and-te	Summarize Bloom's Affective Domain on the Safety Net. Describe each level in your own words. Answer: Where is the fun in this domain? Is there any room for it? Drop Affective Domain chart in Dropbox.
5 Discuss synchronously on Safety Net whether they feel safe and supported in their new	Posts reflect whether they feel supported in their new online community and include at			At the end of the module, students and teacher will hold a synchronous discussion online, including the Affective Domain, about whether or not they feel safe and supported, emotionally and socially, within this collaborative community they've been creating together. Do they feel as if

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online community, including at least two references to the Affective Domain.	least two references to the Affective Domain.			they have a community? Is it working for them? How does the fact that it's online affect them? Do they experience this online community as a support in their healing process? Students will follow the usual guidelines of the rubric. They will also be establishing their online community for future classes and discussing the viability of continuing it after classes at The Home School.
6 Create and record final project that combines fun, feelings and healing – or doesn't and explains why!	5-minute recordings reflect creations & combine fun, feelings and healing, or don't!			Using your most favorite media, create a 5-minute recorded project – a song, speech, paper read aloud, or a filmed dance, play, interview, etc., combining fun, feelings and healing – or describe in recorded audio why they do not combine in project!

***All discussions follow the [Safety Net rubric](#) standards.**

Appendix of websites to use from the Affective Domain:

Donald Clark's – Bloom's Taxonomy – The Affective Domain (intro and chart)

http://www.nwlink.com/~donclark/hrd/Bloom/affective_domain.html

Taxonomy of Affective Domain and Krathwohl's Taxonomy of the Affective Domain (both sections)

<http://www.det.wa.edu.au/curriculumsupport/giftedandtalented/detcms/navigation/identification-provision-inclusivity-monitoring-and-assessment/provision/teaching---learning-models/taxonomy-of-affective-domain/>

UConn's Learning Taxonomy – [Krathwohl's Affective Domain](#) (website has trouble linking so here is a PDF from this website http://assessment.uconn.edu/docs/LearningTaxonomy_Affective.pdf)

Krathwohl, Bloom, and Masia's Taxonomy of the Affective Domain

<http://www.edpsycinteractive.org/topics/affect/afldom.html>

Bloom's Taxonomy – Mindmap of the Affective Domain <http://www.mindmaptutor.com/2010/04/blooms-taxonomy-mind-map-of-the-affective-domain/>

Instructional Design/Affective Behaviors/What is the Affective Domain?

https://en.wikiversity.org/wiki/Instructional_design/Affective_behaviors/What_is_the_Affective_Domain%3F

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