

Form 6.3: Course Outline with Assessment Ideas and Activities

Course Title: Emotional Healing Within a Safe Online Community* (Primary Objective: collaboratively create and maintain a socially and emotionally safe online support group) ***All discussions follow the rubric standards.**

Module Number and Name: Mod 1: What is Online Safety?

Objective	Assessment Ideas	Absorb	Do	Connect
1 <u>Students will:</u> Navigate and utilize the Course Management System (CMS).	Students successfully post to the online discussion forum, 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 . These are guidelines and are not specific to our course.	Practice posting (in next lesson).	
	Profiles, in varying states of completion, have been posted to CMS.	Review directions for filling out and posting profile on CMS. As a model, see the Profile I 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 CMS.	
		Review directions for Dropbox in CMS.	Find the Dropbox in the CMS.	
2 Summarize and describe themselves in an introductory post to the rest of the class.	Students summarize and describe themselves in introductory post.			Post introductions to online discussion forum, summarizing and describing yourself.
	Posts show students describing and			Describe in your introductions what

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	summarizing what brings them to The Home School and their healing modalities.			brings you to The Home School and what healing modalities you are using.
3 Edit and apply netiquette according to online safe discussion rubric.	Students' posts are clear, concise, friendly, courteous, supportive, and could be said directly to the other person. Use accurate spelling and grammar, full words with upper and lower-case (all caps is considered shouting!). Write name at end. Post unto others as you would have them post unto you! These qualities will be put in safe discussion rubric.	Read <i>Edutopia's</i> article on Netiquette (online etiquette) called "Beyond Emily: Post-ing Etiquette" (http://www.edutopia.org/netiquette-guidelines).	Practice netiquette while posting according to safe discussion rubric.	
4 Respond substantively with quality feedback to all other students' original posts, according to discussion rubric.	Students respond substantively and qualitatively to the original posts of all other students, according to rubric.			Respond substantively to all other students' original posts, giving quality feedback according to discussion rubric.
5 Self-reflect on	Students' self-	Read and analyze the	Fill in the chart	Write a one-page

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Bloom's 1 st level of Affective Domain, Receiving Phenomena, and how it relates to them.	reflections are about the Affective Domain, Receiving Phenomena and how it relates to them; were posted to the Dropbox.	websites in the appendix following this chart <u>only</u> for an <u>introduction to the Affective Domain and the first level, Receiving.</u>	included here with the name of the level and your definition and two examples from your experience of Receiving. Save your chart for later!	self-reflection on Receiving Phenomena and how it relates to you, and post it to the Dropbox.
6 Post reflections describing online safety.	Posts reflect descriptions of what online safety means to students.	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.

Course Title: **Emotional Healing Within a Safe Online Community**

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 (stop at Consequences) https://en.wikipedia.org/wiki/Psychological_safety . Also read up to Section IV about the brain (don't worry about the ads for Kagan!) and social and emotional safety at http://www.kaganonline.com/free_articles/		Digging into your experience and these readings, brainstorm about what social safety means to you, describing three situations where you felt socially safe and one where you felt unsafe, and post it.

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		dr_spencer kagan/276/Kagan-Structures-are-Brain-Based .		
2 Describe their understanding of social and emotional learning.	Posts describe students' understanding of social and emotional learning based on the films and their own experience.	View at least 12 minutes of Edutopia's collection of films on social and emotional learning (at http://www.edutopia.org/keys-social-emotional-learning-video?spMailingID=6150212&spUserID=MjcyNjEyOTk2NTES1&spJobID=73614048&spReportId=NzM2MTQwNDgS1).	Describe your 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 relates to them.	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.
4 Respond to online poll in CMS about how socially safe they feel on Safety Net	Response to poll will appear in program. 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.	
6Recommend suggestions to improve			Recommend suggestions to improve social	

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online social safety and netiquette.			safety and netiquette on the discussion board.	
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Course Title: **Emotional Healing Within a Safe Online Community**

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 board, publishing one-page (or 3-minute) reflection brainstorming 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 rest of <i>Edutopia's</i> collection of films on social and emotional learning (at http://www.edutopia.org/keys-social-emotional-learning-video?spMailingID=6150212&spUserID=MjcyNjEyOTk2NTES1&spJobID=73614048&spReportID=NzM2MTQwNDgS1).	Summarize social and emotional learning based on the <i>Edutopia</i> films. Post summaries on the discussion board.	

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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 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.	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, both in your home programs and online at The Home School. Every student will base their posts on the module's writings, their reflections on Valuing, and their experiences, both past and present.
5 Recommend suggestions for improving emotional safety in their learning environment.	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 discussion board.
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.	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 Recommend suggestions for more effective healing.				
6 Discuss the science behind the	Posts discuss the science behind the	Read Judy Willis' <i>Edutopia</i> article called		On board, based on Judy Willis' article,

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stresses and joys of learning.	stresses and joys of learning!	"The Neuroscience Behind Stress and Learning" (http://www.edutopia.org/blog/neuroscience-behind-stress-and-learning-judy-willis),		discuss the science behind the stresses and joys of learning.
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Course Title: **Emotional Healing Within a Safe Online Community**

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

Objective	Assessment Ideas	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 and computer games and what could be applied in a learning and healing environment.	Posts reflect students' thinking on fun and computer games and what could be applied in a learning and healing environment.		Play at least an hour of computer games (http://www2.tate.org.uk/wondermind/) or on another site with educational computer games with which you are familiar.	Post reflections on fun and computer games and what could be applied in a learning and healing environment.
3 Self-reflect on 5 th level of	Self-reflection is about	Read and analyze the	Complete Affective Domain	Drop in Dropbox completed Affective Domain chart as well as self-reflection on

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Bloom's Affective Domain, Internalizes Values. 3A. Students complete charts.	Internalizes Values and how it relates to students. Charts are completed and correct.	websites in the appendix following this chart about the fifth level of <i>Internalizes Values</i> .	chart.	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?	Students' discussions summarize the Affective Domain and respond to the fun question.		Utilize the RLO in Wisc-online about Affective Domain: https://www.wisc-online.com/learn/career-clusters/education-and-training/ott402/blooms-taxonomy-for-affective-learning-and-te	
5 Discuss whether they feel safe and supported in their new online community, including at least two references to the Affective Domain.	and reflect whether they feel supported in and wish to continue with their new online community.			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, emotionally and socially, within this collaborative community they've been creating together. Do they feel as if 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 writing at least a page, with netiquette and correct spelling and

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				grammar. 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!

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/afdom.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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