

Form 6.2: Course Outline with Assessment

Mini-Course Title: Emotional Healing Within a Safe Online Community

Module Number and Name	Objective	Assessment Ideas
Module 1: <u>What is Online Safety?</u>	1 After reading <i>Edutopia's</i> article on Netiquette (online etiquette) called "Beyond Emily: Post-ing Etiquette" (http://www.edutopia.org/netiquette-guidelines), students will practice netiquette by posting one-page introductions of themselves to The Home School's protected online discussion forum, demonstrating in their writing their understanding of the basics of internet etiquette.	40% spelling/grammar/length 50% content, 10% responses Check posts to make sure of good online manners!
	2 In these first introductions, students will illustrate how netiquette works by writing positive, supportive posts to each other about their lives, what brings them to The Home School, and what healing modalities they are employing, writing about one page and using correct grammar and spelling. They will also respond to everyone else's posts using the same guidelines.	Check same posts to assure students have written about one page using correct grammar and spelling about their lives, why they are at THS, and what healing modalities they are using; also, that students have responded to everyone in their class!
	3 After filling in their profiles, students will share their identifying information with each other by posting them on the discussion board, taking care to only offer information they feel comfortable sharing with the group.	Pass/Fail Make sure profiles are at least partially completed and posted.
	4 After reading the introduction to Donald Clark's website on the Affective Domain of Bloom's taxonomy (http://www.nwlink.com/~donclark/hrd/Bloom/affective_domain.html), paying particular attention to the first level, <i>Receiving</i>	40% spelling/grammar/length/dropbox 60% content/netiquette Make sure self-assessments are about one page long with correct grammar and

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	<p><i>Phenomena</i>, students will write a one-page self-assessment about how they Receive Phenomena, using correct grammar and spelling and post it to the dropbox.</p>	<p>spelling, posted to the dropbox, and reflect understanding of Receiving Pheonomena.</p>
	<p>5 Based on their readings, posts, and responses, students will participate in a synchronous online discussion with the teacher by posting their reflections on online safety, taking care to use netiquette.</p>	<p>Pass/Fail. Monitor discussion to ensure students are being courteous and safe online and that they have basic understanding of what online safety is. Use probing questions to help open discussion and keep it on track, if necessary, sometimes putting in teachers two cents!</p>
Module Number and Name	Objective	Assessment Ideas
Module 2: <u>What is social safety?</u>	<p>1 Digging into their experience, students will post their ideas on what social safety is, describing three situations where they have felt socially safe and one situation where they have felt socially unsafe, writing at least one page with correct spelling and grammar.</p>	<p>40% spelling/grammar/length 60% content/netiquette Make sure students describe the 4 situations.</p>
	<p>2) After viewing at least 12 minutes of Edutopia's collection of films on social and emotional learning, Five Keys to Successful Social and Emotional Learning (at http://www.edutopia.org/keys-social-emotional-learning-video?spMailingID=6150212&spUserID=MjcyNjEyOTk2NTES1&spJobID=73614048&spReportId=NzM2MTQwNDgS1), students will describe their understanding of social and emotional learning on a one-page file and then post it to the dropbox.</p>	<p>40% spelling/grammar/length/dropbox 60% content Ascertain whether students understand social and emotional learning based on their writing.</p>
	<p>3 After reading Donald Clark's website on Bloom's Taxonomy, the Affective Domain (http://www.nwlink.com/</p>	<p>40% spelling/grammar/length 50% content/netiquette, 10% responses</p>

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	~donclark/hrd/Bloom/affective_domain.html), paying particular attention to the second level, <i>Responds to Phenomena</i> , students will post their one-page reflections on the discussion board, responding substantively to everyone else's posts as well.	Does student's writing reflect understanding of Responds to Phenomena?
	4 Based upon their readings and writing for this module, students will hold a synchronous discussion with teacher and describe experiences they've had on the discussion board in the past week where they felt safe, or not, and make suggestions for what constitutes social safety for them now, based on their readings and viewing, while responding to each other's postings.	40% spelling/grammar 50% content/netiquette, 10% responses Monitor discussion to keep it on track and go deeper, if necessary. Check for spelling, grammar and responsiveness.
Module Number and Name	Objective	Assessment Ideas
Module 3: What is Emotional Safety?	1 After reading Edutopia's article on emotional safety, "To Enable Learning, Put Emotional Safety First" (http://www.edutopia.org/neuroscience-brain-based-learning-emotional-safety), students will post a one-page reflection on the discussion board about what constitutes emotional safety for them, writing three examples of times they have felt emotionally safe, and one time when they didn't, responding at least once to everyone else's posts substantively and using correct spelling and grammar.	40% spelling/grammar/length 50% content/netiquette, 10% responses Does student's post reflect understanding about emotional safety, 4 examples, and substantive responses?
	2 After reading Donald Clark's website on Bloom's Taxonomy, the Affective Domain (http://www.nwlink.com/~donclark/hrd/Bloom/affective_domain.html), paying	40% spelling/grammar/length/dropbox 60% content Does student's writing reflect

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	particular attention to the third level of <i>Valuing</i> , students will write a one-page self-reflection about their perception of Valuing and post it to the dropbox.	understanding of Valuing?
	3 At the end of the week, the students and teacher will hold a synchronous online discussion about what emotional safety means to them and whether they feel emotionally safe or not, both in their 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, responding substantively to every other student during this discussion.	20% spelling/grammar 70% content, 10% responses Are students invested in collaborative process? If not, check in with them by phone, asking if we can make more comfortable process. Formative. Are they integrating Valuing in their posts? Feeling emotionally safe? Teacher response here essential either private or public.
Module Number and Name	Objective	Assessment Ideas
Module 4: What is Healing ?	1 After watching Richard J. Davidson's and Edutopia's 20-minute film on the heart-brain connection (http://www.edutopia.org/richard-davidson-sel-brain-video), students will post a page of reflection about how the brain and the heart work together within the context of their healing journey, using correct spelling and grammar and responding substantively to each other's posts!	40% spelling/grammar/length 50% content, 10% responses Does writing reflect understanding of content?
	2 After reading Donald Clark's website on Bloom's Taxonomy, the Affective Domain (http://www.nwlink.com/~donclark/hrd/Bloom/affective_domain.html), paying particular attention to the fourth level of <i>Organization</i> , students	40% spelling/grammar/length/dropbox 60% content Does writing reflect understanding of self and Organization? Is emotional

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	will write a one-page reflection on Organization and how they relate to it within the context of the Affective Domain and post it to the dropbox.	intelligence/awareness being developed and reflected in these pages? (being self-aware of one's feelings as they are being felt)
	3 After reading Judy Willis' Edutopia article called <i>The Neuroscience Behind Stress and Learning</i> (http://www.edutopia.org/blog/neuroscience-behind-stress-and-learning-judy-willis), students will participate in a synchronous online discussion with the teacher addressing the science behind the joy of learning, whether indeed learning is joyful for them, Organization, and how it all affects their experience of healing – or not!	20% spelling/grammar 70% content, 10% responses Are students' writing with ease, trust, and familiarity with each other? Are they having joy in learning? Why or why not? Feeling Organized?
Module Number and Name	Objectives	Assessment Ideas
Module 5: <u>Feeling and Healing</u> : <u>What is Fun?</u>	1 After playing at least an hour of computer games found at Wondermind (http://www2.tate.org.uk/wondermind/) or on another site with educational computer games the student is familiar with, students will post a one-page reflection exploring what works for them – or doesn't - in learning through computer games, using netiquette and responding to everyone else's posts substantively, with correct grammar and spelling.	40% spelling/grammar/length 50% content, 10% responses Did student fully explore what works for them or not with computer games?
	2 After reading Donald Clark's website on Bloom's Taxonomy, the Affective Domain (http://www.nwlink.com/	40% spelling/grammar/length/dropbox 60% content

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	~donclark/hrd/Bloom/affective_domain.html), paying particular attention to the fifth level of <i>Internalizes Values</i> , students will write a one-page reflection on how they Internalize Values and post it to the dropbox.	Are students Internalizing Values?
	3 At the end of the module, students and teacher will hold a synchronous discussion online about what is fun for them and what role do their feelings play in learning and in healing, if any. They will also address how they feel about discussing these issues and others in their online community and 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 help in their healing process? Students will follow the usual guidelines of writing at least a page, with netiquette and correct spelling and 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.	20% spelling/grammar 70% content, 10% responses Are students reflecting fun? Are they feeling open enough to discuss their feelings and their relationship to healing? How are they feeling? Safe? Is the community working for them? Is the fact that it's online working for them? Do they see a potential place for this particular online community to travel with them through THS and beyond? Is it valuable for them? Do they feel safe in terms of online privacy?
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Module Number and Name	Objective	Assessment Ideas
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Module Number and Name	Objective	Assessment Ideas
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Module Number and Name	Objective	Assessment Ideas
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