

**Johns Hopkins University,
School of Professional Studies in Business and Education,
Graduate Division of Education**

Web-based Mentoring and Coaching

893.505 Section 71

(Fall Semester, 2005)

(Montgomery Campus)

Instructor: Demetri M. Orlando, B.A., B.S., M.S.

Assistant Instructor: Doug Fireside,

Credit Hours: 3

Class Time: Wednesdays: 6:45 – 8:45 PM, 8/31/2005 – 12/14/2005

Course web site: <http://bb6.spsbe.jhu.edu/> Enrollment Code = orl533

Course Description: Participants explore technologies and methodologies useful in online teaching and learning with an emphasis on the mentoring/coaching process. This will include an exploration of specific hardware, software, and Internet technologies with particular focus on developing the knowledge and skills needed to enhance the online learning experience of students, as well as productivity and collaboration in the teaching/learning/mentoring process. Small groups study the use of online and face-to-face mentoring to communicate and solve school issues related to data-based decision-making. Participants use Internet products that provide synchronous and asynchronous communication to develop and deliver peer coaching. Current events, trends, and issues relating to educational technology and the Internet will be addressed throughout the course.

Hybridization: This course has undergone a “hybrid” process under the auspices of the Hopkins Center for Teaching & Learning to allow several class sessions to be accomplished online. The exact number of online sessions will be determined based on the needs of the participants.

Enduring Understandings (The “big ideas” of this course.)

1. Successful mentoring and coaching depends on personally meaningful communication among the participants.
2. Effective communication depends on respect, openness, credibility, motivation, and knowledge of subject.
3. Successful web-based mentoring and coaching relies on many of the same communication strategies as face-to-face communication including active listening, engaging the affective domain, and understanding learning styles.

4. Performance improvement based on mentor feedback works best in a non-judgmental atmosphere which critically assesses participants against well-defined criteria.
5. Building the sense of community among participants in an online environment is crucial to its success.
6. A variety of tools & techniques are available to support online communication and as bandwidth increases opportunities for audio and video communication are becoming a reality.
7. Web-based mentoring and learning provides unique methods and efficiencies to support personal, professional, and organizational improvement including:
 - a. The efficiency of asynchronous communication (flexible scheduling);
 - b. The efficiency of meeting and communicating virtually (avoiding travel);
 - c. Creating a record of communication (searchable and transferable);
 - d. Enabling one-to-one, one-to-many, and many-to-many communication;
 - e. Integration of electronic resources and data stores.

Course Objectives

1. Demonstrate the ability to operate, evaluate, and integrate a variety of hardware, software, and online communication and information services into mentoring and learning.
2. Demonstrate the ability to foster a safe, supportive, and inspiring learning relationship with and without the benefit of face-to face interaction.
3. Communicating in small groups online (synchronously and asynchronously), demonstrate the ability to contribute to a collaborative working environment and help the group solve problems using evidence-based decision-making.
4. Write, design, publish, and evaluate web content to provide information, communication, and resources targeted to a specific group of learners.
5. Demonstrate an understanding of research-based best-practices and effective strategies for communication, mentoring, coaching (both online and face-to-face).
6. Demonstrate the ability to compose, deliver, and receive accurate rubric-based feedback in an online format.
7. Demonstrate an understanding of privacy, security, safety, and ethics of online communication.
8. Develop a systematic process for staying informed about developments in the field of online mentoring and teaching.
9. Become an active participant in online professional development communities.

Text and Materials

There are no required textbooks for this course. Students will read a variety of articles collected by the instructor from a variety of sources. During the course participants will read and monitor websites which publish course-related content. All articles and content will be available either on the internet or in the form of handouts. Participants who do not have internet access from home can access course materials and participate in online discussions using the computer labs on campus, in a school, workplace, or public library.

Absence and Lateness Policy

Prompt attendance at all class sessions is expected. Each participant may request one excused absence for sickness or other critical reasons agreed upon between the student and instructor. If you have exceptional circumstances, please discuss them with the instructor and an alternative assignment may be used to help make up points. Please communicate with the instructor in advance of any absence. Unexcused absences will result in a 10 point deduction off the final grade. Being late for class will also result in grade point deductions. Arrival at class more than 20 minutes late will count as tardy. Two tardies will count as one absence.

Assignments

1. Weekly Readings, Discussion Questions, and Class Participation (25 points): Participants will complete readings and discussion questions, assigned weekly. The class will meet online several times during the semester using a variety of online collaboration tools including BlackBoard and the JHU ELC. Engaging in discussion (both f2f and online) is critical to making this a valuable learning experience.
2. Team Challenge Website Project: (20 points). Participants will work in small teams to acquire knowledge and skill necessary to create a mentoring product agreed upon with the instructor. The teams will use web-based learning resources and learning communities to master the skills needed to complete the product. Some in-class time will be given for this project. Completed products will be published online.
3. Research Literature Review: (15 points) Participants will collaborate as a class to collect and review research related to mentoring or coaching in an online environment. Each participant will contribute a section (with bibliography) to the final product which will be published online. A discussion board will be used to aid and document the collaboration on this project.
4. Discussion Board Facilitation (10 points): Working in pairs, participants choose an approved technology journal related to education to monitor throughout the semester. Choose one article that you feel covers an important aspect of instructional technology as it relates to, or supports: teaching, learning, coaching, and/or mentoring in an online environment. Present the article (include a link to the online article or paper copies of it), along with a **brief written summary** to

- the class (and posted on d-board). **Moderate an asynchronous discussion** board on the article in the week following your presentation. After moderating the discussion, **submit a one-page report** reflecting on this experience.
5. New Communication Technologies Collection (5 points): Participants discover websites to monitor during the semester which make use of new or emerging technologies for communication, such as virtual communities, social networking, blogs, distributed authoring, wikis, virtual reality, RSS feeds, etc. Participants catalog these sites on a discussion board. The sites may be synchronous or asynchronous, and may be of personal, professional, or educational interest. At some point during the semester, a **brief presentation** on selected websites will be made by each student. Towards the end of the semester a **one-page reflection paper** will be submitted.
 6. Email List-serv Participation (5 points): In addition to the class list-serv, participants will choose an approved email list to subscribe to and monitor during the course. Sometime during the course, participants will make a **brief presentation** about the list they are monitoring. A **one-page reflection paper** is due at the end of the course.
 7. Video Review: (10 points) Working individually and in groups, participants will review case-study teacher video footage and offer mentoring synchronously and asynchronously to improve performance.

Evaluation and Grading:

Grading will be based on a total of 100 possible points as specified above.

Point totals correspond to letter grades as follows:

94-100 A

90-93 A-

88-89 B+

84-87 B

80-83 B-

78-79 C+

70-77 C

0-69 F

I = Incomplete (will only be given if agreed upon prior to the last class meeting)

All written work must conform to APA style. See: <http://www.4dmo.com/apa>

Classroom Accommodations for Students with Disabilities:

If you are a student with a documented disability who requires an academic adjustment, auxiliary aid, or similar accommodation, please contact Ann Harrell in the Office of Student Affairs at 410-872-1210 or via e-mail at harrell@jhu.edu. If you need course

adaptations or accommodations because of a disability or need special arrangements, please inform instructor so that arrangements can be made.

Bibliography

- Beer, V. (2000). *The web learning fieldbook: Using the world wide web to build workplace learning environments*. San Francisco: Jossey-Bass Pfeiffer.
- Cole, R. A. (2000) *Issues in web-based pedagogy*. Westport, CT: Greenwood Press.
- Harvard Business School Publishing (2004). *Coaching and mentoring: How to develop top talent and achieve stronger performance*. Boston: Harvard Business School Press.
- Johnson, W. B. & Ridley, C. R. (2004). *The elements of mentoring*. NY: Palgrave Macmillan.
- Morrison, G. R., Ross, S. M., & Kemp, J.E. (2004). *Designing effective instruction*. John Wiley & Sons, Inc.
- Palloff, R. M. & Pratt, K. (1999). *Building learning communities in cyberspace: Effective strategies for the online classroom*. San Francisco: Josey-Bass Publishers.
- Shea, G. F. (1999). *Making the most of being mentored: How to grow from a mentoring partnership*. Menlo Park, CA: Crisp Publications
- Shea-Schultz, H. & Fogarty, J. (2002). *Online learning today*. San Francisco: Berrett-Koehler Publishers.

Course Calendar

Class	Agenda	Assignments
<p>#1 f2f August 31</p> <p>What will we be doing in this course?</p> <p>What do we already know & what do we want to know?</p>	<ul style="list-style-type: none"> ○ Introductions ○ Pre-course assessment on content, learning style, communication style, and group-work style, and technology resources. ○ Overview of course content, objectives, syllabus, schedule, assignments & course website ○ PowerPoint intro: mentoring and coaching ○ Using Sheridan library online research databases ○ BlackBoard communication tools ○ Other types of communication tools. ○ Web-based communities of learning and professional development (tapped-in) 	<ul style="list-style-type: none"> ○ Log on to class web site and become familiar with interface and make sure all tools work ○ Participate in “Common Ground” discussion board ○ Read article handout; be prepared to discuss and answer questions on it. ○ Set up access to Sheridan library databases from home/work. Explore the following databases: <ul style="list-style-type: none"> ○ Education Full Text ○ Eric ○ ProQuest ○ JSTOR ○ Digital Dissertations ○ Lexis-Nexis ○ Explore the RefWorks tool
<p>#2 f2f September 7</p> <p>What are essential elements of mentoring & coaching?</p> <p>What types of online communication tools are available?</p>	<ul style="list-style-type: none"> ○ Survey of existing mentoring programs and processes: What do we know? ○ D-Board Facilitation Assignment ○ Strategies & techniques for facilitating online communication ○ Freeware for synchronous communication (Skype, Yahoo, iVisit) ○ Email listservs 	<ul style="list-style-type: none"> ○ Begin whole-group literature review project. Post at least five unique article summaries (2-3 sentences each and citation) to our discussion board. (due Sept. 13) ○ Review facilitation strategies and related handouts. ○ Ongoing project: add links to New Technologies discussion board. ○ Ongoing project: email listserv participation. Subscribe to one of the choices. ○ Explore free online communication tools.
<p>#3 ONLINE September 14</p> <p>How do we identify significant research?</p> <p>What are strengths and weaknesses of web-based teaching, mentoring, coaching?</p> <p>What constitutes effective communication? How do you know when you’ve been effective?</p>	<p>BlackBoard synchronous session facilitated by instructor & intern:</p> <ul style="list-style-type: none"> ○ Netiquette in online communication ○ Developing community ○ Evaluating research literature ○ Choosing an area of research to focus on ○ Evaluating web-based teaching, mentoring, coaching ○ Exploring effective communication ○ Group-work: Develop rubric areas for effective communication 	<ul style="list-style-type: none"> ○ <u>Email me the T-Chart with your reactions to last night’s chat. Please reflect on the process of communicating in this environment and which strategies (and tools) support effective communication.</u> ○ <u>Continue using the discussion boards [literature review, common ground, new tech, etc]. Participation counts!</u> ○ <u>Post replies on Lit Review D-board to identify which articles you chose and read these articles for the literature review. Please also specify what area of research or theme you intend to review.</u> ○ <u>Identify school, workplace, or personal goals which might be able to benefit from web-based-mentoring/instruction/coaching. Please send me an email with this information.</u>

<p>#4 f2f September 21</p> <p>What does the research tell us about web-based teaching & mentoring?</p> <p>What tools are available for publishing content on the web and how are they used?</p>	<ul style="list-style-type: none"> ○ Discussion of research ○ Maximizing productivity of mentoring relationships ○ The importance of community and human connection to effective online communication, learning, and mentoring ○ Group 1: D-Board Facilitation report ○ Use of tools for publishing content to the web (FrontPage, Blogs, Wikis, etc) ○ Develop rubric for listserv use & participation ○ Develop rubric for effective communication. 	<ul style="list-style-type: none"> ○ With partner, prepare to facilitate an online synchronous session. Session plan due on September 27th ○ Literature Review project due October 5th ○ On-going: discussion boards
<p>#5 ONLINE September 28</p>	<p>BlackBoard synchronous session facilitated by participants:</p> <ul style="list-style-type: none"> ○ Topics TBD 	<ul style="list-style-type: none"> ○ With small-groups, begin to plan your team challenge mentoring projects ○ Literature Review is due on October 5th
<p>#6 f2f October 5</p> <p>What strategies help groups achieve goals?</p> <p>How do you design an effective learning or mentoring environment?</p>	<ul style="list-style-type: none"> ○ JHU ELC accounts ○ Roles of the Online Facilitator ○ Reflect on previous online sessions ○ Group 2: D-Board Facilitation report ○ Tools for publishing content to the web ○ Form teams of four for online facilitation sessions ○ Personal Values Activity 	<ul style="list-style-type: none"> ○ Confirm JHU ELC access from home – email Demetri by Friday, October 7th if problems. ○ Actively participate in Group 2 D-Board topic. ○ Read & post specific feedback to at least three of your classmates’ papers before October 19th ○ Continue planning website challenge projects: rough draft due October 19th.
<p>October 12 CLASS CANCELLED YOM KIPPUR</p>		<ul style="list-style-type: none"> ○ Rough draft of team challenge website projects due October 19th
<p>#7 ONLINE October 19</p> <p>What is the purpose of feedback?</p> <p>What constitutes effective feedback?</p>	<p>JHU ELC synchronous session facilitated by instructor:</p> <ul style="list-style-type: none"> ○ Group 3: D-Board Facilitation report ○ Assignment clarification 	<ul style="list-style-type: none"> ○ Respond to Group 3 discussion board topic. ○ In teams of four, prepare to facilitate an online synchronous session related to school or workplace goals. Session plan due on October 26th. Use session plan template located on Assignments web page. Use strategies or ideas from the chat resources files.
<p>#8 f2f October 26</p> <p>How can we ensure safety and ethical use of web-based mentoring?</p> <p>Can you demonstrate your learning to date?</p>	<ul style="list-style-type: none"> ○ Group 4: D-Board Facilitation report ○ 4 myths of feedback ○ Rubric-based feedback ○ Feedback in computer-based-assessment ○ Facilitation Teams planning time 	<ul style="list-style-type: none"> ○ Develop a rubric for effective feedback, due by end of semester ○ Respond to Group 4 discussion board topic ○ Lit. Review paper revisions due Nov. 9th

<p>#9 ONLINE November 2nd Can you demonstrate successful synchronous facilitation?</p>	Blackboard or ELC synchronous session facilitated by participants <ul style="list-style-type: none"> o Teams 1 & 2 session facilitation o Group 5: D-Board Facilitation report 	<ul style="list-style-type: none"> o Respond to Group 5 discussion board o 2nd draft of website projects due November 9th
<p>#10 f2f November 9 How can we use web published projects to support learning and mentoring?</p>	<ul style="list-style-type: none"> o Group 6: D-Board Facilitation report o Microsoft Student demo o Intro to E-Live (who needs headphones/microphones?) o Website project planning, sharing, & feedback time 	<ul style="list-style-type: none"> o Respond to Group 6 discussion board o Work on website project; incorporate peer feedback. o Confirm ability to use headphones/microphones
<p>#11 ONLINE November 16 Which online communication tools are most effective for which uses?</p>	BlackBoard synchronous session facilitated by participants <ul style="list-style-type: none"> o Group 7: D-Board Facilitation report o Teams 3 & 4 session facilitation o Video technical requirements clarification o E-Live synchronous intro session facilitated by instructor 	<ul style="list-style-type: none"> o Respond to Group 7 discussion board o Work on website project o Confirm ability to download & view video segments with audio.
<p>November 23</p>	<p>No Class: Thanksgiving</p>	
<p>#12 ONLINE November 30 How can video be used to support web-based mentoring?</p>	E-Live synchronous session: <ul style="list-style-type: none"> o Group 8: D-Board Facilitation report o Using video as a tool for improving performance o Safety and ethics in online mentoring 	<ul style="list-style-type: none"> o Respond to Group 8 discussion board o View online video segments and submit feedback by email to Doug Fireside by December 7th o Prepare to present website projects o Rubric for effective feedback due December 7th
<p>#13 f2f December 7 What have we learned?</p>	<ul style="list-style-type: none"> o Review of major themes & concepts o Follow-up of video project o Final presentations and peer feedback on website projects 	<ul style="list-style-type: none"> o Post your reflection about New Communications Technologies to that d-board o Post your reflection about participating in an email listserv to that d-board
<p>#14 f2f December 14 How could this course be improved?</p>	<ul style="list-style-type: none"> o Final presentations and peer feedback on website projects o Evaluating the tools we've used for asynchronous and synchronous communication o Final Assessment o Course evaluation 	Happy Holidays ☺