

Syllabus – Spring 2008 (revised 12/28/2007)

Tuesday 7:30-9:30

UW–Madison, Room 218 Educational Sciences Bldg., and Audio Conferencing Statewide

ELPA 826 Evaluation for Administrative Decision Making in Education

(call number: 72117)

Department of Educational Leadership and Policy Analysis

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(*Write ELPA 826 on subject line to send your message to my course folder.)

The ELPA departmental webpage contains the current version of this syllabus:

<http://www.education.wisc.edu/elpa/people/faculty/knox.html>

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ELPA 826, Spring 2008

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Learn@UW –ELPA 826 (Spring 08)

I. **Special accommodation:** I want to include persons with special challenges in this course. I will treat confidentially the information that you share with me related to disabilities, language, or cultural background and will provide you with information about special accommodations and assistance regarding curriculum, instruction, or assessments to enable you to fully participate.

II. **A. Introduction**

I welcome you to this graduate course on evaluation and decision making. This introduction provides highlights to indicate ways that students can help make their experience accessible, active and relevant.

The current version of this syllabus is available on the ELPA departmental website <http://www.education.wisc.edu/elpa/academics/syllabi/>, and is provided in the content section of Learn@UW for ELPA 826 <https://learnuw.wisc.edu/>.

Interaction and feedback during the semester will result in ongoing modifications.

The two textbooks to be purchased cover the basic readings with savings of time and travel. Most of the remaining readings can be downloaded from electronic reserves, to be printed or read on screen. The text can be purchased from a local or online bookstore, or from University Bookstore Madison. Madison customers can pick up copies that are on hand at State Street (Library Mall). Any students can order the two textbooks from their website <http://text.uwbookstore.com/home.aspx>. Ask to have Fitzpatrick, Worthen and Sanders (2004) and Knox (2002) for ELPA 826 shipped to you by giving them your credit card number.

All of the sessions will use audio conferencing for distance education statewide.

The basic readings for the course beyond the two texts are available from e-reserves.

Instructor information is available from the ELPA webpage:

www.education.wisc.edu/elpa/people/faculty/knox.html

II. **B. Overview:** This advanced graduate course provides detailed attention to rationale and practice of evaluation for decision making. Organization of the Units

encourages each student to individualize by focusing and adapting to fit their own background and career directions (See syllabus sections on individualization and technology for details). Basic unit questions and readings emphasize widespread principles and shared values, which discussion of diverse viewpoints can help clarify. In addition, each student is encouraged to apply concepts to the types of uncertain and ill-defined issues that educational leaders confront in actual practice settings.

Each participant can decide on the extent and types of technology to use in this course, depending on interest, experience, and available technology. The basic level for most participants includes Learn@UW computer conferencing for e-mailing materials, downloading syllabus and reserves, and asynchronous threaded discussion. The basic level also includes participation in the synchronous Tuesday evening session through one of two distance education options: audio conferencing by phone in, or web-based video and contact sharing for greater visual interaction (described in the section on technical guidelines for ExtendLMS@ICS).

- II. **C. Location:** There are three options for participation in the Tuesday evening session. Any participants can meet in Room 218 Educational Sciences, UW, 1025 W. Johnson St. (between Mills and Brooks), Madison. Participants can take part through audioconferencing (phone) toll free from anywhere in Wisconsin. Students who do not attend the Tuesday session in Room 218 Educational Sciences can phone in (toll free) from any location in Wisconsin. See also, technical guidelines for video and content sharing. Two or more students who want to do so together from a WISLINE public site can find potential locations from the following website: http://uwex.edu/ics/wisline/public_sites.cfm. Check before to be sure sites are available in the evening. Participants traveling outside Wisconsin can also call in from any phone with the charges on their long distance phone bill.

II. **D. Technologies.**

ELPA Audio Conference Call-In Directions

If you phone in, the following instructions will be helpful to use the WisLine Teleconference service. Follow these instructions to dial in from a remote (in-state) location:

1. Dial 1-800-462-1257
2. You will be asked to enter the passcode for your conference. The passcode for the course is 2424.
3. The operator should then tell you that you are connected to the conference.
4. If you do not get connected for some reason, the Help line number is 1-800-442-4614.

Reminder: When dialing in from a remote location, it is best to use a phone with a mute button. Unless you are talking, the mute function keeps unwanted background noise out of the conference call.

Learn@UW can enable us to create sub group discussion, similar to threaded discussion, but just for a few participants with a shared interest. Especially early in the course after introductions, if two or more participants are interested in such sub group discussion, contact the instructor with the topic focus and names of interested students. We will then create a group name and preliminary participant list, along with procedures for accessing and posting. The instructor may or may not participate in such group discussion, based on participant preference.

II. **E. FAQ ELPA 826 Spring '08**

1. *How do the course units contribute?*

The interrelated course units include reading, discussion, reflection, and writing about concepts, examples, rationale, and sources for further study that together can enrich mastery of evaluation for visionary educational leadership.

2. *What options in the course plan provide flexibility and individualization?*

The syllabus questions and basic readings from the two main texts provide a shared foundation to enrich the individualized reading, writing, and reflection of each student.

3. *How could this course improve evaluation for decision making?*

Students can use their career experience and interests regarding educational evaluation to emphasize reading, writing, conversation, and reflection to apply concepts to their specific career interests.

4. *Why does the course use instructional technology?*

Distance education arrangements can provide each student with convenient access to learning resources and interaction with students at various locations.

5. *What familiarity with instructional technology should students have?*

Minimal familiarity is required for audio conferencing combined with Learn@UW which entails basic use of computer based education with the equivalent of sending and receiving e-mail. Higher levels of technology use are also available, such as video and content sharing.

6. *How can students benefit from viewpoints of other students?*

Learn@UW can enable students to easily send and receive and participate in on-line discussions with other students who share similar interests, in addition to synchronous sessions with audio interaction with all other students.

7. *Why are periodic surveys and brief reports included?*

Such efficient feedback can increase responsiveness and help modify course plans and implementation.

8. *Can people enroll as special students without pursuing a graduate degree?*

In addition to some students who are matriculated for a graduate degree or certificate from one of the cooperating UW campuses or elsewhere, some students typically do so for professional development by following instructions on the office of Special and Guest Students website.

<http://www.education.wisc.edu/elpa/admissions/SpecialStudentEnrollmentProcess.htm>

9. *Can this and future ELPA courses be applied to degree or certification programs?*

This and future courses with various formats are planned.

10. *Are special accommodations available?*

Contact the instructor about available special accommodations and assistance for persons with disability or special challenges related to communication or mobility.

11. *What provision is made for access to supplementary readings, beyond course texts?*

Beyond the texts and other readings, (that can be downloaded and printed), students can search and download many journal articles, along with books from cooperating UW campus libraries, supplemented by interlibrary loan.

III. Course objectives: As a result of this course on evaluation for educational leadership, students should be better able to:

1. Review basic concepts regarding educational evaluation related to leadership and decision making.
2. Select major decisional areas for effective educational leadership as foci for

- evaluation strategies.
3. Explore applicable rationales for evaluation goals and procedures.
 4. Analyze data collection and analysis procedures to consider for specific evaluation strategies.
 5. Consider ways to include stakeholders in the evaluation process to encourage use of conclusions.
 6. Reflect on ethical and other issues related to evaluation and educational leadership.
 7. Apply understanding of evaluation as a part of educational leadership in a setting of interest, such as schools, community college, universities, enterprises, associations or other types of adult and continuing education program.
 8. Understand ways to administer evaluation projects.
 9. Examine connections between theory, practice and scholarship.

VI. A. Units: Dates Units Topics Questions Themes Readings

01/22/08 INITIAL SESSIONS ON CONCEPTS AND GUIDELINES. INTRODUCTION (first session)

Review of course purposes, plans, procedures.

Brief introductions of participants, based on prior information.

Rationale for individualization and active student roles.

Overview of course concepts related to types of providers of interest to course students, and explanation of relations among units.

01/29/08 A. OVERVIEW

Basic questions for all students

1. What has been the evolving purpose of educational evaluation?
2. On what aspects of education do you want to focus regarding decision making?

Basic Readings

Texts: Fitzpatrick, Sanders, Worthen (2004) Ch. 1,2; Knox (2002) Ch. 1

E-reserves: Bredeson (2003) pp. 42-51 Musselwhite (2003) pp. 55-72;

Solomon, Bezdek, Rosenberg (1963) pp. 1-8; Votruba (1981)

pp. 13-24

Additional Suggestions for reports: Deshler (1984), Fenwick and Parsons (2000), Wholey, Hartry, Newcomer (1994)

Comments:

02/05/08

B. RATIONALE

Basic questions for all students

1. What are major alternative evaluation approaches to consider?
2. What are generic concepts and procedures for involving stakeholders in planning and conducting an evaluation for purposes of planning improvement, and accountability?

Basic Readings

Texts: Fitzpatrick, Sanders, Worthen (2004) Ch. 3,9; Knox (2002) Ch. 2,3

E-reserves: Green, Grosswald, Suter, Walthall (1984) pp. 381-421;

Quigley, Kuhne (1997) pp. 23-40

Additional Suggestions for reports: Birnbaum (1988), Boulmetis, Dutwin (2000), Mintzberg (1973), Schein (1985).

Comments:

02/12/08

C. CONTEXT

Basic questions for all students

1. How can you analyze major contextual influences on the program?
2. What contribution can contextual analysis make to evaluation?

Basic Readings

Texts: Fitzpatrick, Sanders, Worthen (2004) Ch. 10,11,20; Knox (2002)

Ch. 5

E-reserves: Knox (1993) pp. 470-498

Additional Suggestions for reports: Bolman, Deal (2003), Edelson (1992), Kirkpatrick (1994), Lave, Wenger (1991), Rose, Leahy (1997), Watkins, Marsick (1993).

Comments:

02/19, 02/26 D. DESIGN

Basic questions for all students

1. What are major evaluation design options regarding purposes and data collection and analysis?
2. What are illustrative evaluation strategies related to decision making?

Basic Readings

Texts: Fitzpatrick, Sanders, Worthen (2004) Ch. 12,13,14,15; Knox (2002) Ch. 4

E-reserves: Davis, Barnes, Fox (2003) pp. 275-339; Guskey (2000) pp. 67-93

Additional Suggestions for reports: Cronbach (1983) Greene, Caracelli (1997), Guba, Lincoln (1989), Merriam, Simpson (2000), Phillips, Stone (2002), Silberman (1989), Taylor-Powell, Renner (2003).

Comments:

03/04/08 E. FOCUS

Basic questions for all students

1. On what program components might evaluation focus, such as needs, goals, staff, materials, participation, program?
2. What combination of components might be included in an evaluation related to decision making and leadership?

Basic Readings

Texts: Fitzpatrick, Sanders, Worthen (2004) Ch. 5,6,7,8,19; Knox (2002) Ch. 6,7,8,9,10

E-reserves: Angelo, Cross (1993) pp. 105-108, 121-125, 154-158, 281-284; Guskey (2000) pp. 114-131; Houle (1989) p. 204

Additional Suggestions for reports: Braskamp, Ory (1994), Flagg (1990), Glassick, Huber, Maeroff (1997), Queeney (1995)

Comments:

03/11/08

F. OUTCOMES

Basic questions for all students

1. Why is evaluation of outcomes and impact important?
2. What combination of process and outcomes features is important for evaluation for educational leadership?

Basic Readings

Texts: Fitzpatrick, Sanders, Worthen (2004) Ch. 4; Knox (2002) Ch. 11

E-reserves: Brinkerhoff (1987), pp. 26-31; Davis, Barnes, Fox (2003) pp. 249-274

Additional Suggestions for reports: Bennett and Rockwell (1995), Bloom (1956), Harrow (1977), Krathwohl (1964), Umble, Cerrero, Yan, Atkinson (2000).

Comments:

03/18/08

Spring Break

03/25/08

G. USE

Basic questions for all students

1. What guidelines can help educational leaders improve reporting and use of evaluation conclusions?
2. How can stakeholder involvement and meta evaluation enhance interpersonal aspects of utilization of conclusions?

Basic Readings

Texts: Fitzpatrick, Sanders, Worthen (2004) Ch. 16; Knox (2002) Ch. 12

E-reserves: Mott, Daley (2000) pp. 13-22, 43-53; Patton (1997) pp. 330-339

Additional Suggestions for reports: Guskey and Huberman (1995), Legrow, Sheckley, Kehrhahan (2002), Meissen (2005), Mulcrone (1993).

Comments:

04/01/08

H. ISSUES

Basic questions for all students

1. What value issues are central regarding evaluation for decision making and leadership?
2. What are desirable future directions?

Basic Readings

Texts: Fitzpatrick, Sanders, Worthen (2004) Ch. 17, 18, 21

E-reserves: Davis, Barnes, Fox (2003) pp. 341-360; Peters, Jarvis (1991) pp. 221-233

Additional Suggestions for reports: Ottoson (1997), Vella (1998)

Comments:

VI. B. Concluding Sessions on Applications (04/08; 04/15; 04/22; 04/29; 05/06)

The final five sessions of the course will build on the readings and concepts in Units A-H. However, the focus will shift from What to How and Why. The three reports that each student prepares are included in the course to enhance individual understanding and reflection. These reports can also enrich all of our insights regarding evaluation for educational decision making, as highlights are shared.

Send each report to the instructor via the Learn@UW dropbox for comments and feedback. Also, send a summary to other participants through Learn@UW. For students who participate in the threaded discussions, the summaries provide a basis for interaction, deepened understanding and exploration of implication for enhanced practice.

During the final five or six weeks of the course, sharing summaries of the three student

reports, and synchronous discussion on Tuesday evenings constitute living case examples regarding uses of evaluation for educational leadership and decision making.

All course-related reserves are available through the MyUW portal at <http://my.wisc.edu/portal/>. The reserves page on our website includes a link for students to the MyUW portal. Check it out here: http://cimc.education.wisc.edu/e_reserves/index.html. Log in to MyUW and click on the Academics tab. Next to each of the registered courses that have reserves (paper & electronic), there will be a "Library/Reserve" link that will take you directly to the reserves for that course.

There are also several ways to access E-Reserves through the LearnUW portal. There is a link to E-Reserves in the top navigation bar, and also one that says Library Reserves to the right of the Welcome on the Introductory page of the site.

VII. Individualization

This is a rationale for several ways in which students can individualize the course and adapt it to fit their backgrounds and career directions. The resultant individual plans, activities, and assessments are similar to a learning agreement or portfolio. The overall course plan encourages student interaction with the content, instructor, resource persons, and other students. A student and the instructor contribute to preparation and revision of the plan, and assessment of progress. The intent of the following aspects is to deepen new insights and encourage application and implementation.

- A. Information - The course syllabus and webpage contain information to enable each student to select relevant materials and people.
- B. Form – Forum-The ELPA 826 course syllabus on the Departmental website includes a request for sharing participant information. The posting of your profile includes pertinent background information along with learning goals and expectations for your course experience. Highlights from this posting and other course reports and reflections about them, can constitute a course portfolio.
- C. Resource Persons – This ELPA 826 course encourages contributions by resource persons. Students should begin with resource persons they know about in faculty or practitioner roles (including other course participants). Resource persons can help individualize and enrich a student's course experience in several ways including: suggestions about course related topics, people, and materials; serving as an

interviewee for report 2; and comments on course reports. Each student should send names of proposed resource persons to the instructor to help assure a satisfactory match. The instructor can provide contact information for potential resource persons who have agreed to help in this way.

- D. Reports (Sending Survey/Reports) – There are several types of reports to be submitted to the drop box through Learn@UW. They are: (a) the posting of background and expectations at the beginning of the semester, (b) a periodic survey around mid-semester, (c) an end of course ELPA evaluation form, (d) one or more reports during the semester, reflective of the six criteria for assessment.

Details on the three course reports from students along with assessment criteria are as follows.

(1) LITERATURE REVIEW REPORT

- a. Purpose- Prepare a report on a literature review which includes a set of guidelines for doing evaluation, focused on an organizational setting (such as school, community college, university, staff development, association, other continuing education) and a program aspect (needs, goals, staff, materials, achievement, program, outcomes).
- b. Due- at the end of Unit E (03/04/08)
- c. Report in the following parts:
 1. Literature review of up to 750 words that includes evaluation guidelines.
 2. Summary of up to 250 words suitable to distribute to other students.
- d. Aspects to guide report and assessment
 1. Reference in critique to course related concepts and readings.
 2. Reflection on major implications for practice or research
- e. Twenty percent of course grade

(2) CRITIQUE OF EVALUATION REPORT

- a. Purpose – Locate and critique a relevant evaluation report, making reference to your reflections based on selected concepts and guidelines from the literature review and to your suggestions for improvement.
- b. Due- at the end of Unit G (03/25/08)
- c. Report in the following parts:
 1. Overview (250 words or less) of the main ideas from the report, that are relevant to course purpose and student interest.
 2. Discussion (up to 750 words) to include reflections on important aspects of the evaluation report in relation to course content and readings as well as student purpose and career development.
 3. Summary of up to 250 words, suitable to distribute to others.
- d. Aspects to guide report and assessment
 1. Comments on evaluation report rationale and procedures.
 2. Comments on evaluation conclusions.
 3. Your reflections on courses related concepts and readings.
- e. Twenty percent of course grade.

(3) INQUIRY REPORT

- a. Purpose – Design and at least partly implement an evaluation project from an administrative perspective.
- b. Due – Next to last course session (04/29/08)
- c. Report length up to 5,000 words (20 double spaced pages) with sections such as the following.
 1. Executive Summary
 2. Introduction to the purpose and importance of the plan for an evaluation project
 3. Rationale for planned evaluation based on preliminary review of major recent pertinent writings
 4. Methods and procedures for collecting and analyzing data
 5. Major findings, conclusions, and discussion related to rationale (include results, if any, or anticipated types of results).
 6. References
- d. Aspects to guide report and assessment

1. Clear statement of inquiry question purpose and topic
 2. Justification of importance of inquiry
 3. Identification of major relevant writings
 4. Indication of relations among concepts in rationale that can help explain topic
 5. Use of inquiry methods appropriate for purpose and topic.
 6. Presentation of findings conclusions and implications.
- e. Fifty percent of course grade

(4) PROGRESS REPORTS – Submit by Monday noon, for discussion during each unit class session, a progress report of up to 250 words which indicates readings completed, main benefits, reflections on career related implications, and especially questions for the Tuesday evening class discussion. All of the progress reports together constitute ten percent of the course grade. These progress reports can contribute to the three course reports, the summaries of which can contribute to a total course portfolio. These weekly progress reports will contribute to the Tuesday evening synchronous session agenda. Both the progress reports and the agenda are posted on the threaded discussion.

(5) Surveys

ELPA 826 (Spring 2008) Survey Information

A. Initial Survey

Before or soon after start of semester, please provide introduction information by posting your profile. The purpose is to facilitate introductions. Instructor information is on the ELPA website. Any additional information about your background and plans that you do not want to post on the profile feature for everyone can be sent to the instructor by e-mail or the Dropbox.

Get to know your instructor and classmates by using the Profile feature in Learn@UW

To create a profile:

1. Click on Classlist on the navigation bar.
2. Select the question mark (?) on the left side of the screen beside your name.

3. The next screen will allow you to populate your personal profile with information about yourself. NOTE: If you are not comfortable with sharing some information, please leave the field blank.
4. Your personal profile can be modified at any point in time. When you are finished modifying your personal profile, click on Save Changes.
5. For assistance in uploading a photo visit <http://kb.wisc.edu/helpdesk/page.php?id=6387>

To access other student profiles, go back to the Classlist. Available profiles will be displayed with a bolded question mark (?) beside their names. Click on the question mark to view their profile.

B. Periodic student feedback during course (1 or 2 times)		Low			High
1.	Syllabus and plan Comments: _____	1	2	3	4
2.	Text, readings, video Comments: _____	1	2	3	4
3.	Importance of course content Comments: _____	1	2	3	4
4.	Student interaction, discussion Comments: _____	1	2	3	4
5.	Opportunities for active learning Comments: _____	1	2	3	4
6.	Instructor contributions Comments: _____	1	2	3	4
7.	Instructional technology Comments: _____	1	2	3	4
8.	General value and benefits Comments: _____	1	2	3	4
9.	Most beneficial aspects Comments: _____	1	2	3	4
10.	Could be strengthened Comments: _____	1	2	3	4

C. Criteria for Instructor Assessment of Written Reports		Low			High
1.	Clear Focus and Purpose of Report	1	2	3	4
2.	Importance of Content Related to Educational Leadership	1	2	3	4
3.	Identification of Course Related Concepts and Writings	1	2	3	4
4.	Depth of Analysis	1	2	3	4
5.	Evidence of Reflection	1	2	3	4
6.	Implications for Practice or Research	1	2	3	4

D. Electronic Version of ELPA Course Evaluation Form (provided toward end of courses)

X. Educational technology: Various forms of distance education are included to enhance access and interaction for students in various locations. The following brief explanations provide basic information about the main forms of educational technology that are included in ELPA 826. Contact the instructor about questions or problems. During the semester, Learn@UW contains explanations and guidelines, with access to a help desk at (608) 264-HELP

A. E-mail – Standard E-mail procedures can connect you with the instructor, resource persons, other students, and Learn@UW.

B. Audioconferencing will be used for all Tuesday evening sessions. For students who do not attend the Tuesday session in Room 218 Educational Sciences (1025 W. Johnson Street, Madison), you can phone in (toll free) from any location in Wisconsin. Two or more students who want to do so together from a WISLINE public site can find potential locations from the following website: http://uwex.edu/ics/wisline/public_sites.cfm . Check before to be sure they are available in the evening.

C. E-reserves enables students to download, read, and print all required readings except the two course texts which students use. (See Section VI for information on E-reserves on each unit)

D. Computer based on line learning is also available as threaded discussion for each unit.

E. Technical Guidelines for video and content sharing through ExtendLMS@ICS

Overview: The course will use audio conferencing as the basic mode of communication for class sessions. Students at a distance can call in to the audio conference to participate in class. All that is required for this is a phone with a mute button.

In addition to the audio conference, web-based video and content sharing will be available for students. This will allow students, should they chose, to see what's happening in the classroom along with the content that is being presented. The basic requirements for this are a computer and broadband internet access. If students wish to be seen by other class participants, a webcam is required. The web-based service, known as ExtendLMS@ICS, is free for students enrolled in the course.

Please note that ExtendLMS@ICS is for video and content sharing only. **Students need to call in on a standard phone for all class sessions in order to hear and be heard by everyone.**

Audio Conference Details:

- We use UW-Extension's WisLine Audio service for these courses.
- Students will be given a phone number and conference passcode they can use each week.
- Calls can be made from anywhere.
- Phones must have a mute button. Phones should be muted anytime a student is not talking.
- Students must call in for each session, even if they are using ExtendLMS@ICS.

ExtendLMS@ICS Details and Requirements:

- This is a free service provided by UW-Extension. It is based on Breeze software from Adobe.
- Students will be given a username and password which will allow them access to the on-line course area.
- Students will be able to see the classroom as well as content that is being shown by Dr. Knox or others, e.g., PowerPoint slides.
- Students at a distance can use a webcam to be seen by the rest of the class if they wish:
 - A basic USB webcam, or built-in laptop camera, will work.
 - A webcam is not required for participation in ExtendLMS@ICS.

- Technical requirements for ExtendLMS@ICS:

PC users:

- Operating System: Windows (98se, 2000, XP)
- Browser:
 - Internet Explorer 5.0, 5.5, 6.0
 - Netscape Navigator 7.1
 - AOL 9
 - Mozilla Firefox 1.0.3
- Macromedia Flash Player 6.0.79 or higher
- Minimum Internet Connection speed of 56 Kbps

Mac users:

- Operating System: Mac OSX 10.s, 10.3, 10.4
- Browser
 - Safari 1.1, 1.2, 2.0
 - Mozilla Firefox 1.0.3
 - Macromedia Flash Player 6.0.79 or higher
- Minimum Internet Connection speed of 56 Kbps

- For more information and FAQs on ExtendLMS, go to <http://www.uwex.edu/ics/extendlms/>
- Students can also direct technical questions to Jesse Winters, the School of Education technical coordinator for these courses: jjwinter@education.wisc.edu or (608) 263-2810.

Learn@UW can enable us to create sub group discussion, similar to threaded discussion, but just for a few participants with a shared interest. Especially early in the course after introductions, if two or more participants are interested in such sub group discussion, contact the instructor with the topic focus and names of interested students. We will then create a group name and preliminary participant list, along with procedures for accessing and posting. The instructor may or may not participate in such group discussion, based on participant preference.

- F. The following guidelines for netiquette in online learning may be useful:

Netiquette

"Netiquette" is a code of behavior for the Internet. You should follow these in addition to normal rules of behavior for a classroom setting. We will review both.

For the Learning Environment

- Use proper language. One educator suggests that you speak as though your grandmother were in the room.
- No jokes, insults, or threats of a personal, racial, or sexual nature. Otherwise, humor and wit are greatly encouraged and appreciated.
- Challenge ideas, not people.
- Keep postings to no more than two screens. People get lost and tired if they are too long.
- DON'T USE ALL CAPITAL LETTERS. PEOPLE FEEL AS IF THEY ARE BEING SCREAMED AT.
- Don't worry too much about typing errors and spelling, as long as you can be understood.
- Communication is 80% nonverbal but we can't see you wink or smile. It is often helpful to use "emoticons" (emotion icons) or abbreviations to indicate your state of being. The most common emoticons are the smiley face :) and the frowning face :(There are others which you will learn along the way. Some common abbreviations are:

lol = laughing out loud

rofl = rolling on floor laughing

LTNS = Long Time No See

IMHO = In My Humble Opinion

BTW = By The Way

For a list of emoticons visit: <http://www.albion.com/netiquette/book/0963702513p59.html>

General Internet Rules of Behavior

There is a book on [Netiquette](#) which is posted on the Internet. It explains in detail the rules for online communication. The Core Rules from that book are:

Rule 1: Remember the Human

Rule 2: Adhere to the same standards of behavior online that you follow in real life

Rule 3: Know where you are in cyberspace

Rule 4: Respect other people's time and bandwidth

Rule 5: Make yourself look good online

Rule 6: Share expert knowledge

Rule 7: Help keep flame wars under control

Rule 8: Respect other people's privacy

Rule 9: Don't abuse your power

Rule 10: Be forgiving of other people's mistakes

IX. BIBLIOGRAPHY OF READINGS ON EVALUATION AND DECISION-MAKING
ELPA 826

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