



Building Relationships Online

Competency

Facilitator uses multiple strategies to support the formation of safe, productive, and professional relationships in online settings.

Key Method

Facilitator creates an online learning setting where adult learners are able to share ideas and collaborate professionally. Facilitators acknowledge and foster the diverse perspectives of others, which may be different than their own.

Method Components

Why relationships are important in an online setting

People learn best in an environment that is safe and social. Online settings require different strategies in order to form these relationships. Facilitators develop a wide range of strategies to promote positive learning relationships and:

- Build trust between the facilitator and students
- Build trust between learners
- Share resources and ideas
- Collaborate

Routines and procedures

When learning in an online setting, learners should have access to relevant information to help them navigate the course successfully. This includes clear expectations for online interactions, how and where to submit assignments or questions, ways to interact with the facilitator, materials and other participants, when applicable. Material should be available and clearly written. Expectations for both class and organization should demonstrate consistency and encourage academic integrity.



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Ways to create relationships

Consider some of these ideas to get to know your students and use that information to better personalize the learning:

- Student Survey-In addition to a simple introduction, ask each student about their learning styles, preference for working in groups, or comfort level with different forms of communications technology, as well as available tools.. Use this information to tailor the way you deliver information to each class.
- Spend some time each session supporting learners with the technology or make tutorials available so that participants can gain skills and demonstrate their understanding of the content; regardless of ability level
- Answer questions within one business day. Provide feedback on discussion boards that pushes their learning. Just because it's not face-to-face, doesn't mean students can't be fully engaged. And that starts with you.

Reflection on learning

Consider multiple tools to interact with the students and the material. Try out a variety of tools and then reflect on each one to see what went well and how you can better use them. Use the resource section to become familiar with tools.

Supporting Rationale and Research

Efaine J. Pearson & Tony Koppi (2002) Inclusion and online learning opportunities: Designing for accessibility, ALT-J, 10:2, 17-28,
<https://drive.google.com/file/d/123EFmjeMfXEi95Wt91SQOoF5GefXWxuN/view?usp=sharing>

King, Kathleen P. "Professional learning in unlikely spaces: Social media and virtual communities as professional development." International Journal of Emerging Technologies in Learning (iJET) 6.4 (2011): 40-46.
https://drive.google.com/file/d/1dEjyJukVBz_aVd5sNyBK3IejYaMsLWq_/view?usp=sharing

Laxton, Amber, et al. A Guide to the Adult Learning Ed-Tech Market. Digital Promise, 2017, A Guide to the Adult Learning Ed-Tech Market.
<http://digitalpromise.org/wp-content/uploads/2016/02/accelerating-learning-for-adult-education.pdf>

McConnell, Tom J., et al. "Virtual professional learning communities: Teachers' perceptions of virtual versus face-to-face professional development." Journal of Science Education and Technology 22.3 (2013): 267-277
<https://drive.google.com/file/d/1ZAKnVW1BUazIzGJuDJFUCdMI5tNGFlm7/view?usp=sharing>



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The Power of Virtual Coaching

<http://www.ascd.org/publications/educational-leadership/oct11/vol69/num02/The-Power-of-Virtual-Coaching.aspx> Knight, Jim. "What Good Coaches Do." Educational Leadership, vol. 69, no. 2, Oct. 2011,

<https://drive.google.com/file/d/1J5vI5fKsja-TbKpMtIyuev4qmA0N1JWh/view?usp=sharing>

West, Lucy, and Antonia Cameron. Challenging Assumptions About Coaching. Challenging Assumptions About Coaching.

<https://drive.google.com/file/d/1vBA9LXPNIo6VX9MZ-9Hn68nqirpA2T0I/view?usp=sharing>

Resources

Relationships in Online Settings

[Online Education Relationships from Ashford University](#)

[Five Ways to Build Online Relationships in the Classrooms](#)

[10 Tips for Making Personal Connections with Students in Online Courses](#)

[The Importance of Building Online Learning Communities](#)

[Instructional Strategies for Online Courses](#)

Strategies for Online Settings

[Professors Share Ideas for Building Community in Online Courses](#)

[Instructional Strategies for Online Courses](#)

[Ice Breaker Activities](#)

[Online Icebreakers](#)

[The Importance of Ice Breakers in Online Classes](#)

[5 Creative Icebreakers Assignments for the Online Classroom](#)

[Top 3 Collaboration Activities for your eLearning Course](#)



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Submission Guidelines & Evaluation Criteria

To earn the micro-credential, you must answer the questions with a passing score in Parts 1 and 3, and receive proficiency for all components in Part 2.

Part 1. Overview Questions (Provides Context)

(175 - 250 words)

Please answer the following contextual questions to help our assessor understand your current situation. Please do not include any information that will make you identifiable to your reviewers.

1. Describe the situation or course that you are using to earn this micro-credential. Include the expected outcomes and the schedule of meetings. Explain the schedule of face-to-face sessions and the demographics of the learners.
2. Briefly describe your experience with online learning and how the relationships between you and the instructor and other participants affected your time spent in the class, and how it impacted your learning. Consider group demographics, as well as dynamics.

Passing: Response provides reasonable and accurate information that justifies the reason for choosing this micro-credential to address specific needs of both the teacher and the student. Educator includes a learning goal that describes what they hope to gain from earning this micro-credential.

Part 2. Work Examples/Artifacts/Evidence

To earn this micro-credential please submit the following artifacts as evidence of your learning. *Please do not include any information that will make you or your students identifiable to your reviewers.*

Artifact 1: Syllabus for Course

Syllabus that promotes equitable online practices for a course you are facilitating or expected outcome(s) and schedule.

Artifact 2: Presentation or Other Artifact of the Lesson

One lesson or session. This should demonstrate:

- A strategy for setting the expectations for the course
- Documentation of how you have intentionally planned for building relationships in your course.



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Artifact 3: Video or Annotated Screenshots

Video of your lesson (no more than 5 minutes) or Annotated Screenshots where you have facilitated a collaborative environment between the participants. This may be a screenshot of a forum, or a video of interactions or discussion, or any artifact which demonstrates this action.

Part 2. Rubric

	Proficient	Basic	Developing
Artifact 1: Syllabus for Course	Syllabus explains the expected outcomes, schedule, and processes clearly so that all participants understand how to access, participate in, and be successful in the class.	Syllabus explains the expected outcomes for participants, but may lack clarity on the schedule, process, or outcomes.	There are significant gaps in the syllabus that prevent the participants from engaging with the content in a meaningful or clear manner.
Artifact 2: Presentation or other artifact of the lesson	Lesson has opportunity for the learners to interact in a safe, accepting environment and form relationships with both the facilitator and other participants.	Lesson has opportunity for the learners to form relationships with either the facilitator or other participants.	The lesson doesn't clearly define opportunities for interaction and relationship building.
Artifact 3: Video or Annotated Screenshots	Artifact demonstrates at least one strategy that forms open dialogue and relationships during the lesson. Participants' responses show that the facilitator's environment is safe for risk taking and engagement.	Artifact demonstrates at least one strategy that forms meaningful and diverse relationships, but does not show how the participants have engaged with the material, each other or the facilitator.	Artifact does not demonstrate part of the lesson that shows relationship building. OR their video is longer than 5 minutes so that the assessor cannot evaluate the relationship building.



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Part 3 Reflection

(400 - 500 words)

Use the word count as a guide to write a personal reflection about your work on this micro-credential. For tips on writing a good reflection review the following resource:

[How Do I Write a Good Personal Reflection?](#)

Please answer the following reflective questions Please do not include any information that will make you identifiable to your reviewers.

1. How has your facilitation changed since working on this micro-credential to intentionally build diverse and meaningful relationships within your courses?
2. How has the quality of work submitted by your students changed due to the focus on open and trusting relationship building?
3. In future classes, what is one new strategy that you would like to try or improve on?

Passing: Reflection provides evidence that this activity has had a positive impact on both educator practice and student success. Specific examples are cited directly from personal or work-related experiences to support claims. Also included are specific actionable steps that demonstrate how new learning will be integrated into future practices.



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