Introduction to Online "Netiquette"

Competency

Educator creates guidelines for educators on the topic of online etiquette ("netiquette").

Key Method

Educator uses appropriate "netiquette" to professionally communicate and collaborate using digital tools.

Method Components

The Importance of Good Netiquette in a Professional Setting

Proper netiquette (online etiquette) in a professional setting is an integral part of building and maintaining collegial relationships with professional peers, administrators, and students. Practicing proper netiquette helps to eliminate misunderstandings that can arise from poorly written communication. We often forget that tone and facial expressions - keys to any face-to-face interaction - are absent from written communication. It is important to remember that online communication is not delivered to its recipients in real-time - and there is no way to clear up inadvertent misunderstandings in real-time, either. Therefore, proper netiquette is crucial to any organization's success.

There are some basic rules to online communication - whether email, discussion boards, or comments on an online document - that all members of a group should commit to following. Additionally, organizations may add certain specific guidelines for written online communication within their organization - for

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instance, no building-wide emails for personal matters, or no "reply all" when your reply is intended to a single individual.

When developing guidelines for proper online etiquette, remember that often, people do not intend to be rude when writing an email - they are simply unaware of how their email sounds to their intended recipients. Thus, explaining why proper online etiquette is "good" and giving relatable examples is an integral part of creating a collegial environment online.

Proper online etiquette is not just a "nice-to-have." From the Psychology Today article linked in the resource section below:

"Research on the interpersonal dynamics of the workplace shows that employees who are the targets of supervisors or co-workers who interact negatively with them on the job are less productive. Not only do stress levels skyrocket when someone treats them rudely, but they become less able to devote their mental resources to the tasks at hand."

Also,

"Participants receiving uncivil emails reported having lower mental, emotional, and social energy than they did when the emails were supportive. Their mood was more likely to be negative, they were less engaged with the task, and their performance suffered."

Creating an easy to understand and use checklist is one way to support other educators in a school/district become aware of and improve their netiquette. Couple that with a well-written article that gives a more in-depth look at why online communication may come across as rude or condescending and how to make the small changes necessary to change the way the communication is received will help to raise awareness of the issue and improve an organization's communication style that is respectful and professional.

Supporting Rationale and Research

The Power of Virtual Coaching
http://www.ascd.org/publications/educational-leadership/oct11/vol69/num02/The-Power-of-Virtual-Coaching.aspx

Mackey, Julie. "Blending real work experiences and virtual professional development." (2008).
https://ir.canterbury.ac.nz/bitstream/handle/10092/1966/12611007_mackey.pdf%3Bjsessionid%3DEAF47473986D9A185AF2D2CD761A84EF?sequence%3D1

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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_aVd5sNybK3lejYaMsLWq_/view?usp=sharing

Knight, Jim. "What Good Coaches Do." Educational Leadership, vol. 69, no. 2, Oct. 2011, https://drive.google.com/file/d/1J5vl5fKsja-TbKpMtIyuev4qmA0N1JWh/view?usp=sharing

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/1ZAKnVW1BUazlZgJuDJFUCdMI5tNGFIm7/view?usp=sharing

Preece, Jenny. "Etiquette Online: From Nice to Necessary" (2004) https://drive.google.com/file/d/1c0f7_5CcKiiHyFINAzOFTzHG-8fmE8Zl/view?usp=sharing

Preece, Jennifer. "Etiquette, empathy and trust in communities of practice: Stepping-stones to social capital." (2004) https://drive.google.com/file/d/19WUm2Zix5_WFVZYViB8Q82khAFuBh-UM/view?usp=sharing

Riverin, Suzanne and Stacey, Elizabeth 2008, Sustaining an online community of practice: a case study, Journal of distance education, vol. 22, no. 2, pp. 43-58. https://drive.google.com/file/d/15zlX5dNRh1ixMxkgWXAqquT6_L3YE4bb/view?usp=sharing

West, Lucy, and Antonia Cameron. Challenging Assumptions About Coaching. Challenging Assumptions About Coaching. https://drive.google.com/file/d/1vBA9LXPN1o6VX9MZ-9Hn68nqirpA2T0l/view?usp=sharing

Resources

Netiquette Guidelines

[Online etiquette or 'netiquette' – The dos and don'ts of online communication](#)

[15 Rules of Netiquette for Online Discussion Boards](#)

[Online Etiquette: 6 Rules for Making A Great Virtual Impression](#)

[Social Media Etiquette for Teachers](#)

[7 Rules for Online Etiquette](#)

[Netiquette](#)

[Are Your Emails Unintentionally Rude?](#)

[Why online etiquette matters -- and why IT leaders should care](#)

Teaching Netiquette

[Are You Teaching Good Netiquette?](#)

[Common Sense Media - Digital Citizenship](#)

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 a proficient score 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. How does online etiquette impact your day-to-day professional life?

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2. In what ways can you support both other educators and students in improving their online etiquette and promote respectful and professional communication?
3. How did you approach the creation of your artifacts and work products for online etiquette that is relevant to everyone ?

Passing: Response provides reasonable and accurate information that justifies the reason for choosing this micro-credential to address the specific. As well as diverse 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 **three 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: Annotated and Edited Email
An email that breaks several netiquette rules and corrections of the email that demonstrate an understanding of proper online etiquette.

Artifact 2: Checklist
A checklist of guidelines that other educators (or students) could use to proofread their online communication to ensure proper online etiquette.

Artifact 3: Professional Article
An article on proper netiquette suitable for publication in a professional forum such as a school/district newsletter, website, or blog.

Part 2. Rubric

	Proficient	**Basic**	**Developing**
Artifact 1: Annotated and Edited Email	Email that is to be edited has at least four online etiquette errors. All errors are identified by highlights. Email is re-written so that it follows all netiquette rules and demonstrates respect and	Email that is to be edited has at least four online etiquette errors. Most errors are highlighted, but there are errors left unidentified. Email is re-written so that identified errors are corrected.	Email that is to be edited has at least four online etiquette errors. Some errors are highlighted, but there are errors left unidentified. Email is re-written so that identified errors are corrected.

	professionalism in the language. If there are grammatical or spelling errors in the original email, they are corrected in the edited version. Note: it is acceptable to create the email with netiquette errors if such an email is not available, but clearly mark it as created.	There are a few grammatical or spelling errors in the edited version but they do not impede the reader from understanding the content.	There are grammatical and spelling errors throughout the edited email.
Artifact 2: Checklist	The checklist covers at least five online etiquette rules and is a synopsis of the article written in Artifact 3. Each point discussed in the article in Artifact 3 is also on the checklist. Each point is written in first person and in the form of a question—i.e., "Did I avoid all sarcasm?" The checklist is created on a document in an area that is approximately 3" x 4" and duplicated on the document a total of 4 or more times. The goal is to be concise and to create a checklist that can be taped to	The checklist covers at least five online etiquette rules, but does not "mirror" the article written in Artifact 3. Not all points are written in first person and in the form of a question—i.e., "Did I avoid all sarcasm?" The checklist is created on a document in an area that is approximately 3" x 4" and duplicated on the document a total of 4 or more times. The goal is to be concise and to create a checklist that can be taped to a desk, or laminated and distributed easily.	The checklist covers fewer than five online etiquette rules, or some of the rules are redundant. The checklist seems unrelated to the article written in Artifact 3. Not all points are written in first person and in the form of a question—i.e., "Did I avoid all sarcasm?" The checklist is not created in a style where multiple copies of the checklist can be cut and distributed from one standard (8.5" x 11") document.

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Artifact 3: Professional Article	The professional article is between 450 and 750 words. The article gives at least five online etiquette rules that everyone should follow in all online communication. The rules are clearly stated, a rationale for why the rule is a best-practice is given. Each rule has an example of both poor etiquette and good etiquette that pertains to the rule. The article may have a few grammatical or spelling errors, but the errors do not impede the reader from understanding the message.	The professional article is between 450 and 750 words. The article gives at least five online etiquette rules that everyone should follow in all online communication. A rationale for the rule is missing for one or more of the rules. Each rule has an example of both poor etiquette and good etiquette that pertains to the rule. The article may have a few grammatical or spelling errors that interfere with the organization or comprehension of the article.	The professional article is not between 450 and 750 words. The article gives at least five online etiquette rules that everyone should follow in all online communication, but a rationale for the rule as well as examples are missing from all rules. The article has several grammatical and/or spelling errors.

(Row above, partial): a desk, or laminated and distributed easily.

Part 3 Reflection

(350 - 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 did your work on online etiquette impact your online communication in a work setting?
2. How do you plan to bring this work to other educators and students in your school or district? What do you think the impact of improving awareness of online etiquette will be? Do you think this work can improve and promote a culture of respect and professionalism in your organization?
3. How does this work become a part of how you approach your practice moving forward?

Passing: Reflection discusses the possible impact of raising awareness of netiquette. Additionally, the reflection gives specific examples of how one's own practice has changed or, anecdotally, the practice of others has changed because of the work done on this micro-credential. The reflection also discusses plans for changing future practice so that online etiquette is integrated into daily work.

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