ABBREVIATED PROTOCOLS

These abbreviated protocols are intended to assist facilitators in their planning and implementation. They are designed to be used after reading the full protocol description in the book, Going Online with Protocols*. They are not stand-alone guides but are useful advance organizers for participants and good take-aways.* Going Online with Protocols *outlines three categories of protocols: Starting Up, Delving In, and Finishing Up. We have included two abbreviated protocols from each of those categories. However, like most protocols, these are adaptable for more than one purpose.*

STARTING UP

Reflection on a Term

Purpose

Help students get to know each other and stimulate course-relevant prior knowledge and associations.

Details

Time: One week of facilitation. Group size: Up to 20, with adaptations for larger groups using subgroups.

Steps

1. Assigning the term. *The teacher picks a term that is complex and central to the course.*

2. Pondering and choosing. *Students ponder the term and select one of the mental images they have conjured up.*

3. Representing. *Students search the internet for visual or auditory images (or create their own).*

4. Posting. *Students post their image (citing the source if appropriate) toward the middle of the week, including an explanation for the selection.*

5. Reading and reflecting. *By the end of the week, students review classmates' posts and reflect on at least two, ensuring as a group that everyone receives at least one response.*

Fears, Hopes, and Norms

Purpose

Surface the expectations held by students regarding the learning environment for the course and establish group norms designed to meet those expectations.

Details

   Time: The first week of class if done asynchronously online, or well under an hour in a synchronous or face-to-face setting. Group size: Subdivide if more than 20 students.

   Create a Google Doc with two columns: one for hopes, one for fears.

Steps

1. Expressing fears. *Teacher posts: If this course turns out to be one of your worst ever, what will be its characteristics? Students post one or two fears anonymously after reviewing previous posts to avoid duplication (15 minutes in a synchronous format).*

2. Expressing hopes. *Teacher posts: If this course turns out to be one of your best ever, what will be its characteristics? Students have 2 days to respond anonymously (15 minutes in a synchronous format).*

3. Transitioning to norms. *Teacher posts: Considering our fears and hopes, what agreements can we make to decrease the likelihood of realizing our fears and to increase the likelihood of achieving our hopes? It's helpful to provide an example. Students have until the end of the online asynchronous week (15 minutes in a synchronous format).*

4. Synthesizing norms. *The teacher synthesizes the norms, grouping them and aligning them with hopes and fears while honoring student language as much as possible.*

DELVING IN

Save the Last Word for Me

Purpose

   Encourage students to reflect on puzzling or challenging text passages and to collaborate in interpreting them.

Details

   Time: 2 online weeks in an asynchronous environment. Group size: Up to 20 students with subdivision of larger groups into subgroups of as few as 3 or 4.

   Students need to have access to the texts in time to read prior to assigning the postings.

Steps

1. Organization. *The teacher creates a discussion board forum with a title that sufficiently identifies the focus of the text.*

2. Introduction and selection. *The teacher posts the directions. Half the students post in the first week, and the rest in the second week.*

3. Presentation. *The assigned students have 3 days to post a brief text passage that puzzles or intrigues them (including the citation to provide context). They do not explain why they chose the package. Each passage is a new thread and there can be no duplications.*

4. Reactions. *All students (including those who presented) reply to at least one classmate, interpreting the passage and explaining its significance within the larger text or topic. Tentative responses are encouraged. Allow 2 days for the reactions to be posted.*

5. Last word. *The students who posted the passages reveal their own thinking—why they picked it to begin with and what they learned by reading peer reactions. This "last word" is due by the end of the week.*

6. Round repeats. *The process gets repeated with the other half of the class initiating the process with new text selections.*

Believing and Doubting

Purpose

Enlarge perspectives on a text in an effort to expand and enrich thinking on a particular topic or issue.

Details

Time: 1 online week. Group size: Works best with 10 or fewer in a group, with subgroups for larger classes.

Texts can be files, videos, podcasts, etc.

Steps

1. Organization and introduction. *The teacher selects and posts the texts to be discussed. The teacher also creates a forum with 3 threads—Beliefs, Doubts, Take-Aways—with directions including a strict timeline for taking each up in turn.*

2. Believing. *All students post to the Beliefs thread providing an argument in support of one or more elements in the text.*

3. Doubting. *Mid-week, students post to the Doubts thread, arguing in opposition to one or more elements.*

4. Take-Away. *Students post what they "really think now."*

FINISHING UP

Success Analysis Protocol

Purpose

Engage students in collaborative analysis of stories of successful practice in order to facilitate deeper understanding and transfer to future practice.

Details

Time: 2 online asynchronous weeks. Group size: Subgroups of 3 to 6 and with side coaching via email as needed.

Steps

1. Organization. *The teacher assigns small groups and creates a forum for each group by name, for example, Success 2: Derek, Holly, Dan & Nadia.*

2. Introduction. *The teacher posts the directions encouraging students to think in terms of small-scale success to reduce any sense of intimidation. Directions also emphasize the informality of the storytelling and the lack of any need to provide "proof" of success. Students are also directed to briefly describe any contextual or other contributory factors that may have been involved.*

3. Presentation. *All students post their own "stories of success" with as much detail as possible and a title that provides some orientation. They do this within their assigned forum and within the first 2 days of the assignment period.*

4. Posing questions. *All students read the stories of their group members and post clarifying questions (things they need to know in order to respond) or probing questions (to push the classmate to further unpack the story of success). Students do this posting in the next 2 days. Storytellers are required to answer all posted questions in the first online week.*

5. Reflection. *Students read and offer insights into the nature and sources of success in their group members' stories. They do this by the middle of the second week in posts titled "Reflection."*

6. Response. *By the end of week 2, all storytellers post a reply to their original story thread, titled "Response." They say whether and how their understanding of their story has shifted along with what they have learned about success in general.*

The 3 Whats

Purpose

Give students the opportunity to reflect collaboratively as a course nears completion in order to consolidate their learning and prepare for its application in new settings.

Details

Time: 1 online week. Group size: Up to 20, or subdivide.

Steps

1. Organization. *In preparation for the week, the teacher creates a forum titled "The 3 Whats" and the description includes the first 2 questions: <u>What</u>? For example, What have I learned from this course? What are the big ideas? And also <u>So What</u>? Why is the learning important? Why do these ideas matter?*

2. Introduction. *The teacher posts the directions to the protocol and directs students to the forum.*

3. Presentations. *Each student responds to the What? And So What? prompts. They should indicate a focus in the title of the post and avoid duplicating foci. Initial post is due 2 days into the week.*

4. Now What? *Students respond to at least 2 classmates, making suggestions about potential applications of what has been learned. Posts are due 2 days after the initial sharing and are titled "Now What."*

5. Reaction. *All students post a reply to their original thread with a reaction to their peers' suggestions as well as their own application ideas. The post is titled "Reaction."*

6. Debrief. *Students post a second reply to their original, sharing their thoughts on the protocol itself.*