

Facilitating Online Learning Communities™ Online

3 GRADUATE CREDIT HOURS

Improve your skills with an online graduate class from PLS 3rd Learning. Discover practical, research-based strategies that impact student learning. Grow with frequent, practical coaching from an experienced instructor. Collaborate with colleagues from around the globe. **Register today at PLSClasses.com.**

Course Description:

Focus on the principles and best practices to facilitate online learning on any platform. Practice specific online communication skills using multiple tools, manage assessments and feedback, analyze and solve problems, and create a plan of action for teaching your next online course. Study how to engage diverse learners, support various learning styles, and handle conflict constructively in an online learning environment.

Key Outcomes:

- Examine the challenges and benefits of an online learning environment.
- Use positive phrasing, needs-benefit statements, supporting statements, and empathy statements in online communication.
- Diagnose discussion forums and respond appropriately.
- Compose useful feedback for all assessments using the grade book and messages.

Sample Assessments:

Assessment 3-3: Weave a Forum

1. Choose a forum discussion from Module 1 or Module 2 of this course that you consider worthy of weaving.
2. Analyze the discussion and craft a weaving post that is appropriate for the entire class.
3. Submit your weaving post to the “Discussion” tool.
 - a. Identify which discussion you chose to weave in your post.

Assessment 4-4: Community Scenarios

Your facilitator will assign each group one of the scenarios in “Key Information.” Each group will have an “Activity 4-1: Community Scenarios” discussion where you can collaborate on the action plan and post your final product.

1. Discuss your scenario with your group members and answer the questions that accompany it.
2. As a team, create an action plan to resolve the student problem described in your scenario.

To create your action plan:

 - o List all of the actions you would take and the actual postings you would send.
 - o Include a timeline for when the various postings or actions would occur.
3. When your group has finalized the action plan, elect one group member to summarize your action plan in a post.
4. Review the scenario responses from the other groups to get ideas for how to handle similar situations.
 - o You may comment on another group’s discussion.

Alignment to Standards:

This course aligns to INTASC, NBPTS, and Charlotte Danielson’s *Framework for Teaching* components 1A, 1B, 1C, 1D, 1E, 1F, 2A, 2B, 2C, 2D, 3A, 3B, 3C, 3D, 3E, 4A, 4B, 4E, and 4F.

Available at PLSClasses.com:

- Class Schedules
- Course Syllabi
- Instructor Profiles
- FAQs

Deposit required. Visit PLSClasses.com for details.

Please be aware that each state and educational district has its own guidelines and rules. It is your responsibility to make sure that our courses fulfill your school’s requirements for professional certification.

To learn more about our online classes or to register,
visit PLSClasses.com or call 866.757.2527.

Dear Educator,

PLS 3rd Learning has been committed to the educational community since 1969. Dedicated to supporting teacher effectiveness in K-12 schools, we have impacted the daily practice of more than a half million educators to date. Our graduate level and professional development courses—which are designed and delivered by experienced educators—are rooted in research-based practices, vigorous coursework, and relevant technologies.

Courses are robust, well-researched, and structured.

Our reference library features resources from well over 100 experts in education, and our courses cite a wide variety of published works in educational theory and design. Individual courses have specific time requirements, durations, assignments, threaded discussion posts, and other forms of participation due by the end of each module. Most classwork is asynchronous, allowing flexibility for online students. Maintaining a routine schedule enriches discussion and interaction.

Each course is led by an experienced educator.

Our course instructors have firsthand experience working with superintendents, administrators, teachers, and students. As qualified content experts and course facilitators for online community and collaboration, each instructor oversees the entire learning experience; connects with participants through class discussions, private messages, and synchronous chats; provides timely, meaningful feedback after each assignment; and is required to be present and active at least once every 24 hours (although most are online often throughout the day).

Assignments revolve around a community of learners.

Typical assignments include small and large group class discussions, collaborative projects, and job-embedded activities. In most instances, assignments require participants to make meaningful contributions to the online class community. Instructors read every discussion and response, adding questions and comments to guide participants toward deeper insights and awareness. Other learning activities are submitted privately to the facilitator for further feedback and grading.

Today's K-12 educators face unprecedented pressure from politicians, taxpayers, and parents to boost student performance with fewer resources. PLS 3rd Learning understands this pressure and is well-prepared to support your team with time-tested, research-based, and highly engaging professional development and graduate courses. We would welcome the opportunity to learn how we might contribute to your continued success.

For more information, please visit PLSClasses.com.

Yours in education,

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