



Graduate School of EDUCATION

EDU 670 Inquiry into Practice I: Developing a Theory of Action Fall 2022 Syllabus 3 units

*“The best way to find yourself is to lose yourself in the service of others.”
-Mahatma Gandhi*

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Location: <https://zoom.us/j/96303057197>

**small group meetings with improvement coaches will have a different zoom link provided by each coach*

Course Meetings: 8/30, 9/13, 9/27, 10/11, 10/25, 11/8

**small group meetings occur every other week at times determined by your small group*

Office Hours

- **Steven** - Tuesdays, 6:00pm - 6:50pm (PT) / 9:00pm - 9:50pm (ET)
 - Sign up here: <https://calendly.com/schambers12/15min>
 - Zoom link for Steven’s Office Hours:
<https://zoom.us/j/8133328411>
Meeting ID: 813 332 8411
- **Katie** - Mondays, 4:00pm - 4:50pm (PT) / 7:00pm - 7:50pm (ET)

COURSE DESCRIPTION

For the capstone project for the Master’s Program, GSE students engage in an **equity focused leadership improvement project as a way of developing their capacity to serve as leaders for learning in their settings.**

In this course, students develop an *understanding of the principles and tools of human-centered design and continuous improvement* as frameworks for collaborating with colleagues, students, families, and others to disrupt predictable patterns of success and failure, and meaningfully and measurably improve teaching and learning. Students *collaborate with colleagues and students* to more fully understand the system/context in which they work and identify an *authentic “felt need” to address and assets to build upon.* They then critically examine relevant research/theory and apply the tools of

human-centered design and continuous improvement to:

- gain a *deeper understanding of the root causes* contributing to the issue
- construct a *preliminary theory of action* for moving forward with colleagues and students

In the process, they *engage colleagues and students as collaborators* to develop a shared vision for the project moving forward. Emphasis will be placed on exploring service leadership, learning from diverse users/perspectives, seeing the system, and communicating our vision/ideas clearly.

Students will synthesize and document their work through a written product that outlines their understanding of the issue (details on p. 4-5).

ESSENTIAL QUESTIONS

- What does it mean to lead from “influence” vs “position” ?
- How can we identify “felt needs” in our communities and use the tools of human-centered design and continuous improvement to collaborate with colleagues, students and families in our efforts to disrupt predictable patterns of success and failure, and meaningfully and measurably improve teaching and learning?
- How can we draw on relevant research, craft knowledge and our understanding of the systems in which we work to understand an issue/opportunity and develop a theory of action for creating more equitable, engaging environments for young people and adults?

LEARNING OUTCOMES

HTH GSE is committed to developing reflective practitioner leaders who work effectively with colleagues and communities to create and sustain innovative, authentic, rigorous learning environments for *all* students. This shared vision is articulated in our Institutional Learning Outcomes for all HTH GSE students—to *Practice Thoughtful Inquiry and Reflection, Design Equitable Learning Environments, and Engage in Leadership for School Change*. Through this course, students will be supported in completing the Master’s Project, which serves as a signature assignment for assessing “advanced treatment” of the program learning outcomes italicized below.

Transform Self and Systems

- **SS 1: *Examined Leadership***: Develop a greater **understanding of yourself as a leader and a learner** by deepening self-awareness, furthering the ownership of the self, and activating courageous leadership.
- **SS 2: *System Leadership***: Continuously improve teaching and learning that advances equity through root-cause analysis and alignment of system-wide teams and structures.

Design for Liberation and Deeper Learning (LDL)

- **LDL 1: Pedagogy:** Collaborate with students and colleagues to design learning grounded in deeper learning pedagogy that advances equity and collective advancement.
- **LDL 2: Instructional Leadership:** Create coherent instructional systems through coaching and adult learning to foster a visible pedagogical culture.

Practice Thoughtful Inquiry & Reflection (IR)

- **IR 1: Inquiry and Iteration:** Design, implement and reflect on the results of inquiries to address authentic needs and essential questions from practice.
- **IR 2: Connecting Theory & Practice:** Synthesize and connect relevant theory and scholarship to one's own practice and inquiries.

The curriculum for this course is based on the above essential questions and program learning outcomes, as well as a corresponding set of course-level learning outcomes, activities and products. Together, they represent the knowledge, skills, and dispositions for this course.

Course Learning Outcomes mapped to program learning outcomes	Activities/Products
670-1 The student evaluates, synthesizes, and reflects upon relevant research, craft knowledge and their understanding of the systems in which they work, drawing upon all to develop a viable “theory of action” for guiding inquiry and creating change in their context. (IR1, IR2)	Forums, Annotated Bibliography, Final Paper Critique with drafts; Final Product
670-2 The student designs a project that addresses an authentic need in their setting and that involves disciplined cycles of inquiry, action, and reflection. (IR2)	Forums, Annotated Bibliography, Final Paper
670-3 The student cites references accurately, observing APA format. (IR2)	

REQUIRED COURSE MATERIALS

Course Texts:

- Heath, C. & Heath, D. (2010). *Switch*. Broadway Books: New York.
- Hinnant-Crawford, B. N. (2020). *Improvement science in education: A primer*. Myers Education Press.

Students will also read articles/chapters drawn from the following linked on the weekly schedule:

- Bryk, A., Gomez, L., Grunow, A. & LeMahieu, P. (2015). *Learning to Improve*. Cambridge, MA: Harvard Education Press.
- Lattimer, H. & Caillier, S. (2015). *Surviving and thriving with teacher action research*. New York: Peter Lang.

COURSE CONTACT TIME

(135 HOURS/TERM)

Synchronous Course Meetings	8 hours/month (24 hours)
Asynchronous Course Activities	4 hours/week (48 hours)
Out of Class Hours	5 hours/week (60 hours)
Instructor Office Hours	1 hour weekly (6 hours)

COURSE ASSIGNMENTS & ACTIVITIES

This course is the first in the Inquiry into Practice series, which has been designed to scaffold the completion of the capstone project for the Masters program. Models from past student work will be provided and analyzed in class to generate a shared understanding of the standards for our work.

In **EDU 670**, students will identify an authentic “felt need” to address in their context, develop a deeper understanding of the issue, and construct a preliminary theory of action to guide their next steps. Using a workshop/critique format, students in this course will share their writing and analysis with colleagues, give and receive critical feedback on their work, discuss dilemmas, and develop individualized action plans to keep their work moving forward. In general, between sessions, you should *expect to engage in fieldwork, analysis/writing (journaling, fieldwork notes, synthesis of literature), and to review and give feedback on peers’ writing*. You will also be asked to read and reflect on articles/chapters relevant to the innovation and improvement process, your particular topic, and the process of leading change efforts through disciplined inquiry.

This course has both synchronous whole group meetings and synchronous small group meetings. Synchronous whole group sessions will involve combinations of the following:

- Applying human centered design and continuous improvement tools/methodologies to your own topic and context
- Meeting with your Critical Friend to discuss feedback on each other’s developing theory of action, and set clear goals for moving the work forward
- Reviewing and discussing models of effective writing and improvement work together
- Discussing topics/dilemmas/readings relevant to the improvement process

Synchronous small group sessions will take place every other week and include the following:

- Meeting in your small group to discuss emerging questions and dilemmas, reflect on learning/progress, complete modules, and set goals for moving forward.
- Meeting in your small group with your improvement coach for guided support and instruction.

Within the course, each student will be paired with a colleague so that both parties can serve as **Critical Friends** for the other's work. This person will become familiar with your project, your thinking, and your school context. You will read each other's writing, give each other feedback, and help hold each other to deadlines, etc. This partnership ensures that at least one person besides your advisor knows your work in its entirety.

We will also be using **online forums** to reflect on shared readings and give each other feedback on our work. The purpose of the forum is to make our thinking visible to ourselves, to our peers/instructors in the cohort, and to our advisors so that we can better support and push each other's work. The forum is *not* a time to summarize. It *is* a time to analyze, critique, synthesize, reflect and wonder. You can access the forums on the course Powerschool page.

In addition to the assigned readings, you will conduct your own research related to your focus of practice for your project and create a group **annotated bibliography** to document your learning and take-aways from your research. An annotated bibliography is an alphabetical list of citations with an additional description or evaluation (i.e., annotation) for each source. Each annotation should be concise and well written, so that it is useful to you and to your other group members. In total, by the end of fall term, your personal page of your group's annotated bibliography should contain at least 10 citations from articles and book chapters you have read related to your topic. The citations should represent a diversity of authors (consider gender, race, academic orientation) and provide multiple (and sometimes conflicting) perspectives on the topic.

When deciding if a source is of high quality, it helps to ask yourself the following critical questions: *What are the author's biases or assumptions? Does this represent an important or interesting perspective on the issue? If this is a research piece, do the methods, findings and conclusions seem valid? How is this relevant to my topic/practice?*

For each annotation, we recommend 1-2 paragraphs (200-400 words) that include the following:

- *APA citations of the source*
- *Ideas, Quotes & Implications:* What are the central ideas from this text? What quotes stand out to you? How might this work inform your research/practice? (*Be sure to include page numbers for any quotes!*)
- *Other Sources:* What other relevant sources does the text cite that you want to read?

The **final product** for this course will be a brief written **Theory of Action** which includes a discussion of the issue/focus of practice, the root causes to address and assets to build upon, and an initial theory of action ([Link to rubric](#)). This paper serves as a formative assessment of

IR1, IR2, and IR3 and contains the sections outlined below. **All lengths below are *maximums*.** **Work that exceeds page limits will be returned to the student to be revised and submitted.**

- *Issue/Focus of Practice* (1 paragraph): *What is the issue you want to improve? Why is this a “felt” need in your school/classroom context, and more broadly?*
 - Provide a clear problem statement, why it matters to your context, and if relevant, how this work builds on existing efforts to achieve greater equity.
 - Briefly present any background information on your school/context relevant to your focus. This may include the school’s philosophical approach, location, faculty, and student demographics (i.e. total enrollment, % FRL, ethnic breakdown, ELL, SPED, gender, etc.).
- *Root Cause Analysis* (1 page plus Fishbone/Digraph): *What are you learning about the issue from digging into the literature, talking with living resources, and learning from people in your system?*
 - Discuss the root causes—both local and at play in the broader education community—contributing to the issue in your context. Be sure to integrate relevant scholarly literature, quotes and data where appropriate, and include visual thinking tools/artifacts (i.e. fishbone diagram, interrelationship digraph) that articulate your current understanding. This requires careful synthesis of your annotated bibliography. *Please make sure your discussion incorporates multiple and divergent perspectives on the issue at hand, and relevant counterarguments.*
- *Preliminary Theory of Action* (1 page plus Driver Diagram): *What is the aim for this work? What is your theory of action for achieving the aim? Who will you engage in this work? How will you know if you are making progress?*
 - Present a draft driver diagram that articulates your *initial theory of action*. Discuss your aim (i.e. what do you want to improve, for whom, by when?), the primary and secondary drivers, the path you will take through your driver diagram (i.e. where will you start, and why?), and high-leverage change ideas you plan to test/refine (i.e. what will you do?). Briefly describe the sources informing your initial theory of action, including relevant scholarly literature, consultation with colleagues and other living resources, and best practice examples from other contexts.
 - Discuss how you have engaged and will continue to engage colleagues at your site as *collaborators and allies* in the work, and how you will make the work meaningful and manageable for them moving forward.
- *Annotated Bibliography* (at least 10 citations in APA format). The sources should be high-quality and varied, drawing upon seminal texts, recent research/theory, and craft knowledge. As a set, they should represent multiple (and sometimes conflicting) perspectives on the issue.

Students will post their final paper to their ***Digital Portfolio*** prior to their POL, along with any other artifacts or reflections on their learning they would like to share with their panel on the last day of class.

POL as EXPERT CONVENING

This Presentation of Learning will take the form of an Expert Convening. It is an opportunity to “truth test” your understanding of the problem and your preliminary theory of action with people within and beyond your context. It is also a chance to get help thinking through your draft set of measures and ideas for collecting/analyzing data. To that end, please prepare a **5-7 minute presentation** that articulates the following:

1. The issue and what you’ve learned about the root causes and assets to build on
2. The aim and preliminary theory of action
3. A dilemma question you would like to pose for discussion and feedback

The presentation should include a **2-pager** that includes the fishbone and driver diagram so that panelists can reference it during the discussion. We encourage you to highlight key insights from the literature and/or your fieldwork that have informed your thinking.

Please invite your **school leader**, your **critical friend** from your graduate cohort, and at **least two additional colleagues** and/or **students** from your school site who will be partners in your work.

EXPECTATIONS & ASSESSMENT

“If something is worth doing, it is worth doing well.” - Proverb

Assessment in this course is discourse-based, combining reflection, peer critique, and instructor response. Final projects and overall course participation are assessed in a “student-led comment” format, where the participant presents a self-assessment and the instructor responds. Contributions to the forum are not assessed formally, but are assessed for completion and serve as an essential component of the ongoing dialogue with peers and the instructor. The instructors recognize that assessment is a two-way street and invite critique on the course content and process through exit cards following each session and in a course evaluation at the end.

The effectiveness of our learning community depends upon each person’s consistent and thoughtful participation. GSE courses are pass/fail. Rather than focusing on grades, we will strive to create our best work. The learning process throughout will be supported through conversation, critique, and multiple opportunities for revision. We will create work that is worth doing and worth sharing, often discussing the idea of audience and how to make a broader impact on the educational community. Each student’s participation in this course will be assessed in accordance with the following criteria:

Pass: Student’s class participation and outside work reflect professionalism, effort, and dedication; readings and assignments are completed on time. In order to earn a passing grade, students must achieve the learning outcomes stated on the second page. The final product must “meet” or “exceed” the criteria stated on the rubric and students will be required to revise their work if they “approach” the criteria. Students attend every class session, providing advance notice in the event of

unavoidable absence and making up for missed work in a timely manner, as approved by the instructor.

Fail: The student makes little to no progress toward completing course assignments, and fail to achieve the learning outcomes for the course. Assignments are missing, or class participation and/or outside work are below average. The final product is missing, incomplete, or fails to meet the assignment parameters and/or the standards set by the class. As stated in the GSE catalog, if a candidate misses more than 20% of a course, she/he will be required to take the course the following year. In extreme cases, please talk to the instructors if you must miss class or need an extension.

CREDIT HOURS

This is a 3 credit course (12 weeks). Each credit represents 45 hours of learning, for 135 total hours. There will be 36 hours of face-to-face instruction, either whole group or small group, 27 hours of out-of-class instructional time (via online forums and tutorial instruction) and 72 hours of out of class work (e.g. readings, assignments, fieldwork, final product, digital portfolio maintenance).

COURSE SCHEDULE

Whole class	FALL TERM
Critical Friend (student led)	8/30/2022: What is Continuous Improvement?
	9/5/2022 (week of): What is Continuous Improvement?
	9/13/2022: Collaborating to Define Problems
Small Group (coach led)	9/19/2022 (week of): Root Cause Analysis
	9/27/2022: Fishbone Diagram Protocol
	10/04/2022 (week of): Cross Team Sharing
	10/11/2022: Revisiting our Fishbone
	10/17/2022 (week of): Aim Statements
	10/25/2022: Identifying an Aim
	10/31/2022 (week of): Converging on a Problem
	11/8/2022: Developing a Theory of Action

The schedule below outlines the important deadlines to meet throughout the course. *More detailed weekly agendas, with the continuous learning for the week, will be distributed at course meetings and posted on Powerschool.*

WHOLE CLASS, SYNCRHONOUS

SMALL GROUP WITH COACH

CRITICAL FRIEND WITH MODULE

Date	During the Session	Continuous Learning
8/30	What is Continuous Improvement Alumni Panel Course Overview Topic Choices and pitch videos	READ: Prior to 9/5 -Schwartz, K. (2018, May 6). How to plan and implement continuous improvement in schools. <i>Mindshift</i> . -Lewis, C. (2015). What is improvement science? Do we need it in education? <i>Educational Researcher</i> , 44, 54-61. -Hinnant-Crawford, B. N. (2020). <i>Improvement science in education: A primer</i> . Chapter 2. Myers Education Press. INTERVIEW Conduct an Empathy Interview with your School Leader about your chosen topic. After the interview, post a journal entry to the forum by noon on Tuesday, 9/13
9/5 (week of)	What is Continuous Improvement, Individual Online Module Unpack Schwartz, Lewis and Hinnant Crawford	Prior to 9/13 LISTEN:: S2: E13 – Don Berwick on Improvement as Learning S3: E19 – Western Carolina University: What if Doctorates in Education Actually...Improved Education? POST: a Reflection to PowerSchool: <i>What are you learning about continuous improvement? What is it? What ISN'T it?</i> REMINDER:

		Empathy interview with school leader due 9/13
9/13	Collaborating to Define Problems	<p>REACH OUT... to one expert in the field. Send an email to someone who is an expert practitioner, researcher or other expert to ask for resources. What do they suggest that you read in order to inform your work?</p> <p>ADD TWO RESOURCES Add two resources to your group’s annotated bibliography under YOUR personal page by 9/27</p>
9/19 (week of)	Root Cause Analysis Online Module Unpack Heath, Mejia, and Hinnant Crawford	<p>CONDUCT EMPATHY INTERVIEWS: Prior to 9/27 with at least 2 people in your system (who you think may offer divergent perspectives) to learn more about how they experience the particular issue you want to explore, the root causes contributing to it in your system, and bright spots you can dig into and build on.</p> <p>POST: Prior to 9/27 Post a 1 page synthesis of what you are learning from your interviews to the forum before class on 9/27. What strikes you? What are you learning about the issue, and the root causes contributing to it? How are the perspectives similar/divergent?</p> <p>READ PRIOR TO 9/27</p> <ul style="list-style-type: none"> • Read Chapter 2 from Heath, C. & Heath, D. (2010). Find the Bright Spots. Switch (pp. 27-48). Broadway Books: New York. • <u>Hinnant-Crawford. B. N. (2020). <i>Improvement science in education: A primer.</i> Chapter 2. Myers Education Press.</u> • Theory of Action Examples from Alumni (TBD)
	Fishbone Diagram Protocol	ADD TWO RESOURCES

<p>9/27</p>	<p>Unpack Heath and Hinnant Crawford Calendar small group meetings and cross team sharing</p>	<p>Add two resources to your group's annotated bibliography under YOUR personal page by October 12th.</p> <p>LISTEN PRIOR TO 10/4</p> <ul style="list-style-type: none"> • Listen to Eva Mejia on Improvement Networks for Equity <p>TRUTH TEST YOUR DRAFT FISHBONE PRIOR TO 10/11</p> <p>Share your fishbone diagram with two stakeholders from your context (students, teachers, families) and ask: what resonates? What's missing? Remember, nothing should be on the fishbone that can't be supported with evidence.</p>
<p>10/4 (week of)</p>	<p>Cross-Team Sharing What have you learned about your problem? Present your fishbone diagram to classmates from other improvement teams. You have five minutes to tell a compelling story about the problem, and how it manifests in your school site. You'll then get feedback from your triad. What was most compelling? What do they wish they heard more of?</p> <p>Pitch Revision Protocol 50 minutes total, 5 minutes for each segment Prepare what you'll say Presenter 1 Presents Feedback Revise Presenter 2 Presents Feedback Revise Presenter 3 Presents Feedback Revise</p> <p>Prepping for Shitty First Drafts This is the start of your first draft of your problem description.</p>	<p>READ Read Chapters 1 & 3 from Heath, C. & Heath, D. (2010). Three Surprises about Change. Switch (p. 1-26 and p. 49-72). Broadway Books: New York.</p> <p>WRITE A ZERO DRAFT <i>Each group member will submit their own Theory of Action that reflects their own thinking, research and individual context.</i></p> <p>Write a zero draft of the first two sections of your Theory of Action (Issue/Focus & Context; Root Cause Analysis & Asset Mapping). Post your draft, which includes your fishbone and your annotated bibliography, to the forum by 10/17. In your post, frame 1-2 questions to guide feedback.</p> <p>REMINDER: Truth test your draft fishbone diagram by 10/11</p>

<p>10/11</p>	<p>Small Group: Collaborating to Define Problems Revising our fishbone Based on our research, what have we learned? Are we noticing any deficit thinking in our framing of the problem? How can we revise to put the spotlight on the system?</p> <p>Revising our problem statement Discussion and decision making process to identify a common problem statement based on what the group has learned.</p> <p>Debrief How did your coach guide a participatory decision-making process to develop a common problem statement for your group? What worked? What suggestions do you have for how this process might have been better?</p>	<p>ADD TWO RESOURCES Add two resources to your group's annotated bibliography under YOUR personal page by 10/25.</p> <p>READ Chapters 5, 8 and 9 (p. 101-123 and 179-225) from Heath, C. & Heath, D. (2010). <i>Switch</i>. Broadway Books: New York.</p>
<p>10/17/2022 2 (week of)</p>	<p>Aim Statements Module Debrief Switch 5,8,9</p>	<p>Read and provide feedback to your Critical Friend on their draft of the first two sections of their Theory of Action before your small group meeting on 10/25.</p>
<p>10/25/2022</p>	<p>Identifying an Aim</p>	<p>ADD TWO RESOURCES Add two more annotations to your page on your group's annotated bibliography by 11/8, and integrate them into your first draft of your Theory of Action.</p> <p>MEET WITH YOUR SCHOOL LEADER Meet with your School Leader/team to get feedback and/or co-construct an aim that is meaningful, manageable and measurable. Bring your revised aim to the next class.</p>
<p>10/31/2022 2 (week of)</p>	<p>Converging on a Problem</p>	
<p>11/8/2022</p>	<p>Developing a Theory of Action</p>	<p>ADD TWO RESOURCES Add two annotations to your page in the group's annotated bibliography. Consider what is most important for your group to learn in order to make</p>

progress toward your aim. “Truth test” your thinking against research. Suggest revisions to your group driver diagram based on what you learn. Nothing should be on the driver diagram that can't ultimately be supported by some sort of evidence.

FINISH FULL DRAFT OF THEORY OF ACTION

You should have all three sections and at least 10 sources, including a revised fishbone/digraph and driver diagram. Send to your critical friend by 11/8, framing 1-2 questions to guide feedback.

POST REVISED THEORY OF ACTION BY 11/15

SYNCHRONOUS AND ASYNCHRONOUS ONLINE LEARNING

Contact time will be met by a combination of online synchronous activities (two hours per week of live meetings, guided student discussion) and online asynchronous learning (five and a half hours per week of faculty and invited expert video lectures as well as collaborative asynchronous activities, such as posting to discussion forums, posting video reflections to digital recording tools such as FlipGrid, and contributing to online workspaces such as a Miro board or Padlet) to be completed to prepare for synchronous sessions. To make as much time as possible for active work and discussion during live sessions, students will watch prerecorded lectures and videos and complete some activities prior to the synchronous meetings.

Students are expected to prepare for this course by doing all the reading, watching all the videos, and completing all required tasks before attending the synchronous sessions.

All students will be required to complete assignments online and independently along with completing related reading and writing assignments. The time needed to complete all assignments fulfills the remaining course unit time requirements.

By this point in the program, students' level of technical competence should include basic knowledge of the internet. Basic tasks will include posting attachments, opening and posting discussion forums, and uploading assignments, including video clips. In addition to completing assignments and accessing course documents, students should have familiarity with the entire G Suite of google applications, including Google Docs, Google Sheets, and Google Slides.

Students will have ongoing access to the instructor and fellow classmates throughout the course. Through the PowerSchool course page and emails, the instructor will maintain ongoing communication with students.

Email will be the primary form of immediate communication with the instructor outside of class time. Email will be checked on a daily basis during the weekdays and will be responded to within 48 hours.

The PowerSchool course page provides a place for the instructor to share new information and new postings. PowerSchool discussion forums provide students a place to post questions, comments, or concerns regarding readings and assignments.. In addition to weekly class time sessions, discussion forums in PowerSchool are a primary location for students to communicate their learning with one another. It will be open at all times for postings and reactions.

All required materials will be prepared and posted prior to the start of the course, but an instructor may add optional material at any point. Students are responsible for checking the PowerSchool course page and their emails regularly.

OPTIMIZING LIVE SESSION CONNECTIVITY AND QUALITY

For the best possible synchronous experience, students should consider these factors when deciding how to connect to class. Your decision affects everyone's ability to participate.

- Everyone's connectivity is affected by the weakest internet connection in the room. If you are participating on a wireless connection, this is a weaker connection than being on a wired connection. Use a wired connection if possible.

- Connect from a home or office rather than a public space. Connecting from a public space hampers overall bandwidth as this is often a weaker connection than home-/office-based wired or Wi-Fi connections.
- Remind those who might share your internet connection (e.g., family members or housemates) to be mindful of their bandwidth usage. Household members downloading large files and streaming video while you're in class can lead to a detrimental experience as they may be utilizing a lot of bandwidth. In addition, locate yourself as close as possible to the router.

COURSE PARTICIPATION

Students enrolled in this course are required to read *all* current assignments and complete all other asynchronous exercises and projects required *before* each synchronous session where the material will be discussed. We ask that students make every effort to engage in discussion by having both video and audio connected. Online students who do not participate in the synchronous sessions (via video and voice) will receive only partial credit for participation. Students are expected to actively participate in class discussions by asking questions and contributing to the discussion, drawing on the readings, assignments, and asynchronous exercises.

Excused absences are at the discretion of the instructor. In order to receive partial credit for the excused absence, the student will write an email to the instructor indicating what he/she would have contributed to the class had he/she been able to attend and what he/she learned from having watched the recording. This email must be received within one 1 week after the absence.

STANDARDS OF ONLINE BEHAVIOR

The protocols defined by the HTH GSE Student Handbook must be upheld in all online classes. Students are not allowed to post inappropriate material or spam to the class or use offensive language or online flaming.