

The **REDESIGN**

of

Business Etiquette™

Presented by Mary Wiseman

I have been asked to create a preliminary design and plan for updating the Business Etiquette course, currently taught here at HCC into becoming a **fully online course**. There are many challenges in designing and teaching a course completely online and for me as I design it really becomes a collaboration with the instructors and department I am working with. The instructors are the subject matter experts and I feel I bring the expertise of “how” to best integrate their content and implement educational technology and tools into their curricula in order to bring the course online successfully. **Usually –prior to design– I would engage with the instructors to gather more detailed information–such as what assignments are already working, what activities and techniques are currently being used etc.** Since I did not have the opportunity to investigate to this depth, during this exercise I have embraced some assumptions while creating my redesign. Such as...

WHY



Change?

The demand **for** this course **is significant** enough to provide a fully online version of the course. I believe by implementing some or all of my design concepts learners will be able to engage in this course to **practice** positive business attitudes, behaviors and communication skills **as they are learning** them.



Keep the

ETIQUETTE

Attitudes
Behaviors
Communications

It is not the attitudes, behaviors & communication that make up business etiquette that are changing, we keep all those -it **IS the environment IN WHICH those business skills are applied that has and will continue to change....**and there is one single reason for this.

The influencer

WWW

The Internet. It has completely changed the business world and workplace. No matter what business, workplace or career the learner is in or will be going into–The Internet has changed the way people interact when doing business and has thus changed the some of the soft–skills and etiquette used when doing business.

The influencer

Business Etiquette

RESPONDS

to

CHANGE

The Business Etiquette course needs to respond to these changes by implementing imaginative and creative uses of technology and tools- which will in turn allow the technology to engage the learners as they are learning new business etiquette skills.

Use
TECHNOLOGY

to



Absorb
Practice
Connect

By using a variety of tools, techniques and technology, in new ways, learners will be learning business etiquette and developing soft skills by:

Absorbing- new concepts

Practicing- individually, in small groups and in peer-to-peer settings

and Connecting- their learning with real-world-workplace scenarios....

and **they will be doing all of this -fully online.**

Modify the

APPROACH

How will the instructors deliver the content and experiences? By modifying the approach to teaching online and incorporating new tools and technology. This modification may require some training and support for both the instructors and learners.

PRACTICE

Soft Skills

The question then becomes; how will learners practice their business etiquette and develop their soft skills within a fully online course?



Embrace the
WWW

to

**Modify methods
of instruction**

By embracing the power of the Internet, along with some fairly simple communication tools—
instructors can modify their approach to instruction and make the online experience authentic,
interesting, fun and challenging. This way, instructors will have opportunities to enrich and enhance
what they are doing to teach business etiquette and the learners also have opportunities to prove
their knowledge and understanding of their learning—**fully online.**



Implement **AUDIO & VIDEO**

Lectures

Instructors **Guest Speakers**

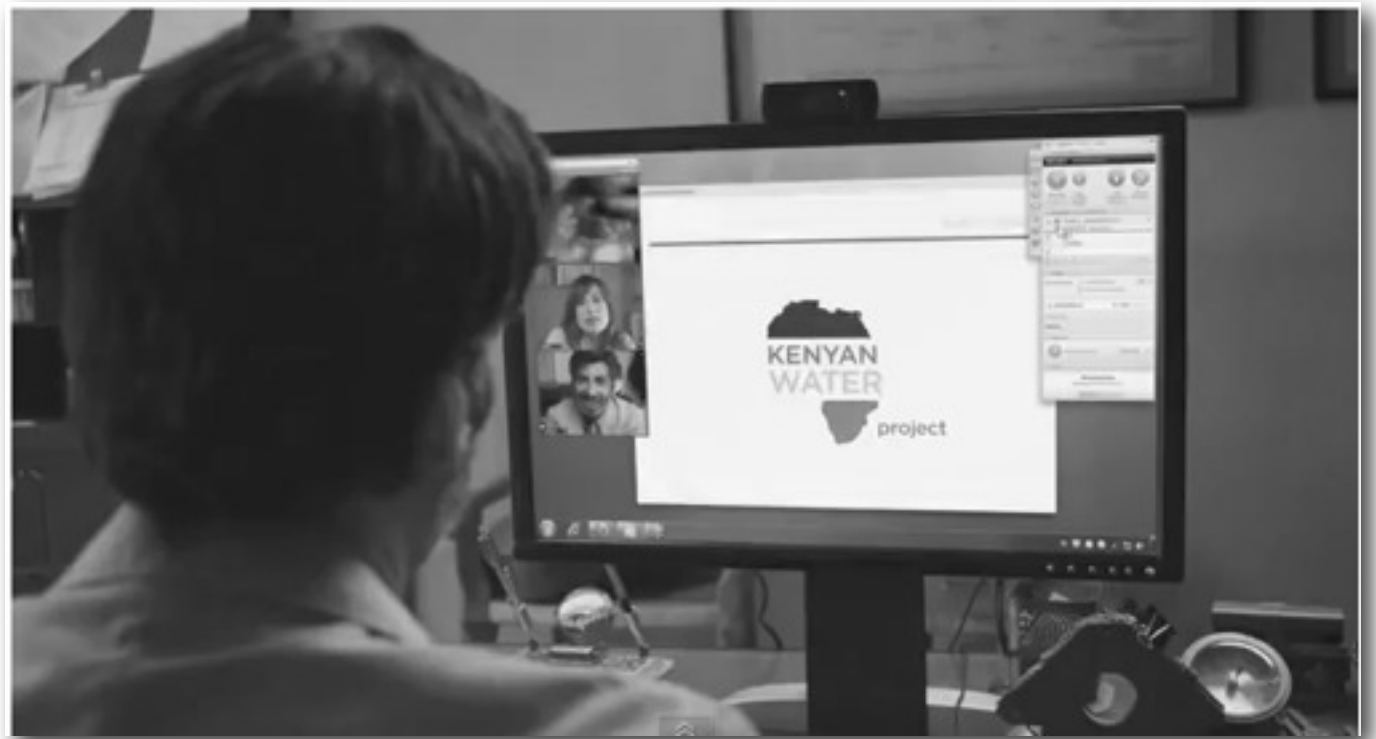
How will learners learn how-to model business etiquette skills without being in the physical classroom?

I propose the use of recorded **audio and video lectures** from the instructor, guest speakers sourced from the business community, even from each other [student to student] and augment those with audio and video examples of lectures sourced from the Internet. All of these resources can be housed within the online classroom-making them available [on demand] to the learners to listen/watch at their own pace. By implementing these types of activities the course provides options for multiple means of perception and communication. These activities also provide engagement for the learners by offering choice and authenticity because there will be a variety of resources to choose from.

These lectures could be sourced from areas such as TED talks or videos of business people in a variety of situations illustrating the course topics such as: cultural sensitivity, dealing with conflict, teamwork, and professional behaviors.

Incorporate **VIDEO**

Web Conferencing



How will instructors recreate face-to-face time? And how can learners interact in real-time? Instructors and learners can also implement the use of audio, video and web conferencing tools for virtual class collaboration in order to: share information, collaborate as a class and/or within small groups, and provide instant online demonstrations.

Learners may also use the audio and video web conferencing tools to record themselves practicing behaviors modeled by an instructor. These tools also offer the ability to record sessions for archiving within the online classroom.

By incorporating these types of activities the course will provide learners with options for representing themselves using the behaviors they have learned. These types of web conferencing sessions also offer ways for learners to engage with each other as they are learning these collaborative skills.

Note: click the image to link to how-this-works: <http://www.youtube.com/watch?v=-RDrZjYAGrs>

Create **REAL-WORLD**



Scenarios

Mimicking business situations

How do learners best practice their soft-skills online? I have found that using case studies which mimick real-world business and workplace situations are very successful and fun. This type of project could be built over the semester with narrative set-up, background data and problems for learners to solve. The activities would be developed in order to give learners opportunities to; work in teams, deal with conflict, and practice their professional etiquette skills. Additionally, I suggest opportunities be built-in to allow learners to create their own audio or video recordings for assignments and upload them to the class to share. These could then be critiqued by the instructor and/or in peer-to-peer sessions during a webinar and recorded as a way to model and learn how-to offer constructive criticism. These types of activities allow learners to become comfortable navigating a variety of real-world business interactions and offer a safe environment in which learners can practice their skills. Similar to a face-to-face classroom situation.

Encourage **SOCIAL**

Media



Within the course learners should also be encouraged to analyze and comprehend the application and use of social media and learn how these types of communications apply in terms of business etiquette. I recommend including activities and assignments incorporating social media so learners become aware of; how social media is used to communicate within business settings, how that content impacts perceptions others may form about them and realize the implications of the content they have out on their own social media accounts.

Some other examples of how this might look within the course is to have students create a LinkedIn account, chat with business colleagues within a mock business Facebook page, use Twitter to promote a mock business, and possibly blog the merits of a colleague inside a mock business website.

By investigating the use of social media learners can become strategic and purposeful in their communication approaches and techniques while learning to use tools they will encounter in the business world.

Motivate **MOBILE**



Technology



Learners should also be urged to use mobile technology which is impacting the workplace. Knowing the correct business etiquette to engage in while using these types of technologies is important and the learner needs to be prepared when entering the workforce.

For example: The course projects could have a component which allow learners to use Google accounts to store, facilitate and simultaneously manage and collaborate with documents stored in a cloud. Or work with aspects of a mock business text session which simulate a real-world business, online text communication.

Learners would create Google email accounts. How does the instructor monitor activity within Google docs? The instructor is always included in the 'sharing' of the docs.

Dabble in **VIRTUAL** Technology

The screenshot shows the Second Life website interface. At the top, there are navigation links for 'Language', 'Launch Second Life', 'Login', and 'Search'. Below this is a main navigation bar with the 'SECOND LIFE' logo and links for 'What Is Second Life?', 'World Map', 'Shopping', 'Buy Land', 'Community', and 'Help'. A prominent yellow button on the right says 'Join Now >>' with the subtext 'It's fast, free and easy!'. The main content area features a listing for 'Business English at LanguageLab'. The listing includes the following details: Category: None; Region: Business; Size: 52400 m²; Owner: (???) (???). A description below reads: 'The best place to practice and learn English. Highly qualified teachers and over a 100 English classes and English courses to choose from.' At the bottom of the listing, there is a green 'Visit this Location' button and social media sharing options for '+ Share', Facebook, Twitter, and Email. To the right of the text is a 3D-rendered image of a modern building with a glass facade and a central tower, set in a virtual landscape with trees and a blue sky. The image is labeled 'Second Life Search' in the bottom right corner.

We may even have some learners who want to dabble in the virtual world of Second Life and practice their business etiquette skills as they would apply in the world of avatars. This could be a choice for those learners who are interested and they could in turn share their findings with the entire class.

LOOK



**What does it
look like?**

What is all this going to look like to the learner [and the instructor]?




Inside **MOODLE**

the course

Week 1 Activities:

1.1 Warm-up Activity

 Reading & Media

 Reading & Media Folder

1.2 Discussion Forum with Teacher-Generated Topics 2 unread posts

1.3 Journal

1.4 Assignment - Due ...

1.5 Assignment

1.6 Post Assessment

How was the first week?

Webinar Attendance


Chat: Real-Time Collaboration

A sample week might look like a listing of activities such as: pre and post assessments, Reading & Media, discussions, perhaps have an ongoing journal for learners to use for reflection, assignments, quizzes, surveys and a place for noting offline activities [which might be attendance of web conferences or critics of video work etc].

Reading & Media

Reading & Media | 30-45 Minutes to Complete

The readings for this module can be found in your textbook [#1 below] and online by clicking the article title [#2 below].



Required Reading & Media:


- 1.) Gibbons, M. (2002). *The self-directed learning handbook: challenging adolescent students to excel*. San Francisco, CA: Jossey-Bass Inc Pub. [Chapter 1, "The Case for Self-Directed Learning"](#), pages 1-15.
Note: If you do not yet have your textbooks, you may read this first chapter by clicking the chapter title above. We will not provide additional chapters.
- 2.) Costa, A, & Kallick, B. (2000). [Teaching for meaning](#). *Educational Leadership*, 62(1), 51-57.
- 3.) Listen to Podcast: Collaborative for Educational Services (2011). [The SDL Connection to Online Learning](#), Recorded Podcast (3 minutes), Northampton, MA. [Download the transcript](#).
- 4.) Watch Video: [Introduction to Student-Centered Learning](#) - Below

Optional Reading & Media:

None

Watch this video:

This video explores the transformation from the 20th century to the 21st century culture of teaching and learning. This transformation from a passive, teacher-directed model to an active, learner-centered culture has changed the roles of teachers to become coaches, facilitators, and guides. The student's role has become that of investigators, collaborators, and decision-makers. In order to fulfill these new (and evolving) roles, the culture of teaching and learning must recalibrate to focus on self-directed learning skills. In this 4 minute video, you will witness collaborative, creative, multi-disciplinary approaches to engaging students and it will specifically address some ways in which school leaders and educators are testing and proving project-based models for a new, student-centered model of learning.



Introduction to Student-Centered Learning
from New Learning Institute

Let's look more closely at the functionality within the online classroom. For example, I like to have reading and media be set-up so learners will be able to "see" what chapter readings there are for a week and easily access handouts and links to multimedia files.

Database

Resource Database

[View list](#) [View single](#) [Search](#) [Add entry](#)

Page: [1](#) [2](#) [3](#) [4](#) [5](#) [6](#) [7](#) [8](#) [9](#) [10](#) [11](#) [12](#) (Next)

Title: Design Thinking for Educators

Direct Link to Resource: <http://www.designthinkingforeducators.com/>

Attach File:  [Picture](#)

Format of Resource: Website

Resource Description: I came across this resource from **IDEO**, the premier design and innovation consultancies in the world today. They have this amazing toolkit which breaks down a design-oriented mindset to problem solving in five steps: discovery, interpretation, ideation, experimentation and evolution. Simplify the exercises and see if you can use them to define and find unusual solutions to a challenge you're facing in your life or business.

[Casey Daigle-Matos](#) Tuesday, 6 September 2011, 12:54 PM

[Casey Daigle-Matos](#) Tuesday, 6 September 2011, 01:06 PM

[Add comment](#)

Databases are great tools for storing content such as resources pertaining to business etiquette, for the entire class, for individuals and/or for groups to share. Another benefit of the database is the ability to attach a grade and export content, such as files, for distribution after the course has ended.

Activity- Scenarios



Choice B

Choice A

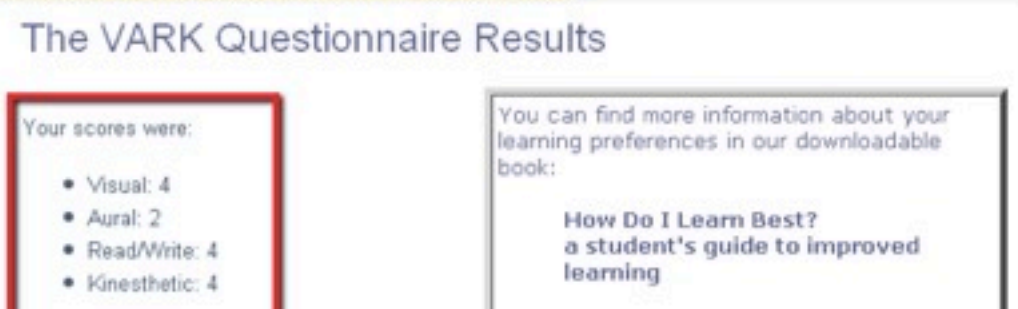
Real-world scenarios offer learners the opportunity for practice and can be set up inside of lessons to provide another opportunity for practice, assessment and feedback. Lessons can be created to build upon skills learners are developing in the course. In an online environment learners might watch an interaction and choose an outcome.

Assignments

Assignment	15-30 Minutes
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1. Follow the instructions to complete the learning assessment tool titled [VARK](#). Record your results and explore the VARK website. Scroll down to view an example of a screenshot and the information to record. If you want to learn how to take a screenshot, try a Google search or check out [Jing](#). There is no need to upload the screenshot, but it will be easier to reference for this and future assignments.
Tip: You **do not** need to pay for the VARK download; copy your results into a document or take a screenshot of your results.
2. Reflect on the results of your VARK assessment:
 - Were you surprised by the results?
 - Did the results reinforce what you already knew about your own learning style?
 - Did this activity make you think of anything you want to share with your peers?
3. To start your reflection, scroll down and click on "Edit my submission". Remember to click on "Save" when finished.
Tip: It is best to compose your thoughts in a separate document or an email to keep a backup copy.

Example of Screenshot and Information to Record



The VARK Questionnaire Results

Your scores were:

- Visual: 4
- Aural: 2
- Read/Write: 4
- Kinesthetic: 4

You can find more information about your learning preferences in our downloadable book:

How Do I Learn Best?
a student's guide to improved learning

The assignments can be created to allow the learners to upload audio and video files –they have created–illustrating the learners as they practice their soft skills. These files can be uploaded directly into the course **OR** learners can provide a link to an off-site repository where their files are housed in private accounts [i.e. YouTube, Vimeo]. The assignment could be extended to require students to listen and view their peers' skills and offer feedback.

For example a learner might video themselves as they are practice engaging in a business behavior and upload their video to the class. Other students can view their peers' skills and offer feedback.

Forums

Why we do discussions?



A good discussion post is informed by your thoughts and experiences. Please review the rubric for expectations.

Discussion Topic: During this module, we have worked with the concept of motivation.

- So then, is it the teacher's job to motivate students to think and learn?
- Do we have the same expectations for an online teacher? Why or why not?

Note: Discussion forums are open to everyone in the course to view and post.

Tip: You have options for the medium you use to post including written text, an mp3 file, or a video file. Please ask for help in the [Help Forum](#).

Instructions for posting to the discussion:

1. Compose your post in a separate document or email and save the original document as backup.
2. To post, scroll down and select "Reply".
3. Copy and paste your text into the text editor.
4. Once complete, click the "Post to forum" button.

[Edit](#) | [Delete](#) | [Reply](#)



Re: 5.4 Module Discussion Topic

by [Nancy Beswick](#) - Monday, 1 August 2011, 05:20 PM

*So then, is it the teacher's job to motivate students to think and learn?

I believe it is a teacher's job to INSPIRE motivation, but maybe only the student can motivate themselves in the end? My online teachers have certainly motivated me in this course!

*Do we have the same expectations for an online teacher? Why or why not?

Yes, we must have the same expectations for an online teacher, because they are such a unique link in the multi-media, virtual classroom. The teacher is the key to begin to explain and introduce motivation for SDL, (Gibbons, pg 96) 'helping the student to find and pursue a passion' providing a temporary, external motivation, while they help inspire curiosity, encourage persistence, and give quality feedback (Gibbons, pg 97) until permanent, internal motivation can blossom.....

[Show parent](#) | [Edit](#) | [Delete](#) | [Reply](#)

[Rate...](#)


Discussion forums provide opportunities for students to engage with each other and practice using their communication skills. Within the forums is possible to create single or multiple topics and groups may also be created to better manage the discussion forums and flow within a large class.


Chat


[Home](#) → [My courses](#) → [TAH-DYS](#) → [Week 1: Teaching American](#)


Chat sessions


Thursday, 25 August 2011, 02:03 PM --> Thursday, 25 Aug


 14:03: Mary Wiseman has just entered this chat

 14:03 *Mary*: I'm here

 14:03 *Casey*: This would be a much more efficient way of collaborating if we're available at the same time.

 14:03 *Mary*: aren't you hungry?

 14:03 *Casey*: I am.

 14:03: *Casey Daigle-Matos* has just beeped you!

Chat: Real-Time Collaboration

For groups working on a project that requires real-time collaboration rather than a discussion forum, chat sessions could be set up for each group.

Publishing chat times is optional. Each group could determine their own chat times.

[Click here to enter the chat now](#)

[Use more accessible interface](#)

[View past chat sessions](#)

Real-time Chat sessions provide another opportunity for practicing workplace soft skills by collaboration, group work and by mimicking business scenarios and social media.

Instructor's may also have office hours set up in Chat sessions and an added feature of Chat sessions is that they offer the ability to archive past sessions for review and critique.

Wiki

Exploration: I have explored many SDL concepts without being aware they were SDL. I now understand how to capitalize on things I did well so I can take bigger strides in that direction. I want students to own their own learning. My friend, Alan November, often talks about "Who owns the learning." This is from TED^N NYED in March 2011. This is not pure SDL, but it is still an important step along the continuum.



Alan November is recognized internationally as a leader in education

I like the quote, "Freedom is given as responsibility is taken." (Gibbons p95).

Evidence: I know that I haven't been very successful keeping track of what students are actually doing each day on their projects. I can do a better job with observations. I could use my iPad for that. I could create a Google form and dump info directly into a spreadsheet. I do like the idea that students are given the responsibility to check in with me. I would be better able to help students who were struggling.

Application: I have never used critical friends or seminar groups of students to support each other keeping to their plans. I would try this in the future.

Assessment	Self	Peer 1	Peer 2	Teacher	Evidence Rubric
Provided evidence that I have explored the concept/strategy/skill	3	3	3	3	3= Strong Evidence
Provided evidence that I understand the concept/strategy/skill	3	3	3	3	2= Moderate Evidence
Provided evidence that I can apply the concept/strategy/skill	2	3	3	3	1= Little Evidence
My Comments	I feel that I understand and have a better sense of what I need to do in the future to support the conferencing process more consistently. I feel that adding critical friends and seminar groups in conjunction with developing a plan in which it is the student's responsibility to check in with me will insure that I am more successful in this aspect				

Wikis are also a wonderful way to promote active learning and collaboration.

HOW-TO



Assess & Evaluate?

Once we have done the teaching and learning, how do we **evaluate what the learner can do and has done?**

Choice

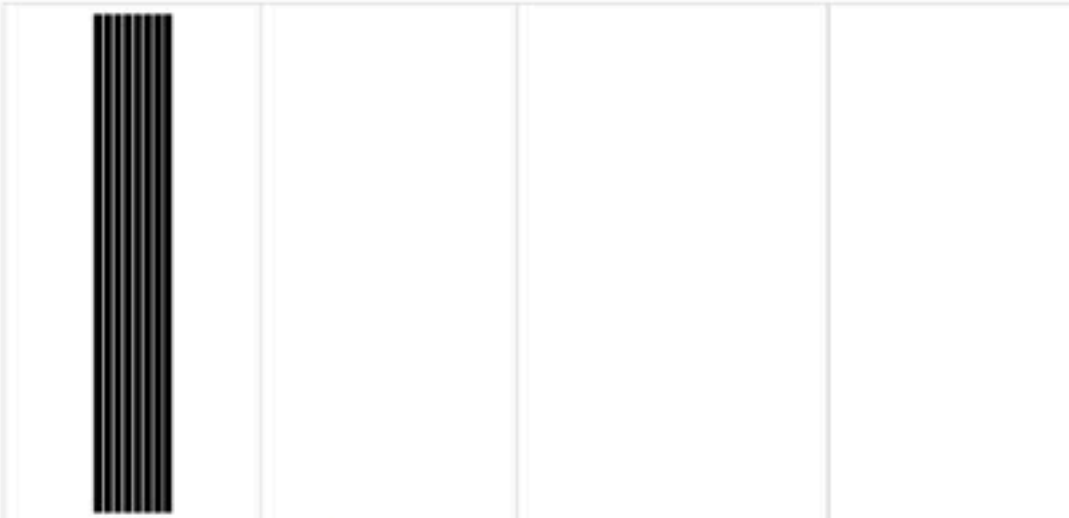
View 1 responses

Please choose a description which best describes how your first week has gone.

- Where am I?
- Behind on my work
- Completing my work
- Ready for next week

Save my choice

Responses

			
Where am I? (1) 100.0%	Behind on my work (0) 0.0%	Completing my work (0) 0.0%	Ready for next week (0) 0.0%

Choices can engage learners by giving options, they can stimulate motivation and they can be used as a check-in on comprehension of material. Choices can be set up as simple/quick check points-- during the course-- to stimulate the ongoing class conversations by; polling the class about controversial points or used to check-in with the learners to see how they are progressing. Choices give options.

Real-world
ASSESSMENT

that is

APPLICABLE

We also need real-world assessment that is applicable. Something the learner can produce and take with them into the workplace.

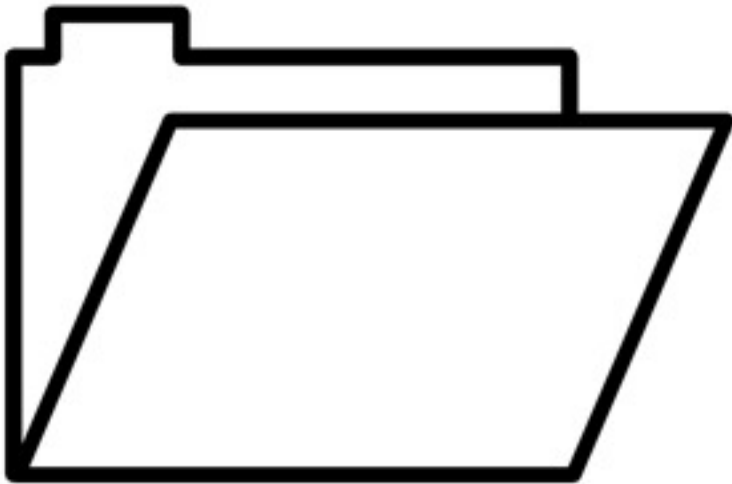
Assess with an

ePortfolio

Another way to assess is with the use of an ePortfolio. In the Business Etiquette course I would strongly urge learners create their own electronic portfolios in which they will house the digital examples of their learning. This can be done within Moodle inside a wiki or a database or combination of the two and then post-course, learners can export their files or copy their materials over to an off-site Wiki, website, blog or other repository of their choice.

An **ePortfolio**

contains



Samples & examples

The ePortfolio can be handled as an assignment and becomes a storehouse the learner can reflect upon when they are out in the workplace and need to access the the information they have learned from the Business Etiquette course. ePortfolios can also contain other pertinent examples of their work and samples from discussion forums, lectures, critics and any other activities from the course. The ePortfolios can contain any type of digital file and become extremely valuable post course.

ePortfolio



I made this remix from the Garmin website. It is behind a firewall/password and is for educational use. It currently falls under Fair Use. If I want to use it outside this space, I will get other permissions. The original is at <http://www.garminnuvi680.com>.

I am finding it a difficult process to choose what goes into this portfolio, since I have no current artifacts from students to demonstrate my ability to apply these ideas. I have decided to use artifacts from past years combined with other examples of practices that I would choose to use in the future.

I have a good understanding of what elements of SDL I have explored and applied in the past, as well as a clear picture of both what was missing and why. I look forward to the opportunity to continue to move my practice in this direction.

Portfolio of Essential Question 1

What is a Self-Directed Learner? Define Self-Directed Learning, Connect as Fellow Learner.

"Our species is irrepressibly curious and restless; we question everything and we seek answers; we see a need or possibility and press forward to see if we can make it real." (Gibbons p1).

"Self-directed learning nurtures this momentum, to broaden and deepen it, to help students channel and refine it." (Gibbons p1).

ePortfolios can also be structured to perhaps guide the learner in the types of materials the instructor feels most important to have within the ePortfolio. This can be done by embedding guiding and essential questions and/or assessments directly into the ePortfolio for the learners to answer, as they add examples of their work into their ePortfolios.

CHALLENGES

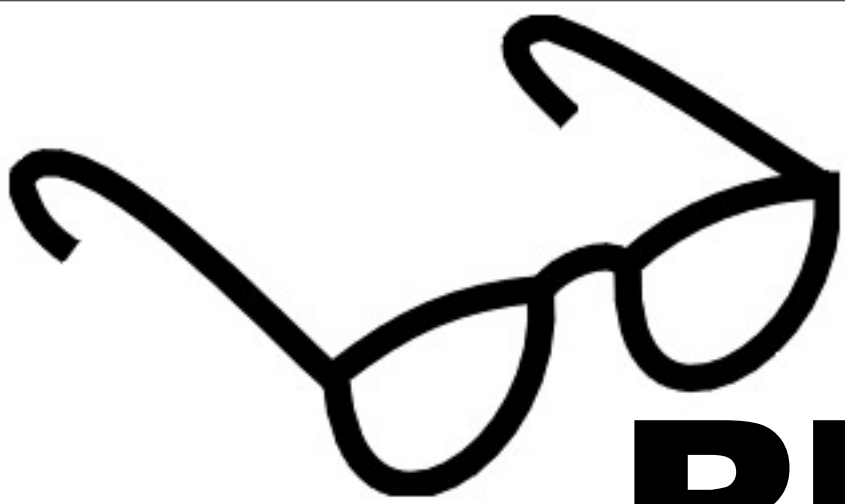
in the redesign of

Business Etiquette

What are some of the challenges in the redesign of the Business Etiquette course?

It is at this point I would begin working at a high level with the instructors involved in bringing this course online in determining what elements of my redesign we would want to begin pulling into the new course and looking closely at how that will actually work for the instructors and ultimately the learners. Since this course has already taught online I would suggest keeping what assignments and activities etc that are working and introducing new concepts, technology and tools into the course that would stretch the learning.

For example we might decide to bring in the use of a web conferencing tool. I would want to share--with the instructor-- "how" an activity would unfold within a webinar, evaluate instructor's comfort levels with using this type of technology and begin planning professional development wrapped around what training is going to be needed. Decisions would need to be made surrounding who is training, how that is happening and all this would happen after all the decisions for purchasing the chosen web conferencing tool has been established.



Look at

REDESIGN



Access to tech Comfort with tech Training, Time & Costs

So as we look at redesigning this course I have just offered some strategies in the form of tools, technology and course applications. There are other challenges to consider –for both instructors and learners: access to technology, comfort levels with using technology, training, time, costs and scheduling just how to get this course up and running. **I have addressed some of these issues within my assumptions.**

So I would want to begin working with instructors in determining specific details such as; the weekly scope of the syllabus, what assignments will look like, how will they be incorporated into the course, use of rubrics and ePortfolios, instructor [and student] workflow and handling the implementation of these new tools and concepts I have suggested. And look at how the use of those new tools impact the way the instructor handles the class overall. I have included examples of these workflow tools in the folder and I would suggest using these as we moved forward working together in the course redesign.

The
REDESIGN

of

Business Etiquette™

Presented by Mary Wiseman

September 14, 2011

So, the redesign of the Business Etiquette course offers many exciting and new areas of growth for both faculty and students alike. This redesign is not just about bringing the Business Etiquette course online; it is also an increasingly important opportunity for learning new tools, technology and workplace skills and business etiquette that are used online, in business and in education.

ROAD MAP

in the redesign of

Business Etiquette

I would like to point out a few of the tools inside your folders I like to use when redesigning a course and then answer any questions you might have.