



## *Great Public Schools for Every Student*

### **Introduction to Online "Netiquette"**

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 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 an 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.

## Supporting 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%3DEAF47473986D9A185AF2Dsequence%3D1](https://ir.canterbury.ac.nz/bitstream/handle/10092/1966/12611007_mackey.pdf%3Bjsessionid%3DEAF47473986D9A185AF2Dsequence%3D1)

Preece, Jenny. "Etiquette Online: From Nice to Necessary" (2004)

<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.85.2928&rep=rep1&type=pdf>

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.

<http://dro.deakin.edu.au/eserv/DU:30017596/stacey-sustaininganonline-2008.pdf>

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://s3.amazonaws.com/academia.edu.documents/37234299/McConnelletalJoST2012.pdf?AWSAccessKeyId=AKIAIWOWYYGZ2Y53UL3A&Expires=1524605375&Signature=xUgnDsz2DBJtZPkSrXLKhONDjsE%3D&response-content-disposition=inline%3B%20filename%3DVirtual\\_Professional\\_Learning\\_Communitie.pdf](https://s3.amazonaws.com/academia.edu.documents/37234299/McConnelletalJoST2012.pdf?AWSAccessKeyId=AKIAIWOWYYGZ2Y53UL3A&Expires=1524605375&Signature=xUgnDsz2DBJtZPkSrXLKhONDjsE%3D&response-content-disposition=inline%3B%20filename%3DVirtual_Professional_Learning_Communitie.pdf)

Preece, Jennifer. "Etiquette, empathy and trust in communities of practice: Stepping-stones to social capital." (2004)

<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.92.2883&rep=rep1&type=pdf>

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.

<http://www.online-journals.org/index.php/i-jet/article/view/1765/2013>

Knight, Jim. "What Good Coaches Do." Educational Leadership, vol. 69, no. 2, Oct. 2011,

[www.bcpss.org/bbcswebdav/institution/PUBLICINFO1112/CAO%20Leadership%20Institute%20SY11-12/December%206-9,%202011/What%20Good%20Coaches%20Do.pdf](http://www.bcpss.org/bbcswebdav/institution/PUBLICINFO1112/CAO%20Leadership%20Institute%20SY11-12/December%206-9,%202011/What%20Good%20Coaches%20Do.pdf)

West, Lucy, and Antonia Cameron. Challenging Assumptions About Coaching. Challenging Assumptions About Coaching.

[http://metamorphosistlc.com/images/Resources/Articles/Challenging\\_Assumptions\\_About\\_Coaching.pdf](http://metamorphosistlc.com/images/Resources/Articles/Challenging_Assumptions_About_Coaching.pdf)

## Resources

### Netiquette Guidelines

Online etiquette or 'netiquette' – The dos and don'ts of online communication

<https://www.childnet.com/blog/online-etiquette-or-netiquette-the-dos-and-donts-of-online-communication->

15 Rules of Netiquette for Online Discussion Boards

<http://blogs.onlineeducation.touro.edu/15-rules-netiquette-online-discussion-boards/>

Online Etiquette: 6 Rules for Making A Great Virtual Impression

<https://www.americanexpress.com/en-us/business/trends-and-insights/articles/online-etiquette-6-rules-for-making-a-great-virtual-impression/>

Social Media Etiquette for Teachers

<https://hojosteachingadventures.com/social-media-etiquette-teachers/>

7 Rules for Online Etiquette

<https://achievethevirtual.org/7-rules-for-online-etiquette/>

Netiquette

<https://askatechteacher.com/great-kids-websites/digital-citizenship/netiquette/>

Are Your Emails Unintentionally Rude? <https://www.psychologytoday.com/us/blog/fulfillment-any-age/201309/are-your-emails-unintentionally-rude>

Why online etiquette matters -- and why IT leaders should care

<https://www.computerworld.com/article/3192157/internet/why-online-etiquette-matters-and-why-it-leaders-should-care.html>

## Teaching Netiquette

Are You Teaching Good Netiquette? <https://teachonline.asu.edu/2016/04/teaching-good-netiquette/>

Common Sense Media - Digital Citizenship

<https://www.commonsense.org/education/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 for all components in Part 2.*

### Part 1. Overview Questions

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?
2. In what ways can you support both other educators and students in improving their online etiquette?

3. How did you approach the creation of your artifacts and work products for online etiquette?
- **Passing:** Response provides reasonable and accurate information that justifies the reason for choosing this micro-credential to address the specific 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

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.

	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.  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.	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.  There are a few grammatical or spelling errors in the edited version but they do not impede the reader from understanding the content.	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.  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	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	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

Artifact 3:  
Professional Article

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 a desk, or laminated and distributed easily.

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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.

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.

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.

Part 3 Reflection

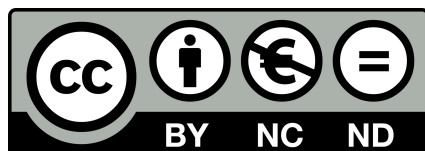
350 - 500 words

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?

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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