



Empatico: Nurturing SEL through Intercultural Virtual Exchanges

EDUO 9977 1 Semester Credit/Unit

Instructor – Joe Herz

jherz@dominicancaonline.com

Public Course Syllabus – For a full syllabus please contact the instructor

You must be working with students in order to complete this course

Course Overview:

Equip students to thrive in an increasingly diverse and interconnected society. Bring virtual exchanges and intercultural friendships into their classrooms using [Empatico](#), a free virtual exchange tool that connects classrooms from around the world. Learn how to facilitate meaningful virtual exchanges that develop students' empathy, commonalities, perspective-taking skills, respectful communication and other socioemotional skills.

Course Objectives:

Through virtual exchanges students have the opportunity to:

- Develop and practice empathy and perspective taking
- Develop global competencies and 21st century skills that will help them in all areas of life from forming personal relationships to career success.
- Improve respectful communication and social skills, especially in multilingual and multicultural settings
- Learn about different perspectives through interactions with peers from other parts of the world and recognize their common humanity

Course Relation to CCS or other Professional Standards:

1. [Empatico Prepared List of Professional Standards](#)

2. [ISTE 2 Digital Citizen](#)

Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

3. [ISTE 6 Creative Communicator](#)

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

4. [ISTE 7 Global Collaborator](#)

Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Course Modules

IMPORTANT! [Course Content Document](#)

Completed work can be submitted to the Moodle course Dropboxes or through Google Drive, sharing and notifying the instructor. File and document names need to include the course number and Module number. Include your full name in activities submitted.

Presentations: Use Slides, PP or Prezi. Give viewing rights to visitors

Video productions: Use a tool of your choice. Give viewing rights to visitors

Module 1: Empatico and Virtual Exchanges	
Assignment	Read: Unit 1: Empatico and Virtual Exchanges
Objectives	Share your understanding of the benefits of SEL and Virtual Exchanges
Activities	<p>Imagine that you will need to get permission from parents and /or your school board to bring virtual exchanges into your classroom.</p> <p>Create a letter or multi-slide presentation explaining the benefits of incorporating virtual exchanges and socioemotional learning into your practice. Make sure to do your own research and add additional sources to advocate your case!</p> <p>Submit your letter or presentation to the Moodle Module 1 Dropbox or via Google Drive</p>

Module 2: Establishing the Connection: Getting Started	
Assignment	Read: Unit 2: <i>Getting Started</i>
Objectives	Finding Your Virtual Exchange Partner Classroom
Activities	<p>If you have already connected with your partner teacher, write a brief, 1-page review about the discussions you and your partner teacher have had. This should include:</p> <ul style="list-style-type: none">(1) things you've learned about each other(3) plans you've made to connect. <p>If you have not met your partner teacher yet, write a brief 1-page review describing what you'll want to discuss with your partner teacher. This would include:</p> <ul style="list-style-type: none">(1) an introduction of yourself and experiences(3) any consideration you believe will be important for lesson planning and scheduling your first exchange. <p>Submit your review to the Moodle Module 2 Dropbox or via Google Drive</p>

Module 3: Preparing for Virtual Exchanges	
Assignment	Read Unit 3: <i>Preparing for Virtual Exchanges</i>
Objectives	Prepare yourself and your class for your first Empatico Exchange
Activities	<p>Imagine that another colleague wants to participate in Empatico exchanges. Write a letter to the colleague explaining activities you and your students did as part of the preparation stage.</p> <p>Include:</p> <ul style="list-style-type: none"> - Why is the preparation stage so important? - What additional tips would you share? <p style="text-align: right;">Submit your letter to the Moodle Module 3 Dropbox or via Google Drive</p>

Module 4: Unit 4: Facilitate the interaction!	
Assignment	Read Unit 4 before <i>Conducting an Empatico Virtual Exchange</i>
Objectives	Facilitate an Empatico Exchange with your students
Activities	<p>Write a summary of your first virtual exchange.</p> <ul style="list-style-type: none"> - What Empatico activity did you do? - What additional tips would you share with a colleague who wanted to facilitate Empatico Exchanges? <p style="text-align: right;">Submit your summary to the Moodle Module 4 Dropbox or via Google Drive</p>

Module 5: Unit 5: Guide Students in Meaningful Reflection	
Assignment	Read Unit 5 before <i>Reflecting on your Empatico Exchange</i>
Objectives	Join your students in a reflection of the virtual exchange experience
Activities	<p>Write a final Forum reflection covering your experience doing Empatico Exchanges. Here are some guiding questions to consider:</p> <ol style="list-style-type: none"> 1) What did you and your students learn throughout the process? 2) What additional tips would you share with a colleague who wanted to facilitate Empatico Exchanges? Why is it important to lead a reflection after their Empatico Exchange? 3) How can you make virtual exchanges a more regular part of your teaching practice? <p style="text-align: right;">Submit your reflection to the Moodle Module 5 Forum. RESPOND to a peer's Forum post</p>

Course Assessment Rubric:

EXCELLENT Meets or Exceeds Course Objectives: A to A-	ACCEPTABLE Majority of Work Meets Course Objectives; B+ to B-	NOT ACCEPTABLE Needs Considerable Improvement: Resubmit Work Suggested: C or below
All work submitted reflects in-depth understanding of course objectives.	Most work submitted reflects in-depth understanding of course objectives.	Work shows little or no in-depth understanding of course objectives.
Assignment responses show evidence of new knowledge evidenced by thoughtful, detailed and accurate assignment responses.	Most assignment responses show evidence of new knowledge evidenced by thoughtful, detailed and accurate assignment responses.	Responses show little to no evidence of new knowledge as evidenced by lack of thoughtful, detailed and accurate assignment responses.
Work submitted was organized and clearly articulated. The student carefully followed all assignment instructions. The instructor did not have to provide continual assignment clarification or request revisions.	Most work submitted was organized and clearly articulated. The student carefully followed all assignment instructions. The instructor had to provide continual assignment clarification or ask for revisions.	Work submitted was not organized or not clearly articulated. The instructor had to provide constant clarification and ask for continued revisions.
Assignment content and required projects were original.	Assignment content and required projects were original.	Evidence that not all assignment content and required projects were original.
Work is free of spelling and/or grammatical errors.	Work has few spelling and/or grammatical errors.	Work has numerous spelling and/or grammatical errors.

Resources:

[Course Content Document](#)

[Empatico Prepared List of Professional Standards](#)

[Empatico Activities](#)