**2024 Masters**

**ISD 3**

**Context Analysis**

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**Interaction**

I’ve lived through this experience myself. My outlook is that on a personal level but also that as an educator in how to approach complex issues of this nature. It’s almost impossible to cover it all. While I drew from my own, I had to realize that there are many other diverse factors affecting my peers to be considered. There is no one size fits all, but there are major themes that are consistent to be addressed.

**Intention**

I tried to take an honest and open minded approach to the context analysis. These are lifelong skills that will forever be implemented on behalf of the adopter and adoptee. They will have to dedicate themselves to constantly evaluating their shifting identities and how they will manifest for them personally and in other social settings.

**Introspection**

I understand there will be barriers based on the individual environments of adopters. There are so many elements that are out of their control and mine in constructing the intervention as a whole. Again, focusing on the consistent theme found in basic race education, this helped me to better envision how parts of the implementation may play out in their lives.

| **Context Analysis** |
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| **Instructional Environment** | **Performance Environment** |
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| *Where will training take place?* | Where will skills be implemented? |
| * Purpose of Locations   *Workshops & Home*   * + *Workshops*     - Specific hands on activities based on LO’s     - Guidance from instructors and other professionals   + *Home*     - Authentic context of how knowledge will be physically implemented     - Compare and contrast applications from workshops to home   + *Conference Room/Private Spaces*     - Privacy allows direct focus on content     - Quiet, controlled, and easily accessible environment to teach fundamentals | * Purpose of Locations   *Direct application of knowledge in authentic settings.*   * + *Workshops*     - Specific hands on activities based on LO’s     - Guidance from instructors and other professionals   + *Home*     - Authentic context of how knowledge will be physically implemented     - Compare and contrast applications from workshops to home * *Address Social Context:*   + Through selected hands on activities adoptees will learn to contextualize their new skills sets |

| **Social Aspects** | |
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| **Instructional Context** | **Environmental Context** |
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| * Instructor Dynamics   + - Outside Instructors: Can range from psychologists, adoption agents, fellow adoptees     - Adoptees: Relatable because they have lived or are living through the experience       * Means to compare and contrast outlooks     - Professionals: Further validate curricular choices and enhanced understanding of implications and applications       * Chances to expand on information and ask questions | * Environmental Dynamics   + - Random Peers:       * Variety of people using facilities maybe not encountered in dorm demographic     - Access to Resources       * Means to get real-time feedback to adjust approaches       * Clarify any questions on content and or instructional decisions     - Hands on Experience       * Chances to observe content implemented in real time       * Chances to observe content adapted to a wide variety of scenarios       * Chances to observe content adapted by their peers     - Uncontrollable Elements:       * Diverse contexts and family make up of adopters       * Varied responses to race education based on adopters’ backgrounds |

| **Orienting Contexts** | |
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| How motivated are adopters? | What is motivating students? |
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| *Participation*   * Adoption is a lengthy and financially consuming process, so most would not go through with little consideration * *Consequences*   + Risks of damaging the adopters healthy views on the interplay of race and ethnic concepts * Travel   + Training will be on location, but also available in an online format | *Learn Life Skills*   * Despite the controversial nature or race education, potential parents may be willing to challenge their assumptions * Some may not only be doing so to appease their partners or other obligations set forth via adoption contracts * Social ramifications of not educating themselves on discriminatory practices that may affect their family dynamics * Social ramifications of damaging the pride and perceptions the adoptee has as they transition to a new environment and a second enculturation |

| **Transfer Contexts** | |
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| When will skills be implemented? | Where will skills be implemented? | How will skills be implemented? |
| --- | --- | --- |
| *Immediacy:*   * In realtime at the session with instructors, peers, and other professionals * Multiple times to discuss and implement methodologies * Delayed if conflicts with class schedule or other ADL’s | * Homes * Instructional Facilities * Outside Areas | *Authentic Contexts*   * Synthesizing information to find most effective way to complete activity despite diverse environments   + Homes: access to personal spaces   + Utilize skills in real world context ( spontaneity) |