**2024 Masters**

**ISD 3**

**Learning Objectives**

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**Interaction**

Clear expectations have to be set given the complexity of the concept. Through research and the requests of the adopters, there is an urgent need to highlight the importance of race education. There are a multitude of layers concerning the concepts like vocabulary, cultural awareness, civic duties and so forth the participants need to internalize for effective application.

**Intention**

The diversity of the audiences demands diversity in curriculum. The adopters and adoptees are from all walks of life. So the content needs to reflect as many diverse experiences and concepts as possible, but still being cohesive enough to follow a logical framework.

**Introspection**

There are clear assumptions with the nature of race education that may or may not be changed. For that matter, that may never get uncovered. It’s a very intimate space that the adopters will have to enter in order to uncover their own bias and those that they hold dear. All these elements will affect how they view content and further assess their understanding especially when not in the presence of instructors and other professionals apart of the intervention process.

**Learning Objectives**

These are categorized by Gagne’s 5 Domains

**#1 Goal:**

Provide resources to educate potential and current parents on transracial and transnational adoptions

**DRIVING QUESTION**

***What needs to be known to help them understand the importance of cultural identity within a transracial & transnational adoption?***

1. Where are they now?
2. What proficiencies do they need to arrive at?

**GAPS**

**( Address hidden assumptions & habitual practices)**

* Ignorance: importance of cultural identity
* Fear: rejection, failure, change, retaliation
* Defensive: taken “too” personal
* Challenge: personal bias of race/ethnicity, own identity
* Change: resistance, no “growth” mindset
* Resources: available, may not know how to find
* Confidence: addressing cultural differences
* Communication: starting conversations on cultural impacts
* Timing: based on age of child and or parents
* Power Dynamics: hesitancy to address issues of race within family and community dynamics

develop a deep understanding of race and ethnicity as social constructs, identify historical and contemporary systemic inequalities,

analyze the impact of race and ethnicity on various aspects of life,

cultivate empathy

critical thinking skills,

promote active citizenship to address racial injustice

**Engage**

As a group, learners will explore their background knowledge and experiences on effective feedback methodologies.

**“Orientation” ( ENGAGE)**

* Introduce the reason for the intervention to gauge understanding and motivations
* Emphasize importance of acquiring proficiency within real world context
* Illustrate available resources and how to locate to understand fundamentals of racial and ethnic identities
* Enhance understanding of how perspectives can be adapted to individual contexts

| **Verbal Info** | Verbalize the foundational terminology to understand concepts related to racial and ethnic education |
| --- | --- |
| **Attitude** | Identify the criteria needed to actively complete various steps of giving effective, timely, and continuous feedback. |
| **Intellectual** | Analyze the significance of specific framework methods and their relation to how it manifests based on tools needed |
| **Analyze** | Select the most appropriate problem-solving approach based on context |

**Explore**

Elicit higher order thinking skills and slow transition into “ownership” of learning

* **Reinforce:** Continually put LO’s at the forefront by aligning questions accordingly
* **Stimulate:** Explore creative and critical thinking. Aids in helping the instructor understand the learner’s thought process
* **Retention:**  Encourage the idea of putting concepts into their “own words”
* **Engagement:** Ensures learners are always “active” vs “passive” as they must answer and respond with either the instructor or peers to develop a working knowledge base.

| **Understand** | Attribute their past and current observations and experiences towards a logical understanding of an effective feedback process/strategy |
| --- | --- |
| **Evaluate** | Define key elements of specific feedback methods and foundations in order to draw parallels to their lives |
| **Classify** | Assess how their knowledge transforms and can be implemented towards skill acquisition via restating questions |
| **Create** | Generate of collection of concepts and examples they desire to explore more |

**Explain**

* + Meaningful engagement with content to work through and or via creating
    - Consolidation of concepts in a logical manner
    - Construct framework for how concepts manifest in real world and individual lifestyles
    - Conceptualize and critique diverse perspectives and approaches

| **Interpret** | Explain in detail the "goals", "purpose", "implementation" of the project |
| --- | --- |
| **Determine** | Emphasize importance of acquiring proficiency of skills within real world context |
| **Explain** | Illustrate available resources and methodologies of engaging in ethical and reflective conversations on race and ethnicity |
| **Differentiate** | Enhance understanding of how the processes can be adapted to individual preferences |

**EXTEND**

* Prioritize decisions making based on observation and evidence over assumptions
* Compare and contrast counterexamples to facilitate a conceptual analysis ( This will be revisited and revised throughout each intervention step.)
* Formulate strategic thinking to isolate and identify problems to arrive at the most appropriate solution
* Evaluate the potential effectiveness and ramifications of various conclusions drawn

| **Create** | Generate their own scenarios for outline, offering, and or, receiving feedback by leveraging supplied or personal resources to maximize efficiency |
| --- | --- |
| **Apply** | Implement procedural knowledge of creating and implementing effective feedback in order to build proficiency |
| **Differentiate** | Compare and contrast how the engaging in race & ethnic related conversations are affected based on a multitude of contextual elements.  (timing, race, experiences, community, etc…) |
| **Support** | Enhance understanding of how the processes can be adapted to individual preferences and needs |

**EVALUATE**

* Prioritize decisions making based on observation and evidence over assumptions
* Compare and contrast counterexamples to facilitate a conceptual analysis ( This will be revisited and revised throughout each intervention step.)
* Formulate strategic thinking to isolate and identify problems to arrive at the most appropriate solution
* Evaluate the potential effectiveness and ramifications of various conclusions drawn

| **Monitor** | Leverage insights from collaborative and individual reflections to assess proficiency |
| --- | --- |
| **Apply** | Assess the extent of skills learned in comparison to new thought processes |
| **Diagnose** | Implement resources created to track progression effectively |
| **Acknowledge** | Examine relevant and irrelevant aspects of strategy to determine future iterations |

| **Knowledge Dimension**  **“Factual”** | * Define key terms related to race, ethnicity, culture, discrimination, prejudice, and systemic racism in relation to transracial and transnational adoptions |
| --- | --- |

| **Conceptual** | * + Define key terms related to race, ethnicity, culture, prejudice, discrimination, and systemic racism.   + Understand how social construction of race through its manifestation in society   + Analyze the historical development of racial and ethnic hierarchies in different contexts. |
| --- | --- |
| **Critical Analysis** | * + Compare and contrast narratives and stereotypes within cultural contexts ( media, pop culture, history, etc…)   + Examine the junctions of concepts like race, gender, class, and sexuality relate to race and ethnic identities   + Analyze the divergence amongst political and institutional influences on race and ethnicity |
| **MulticulturalAwareness** | * + Appreciate the diversity within racial and ethnic groups, recognizing unique cultural traditions and perspectives.   + Develop cultural sensitivity to ethically engage with diverse backgrounds |
| **Civil Action** | * + Identify frameworks that promote equity within race and ethnicity   + Implement critical thinking to assess the complexities of race and ethnic issues   + Explore various means to advocate for racial and ethnic equity in and outside of the home |
| **Personal Reflection** | * + Develop a framework to assess the origins and outcomes of personal bias and assumption   + Reflect the influence of personal experiences towards racial and ethnic identity   + Internalize how privilege shapes behavioral choices and communal interactions |

| **Verbal Info** | Verbalize the most effective methods to consistently create and implement constructive feedback by deconstructing their understanding of it |
| --- | --- |
| **Intellectual** | Discriminate: Between various processes based on the specific criteria (context)  Conceptualize: Address how background knowledge shapes goals and aids in identifying key concepts  Application: Explore and implementation multiple iterations of assessments guided with various criteria  Problem Solving: Select the most appropriate problem-solving approach based on context |
| **Cognition** | Analyze the significance of specific methods of providing feedback and their relation to its manifestation based on tools needed |
| **Motor** | Physical skills implemented to complete the tasks |