**2024 Masters**

**ISD 3**

**Sequencing**

Rahny Day

**Interaction**

The goal was to stick with simplicity. Deconstructing race related concepts can not be done within one workshop alone. It can take years and multiple experiences to reflect upon one’s experience. I also kept in mind, given the emotional complexity of the issues, adopters may only be able to engage in small bursts of time. This is also aside from their own daily demands

**Intention**

All adopters are in different stages in their personal lives but most importantly within the adoption process. Some are still contemplating adoption, while others have already gone through with it. To add these layers, some may be in early stages such as days, weeks, months, or even years out. So, they come to the workshops with different perspectives based on their own timing of adoption undertakings.

**Introspection**

I truly value the 5 Steps of Constructivism as I find it really sets the table for deep reflection which in turn opens up dialogues for thoughtful feedback as well. The stakes are high if an intervention of this type does not allow for a space for all to share their lived in experiences in various way

**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

| **Sequencing** |
| --- |

An overview of the expectations and intervention outline will be explained.

This sequencing is scaffolded to organize to encourage a seamless conceptualization of feedback methods. The goal is to uncover what is known through comparing perspectives and strategizing implementation to assess the conclusions drawn for better future iterations.

1. Uncover “knowns” of Adopter Race Education Knowledge

2. Discussions implemented to examine experiences and perspectives more.

3. Continually build upon scaffolded structure by examining the insights from exploring the concept in groups

4. Engage in Modeling, Role-Play in a field experience environment to assess conceptualization and application of skills.

5. Reflect on assessment metrics to analyze progress from initial gaps to desired outcomes

| **5 Constructivism Steps** | **Activities** |
| --- | --- |

| **ENGAGE** | Explore background knowledge of various race related topics  **“Orientation” ( ENGAGE)**   * Introduce the reason for the training and check in with that they understand why they are here * Emphasize importance of acquiring proficiency of skills within real world context * Illustrate available services and locations of laundry facilities ( on/off-site) * Enhance understanding of how the processes can be adapted to individual preferences | Discussions  Facilitate with peers, instructors, and professionals.  Groups may even be broken up into ethnic and racial groups  Ex: White Adopters/Black Adoptee  Non-White Adopters/Adoptee of Different Race     * Big group * Small group * One-on-One |
| --- | --- | --- |
| **EXPLORE** | **Why?**  To conceptualize, articulate, explore and motivate student curiosity. The outcome of the demonstration is helpful in gauging any revisions needed moving forward in the lesson.  It provides the instructor with valuable insights concerning the effectiveness of their methodology, response, content, and execution. It also functions to assess student comprehension.   * + See in real time   + Ask questions on process accordingly   + Adjust explanations and methodologies based on student reactions   + Real world application and variations of implementing methods for exploring race and ethnic related concepts     - Ex: Understanding various culture norms based on race/ethnicity and age of child.   “Hand on Activities”  Dive further into #1 ENGAGE discussion | **Demonstration/Tutorials**   * Immediate Application of resources for effective feedback * Compare and Contrast Experiences   + Peer to Peer ( Adopter to Adopter)   + Instructor to Adopter * Overview of race education concepts * At Work/Outside of Work * Questions: Throughout process questions can be submitted in person or online forum   + Digital and In Person workshops available |
| **EXPLAIN** | Combine experiences from #2 EXPLORE to craft their own definition and reflection on race education and related lived experiences.  Diving deeper into the results of EXPLORE. This is a combination of Teacher & Student questions insights.   * **Reinforce:** Continually put LO’s at the forefront by aligning questions accordingly * **Stimulate:** Explore creative and critical thinking. Aids in helping teachers understand the student thought process * **Retention:**  Encourage the idea of putting concepts into their “own words” * **Engagement:** Ensures students are always “active” vs “passive” in the classroom as they must answer and respond with either the instructor or peers to develop a working   Concept/Process   * Contextualize exploring race education concepts.   + Manifestation     - In home     - Out of Home * Internalize fundamentals for automaticity * Highlight methods to engaging in reflective conversation   + Explore how conclusions are made based on lived in experiences and historical contexts * Build Upon Scaffolding | * Describe the foundational elements of the following;   + Recognizing When to Give Feedback   + Contextualize Situation/Event   + Identifying the most effective Feedback Method Effective methods to engage in race/ethnic related concepts     - Study intricacies of race education     - Analyze cultural similarities & differences     - Assess how similarities and differences overlap with personal experiences     - This influences how the concepts manifest to fulfill the desired outcome by addressing the specific behavior(s).     - Focus on Direct Observation * Objectivity vs Subjectivity * Active Participation |
| **EXTEND** | Lots of flexibility into end results. Core concepts will constitute the following to encourage implementing skills consistently.  Apply all knowledge to real-world contexts   * Fully conceptualize how specific skills sets manifest in real world application * Decide on how to manage and assess their expectations for realistic results * Improve social interactions with an awareness of etiquette to demonstrate sensitivity to the needs of peers * Apply skill sets to gauge proficiency and adjust based on relatable and relevant applications | * + Identifying Foundational Elements   + Explore methods to open dialogues on race related concepts   + Activities ( Real Time Intervention/ Online Course)     - Identify scenarios   + Online Course   + Checklists   + Videos   + Options to further consult with instructors and professionals after workshops |
| **EVALUATE** | Share resources and aids  Craft various scenarios to demonstrate knowledge ( troubleshoot)   * Compare and contrast counterexamples to facilitate a conceptual analysis ( This will be revisited and revised throughout each intervention step.) * Examine shared concepts amongst cultures as they manifest in relation to their lifestyle * Utilize specific vocabulary needed to understand the core concepts of engage in race education conversations * Internalize vocabulary and concepts to make new personal meanings for implementations | Share various projects described in #4 EXTEND via community platform for class or other means ( Google docs, instagram, etc…)   * Identifying Foundational Elements * Study Specific Feedback Scenarios * Activities ( Real Time Intervention/Training Online Certificate)   + Identify scenarios |

| **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 |

| **Audience** | **Behavior** | **Conditions of Task** | **Criteria of Task** |
| --- | --- | --- | --- |
| Parents of Transracial Adoption | Grasp an understanding of racial and ethnic identity for adoptee | * Home * Outside of Home | Build a framework to understand the impacts of racial and ethnic identity in transracial adoption to promote well-being of adoptee and further successful adoption. |

| **Learner Level/Characteristics** |
| --- |

| **Exdfdfasdfdsfdsfdsfdsfdfs External Instructional Event** | **Internal Processes** | **Planned Instructional Activities** | **Anticipated Learner’s Activities** |
| --- | --- | --- | --- |
| 1. **Gain Attention** | **Reception**  Learner is focused on event | Participants will go through an instructor lead orientation that outlines the following LO’s.   * Introduce training reason and monitor comprehension of goals * Emphasize importance of acquiring proficiency of skills within real world context * Illustrate available services and locations of feedback resources * Enhance understanding of how the processes can be adapted to individual preferences | Instructors will engage with participants in a “guided” capacity making sure to not dominate conversations in order for them to construct, extend, and apply their insights. |
| 1. **Inform learners of objective** | **Expectancy**  Adopters know the importance of internalizing foundations of racial and ethnic identities. | After informing adopters of objectives, LO’s will illustrate implications of ignoring the interplay of racial and ethnic identities of adoptees and steps to take in building this connection. | There is greater success for education since adoptees have been informed. |
| 1. **Stimulate Recall of Prior Knowledge** | **Retrieval to Working Memory**  Adopters access prior knowledge in relation to current content. | Instructors engage with adopters in a “guided” learning capacity to explore their knowledge.   1. What’s your current experience racial and ethnic identities? 2. What composes racial and ethnic identities? 3. What are the implications of not addressing racial and ethnic identities? 4. How do you determine the best approach to addressing racial and ethnic identities? | As adopters share their insights, the instructor and adopter are gathering a better awareness of their bias.  This also helps to gauge that the current framework for the intervention is taking shape as anticipated. |
| 1. **Present New Content** | **Selective Perception**  Adopters recognize new information and associated characteristics | During this step the instructor will implore a relevant activity to first illustrate how to open dialogues on race and ethnic identity.  The instructor will also pose a problem based scenario to relate skills to direct application.  It will highlight the function and components as succeeding steps to contextualize race and ethnic identity discussions. | Observations allow adoptees to conceptualize the foundations of authentic reflection to implement effective discussions on race and ethnic identities.  This is further aided by utilizing real world scenarios flexible in nature to reflect the diverse and occasional unexpected contexts. |
| 1. **Provide Learning Guidance** | **Semantic Coding**  Adoptees take an active role in utilizing new knowledge via resources provided and constructed during intervention | Resources supplied and created as a result of engaging, exploring, and explaining via various discussions shows adoptees how to categorize the competency needed.   * Displaying understand of racial concepts * Make direct connection to various contexts   + motivations   + influences | Adoptees are fully active in application of knowledge. This is accomplished by replicating the foundational steps of constructing authentic reflection on the interplay of race and ethnic identity in transracial and transnational adoptions. |
| 1. **Elicit Performance** | **Responding**  Adoptees demonstrate a level of proficiency through implementation | Intervention framework offers adoptees multiple means of assessment to track their current and emerging comprehension of authentic dialogue on racial and ethnic identities.  Adoptees will not gain understanding of more complex interplay of racial and ethnic concepts without measuring the outcomes of their current situations and implementation of methods. | Misconceptions via metacognition and implementation execution are illuminated.  This ensures adoptees will have to engage in realistic expectations to continually adjust and replicate the process for the desired outcomes. |
| 1. **Provide Feedback** | **Reinforcement**  Adoptees are supplied with direct feedback based on proficiency. | Feedback is immediate and specific to individualized learner goals and proficiency with regards to their situations. | Feedback functions to aid the adoptee make adjustments in real time. (specificity,immediacy)  It eliminates the chances of ineffective application of content and furthers effective “self” assessments. |
| 1. **Assess Performance** | **Retrieval & Reinforcement**  Adoptees retrieve knowledge to finish task and receive feedback | Instructors model a reliable framework of reflection in intervention on how to examine their meta-cognition, biases, and reasoning for conclusions. | Adoptees are able to evaluate the validity of their conclusions to further improve their proficiency. It’s an emphasis on the power of “ownership” to foster autonomy. |
| 1. **Enhance Retention/Transfer** | **Retrieval & Generalization**  Adopters will retain new information through application via real contexts | Adopters will utilize all resources to reference frameworks to start and continually engage in discussions on race and ethnic identities.  Instructional efforts to facilitate their targeted behavior will encourage continued engagement and further seeking new methods based on individual motivations and environments. | * Functions as benchmarks ( built in scaffolding) * Derived from all observations of past, current, and future experiences * Ability to create hypothetical scenarios to explore understanding * Freedom in experimentation of selecting problem solving methods ( no “one-size fits-all) |