**2024 Masters**

**ISD 3**

**Strategizing**

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**Interaction**

I desire for adopters to have a simple navigation through the workshops. Given the content is very personal, and can clearly illicit strong emotional responses, any additional cognitive load would take away from its effectiveness. I believe this is the best means to also prompt meaningful engagement with content and in turn a better application in the unique environments they will be implemented in.

**Intention**

This pertains to the program approaches. I wanted to construct with an ethical mindset and take ownership for the resources and activities structured. The approaches chosen for both adopters, or students, and ID are for immediate application. Whether or not adopters attend the live workshops or decide to participate completely online, it is structured for immediate application.

**Introspection**

This is influenced by my reflection of my own experiences. I aimed to craft a framework that demanded a deep internalization of concepts. This can only be done by presenting foundational elements in a thoughtful and strategic manner that scaffolds with an abundance of opportunities.

| **Program Centered** |
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| **PRESENTATION** | **WHY?** Communicating facts, concepts, and principles  **“Orientation” ( ENGAGE)**   * Introduce the reason for the training and check in with students 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 * *Method: “Lecture” (via PP, Infographics)*   + Why?     - Direct & efficiency in delivering the basics of the information given students need to be exposed to basics and implemented immediately. *( easily duplicated and accessible for teacher & student)*     - Limited Teacher Talking ( Shortest section of program)       * Bigger emphasis on guided learning. Teacher talking will be limited in terms of “sticking to facts” with no egregious explanations.     - Students will be exposed to this method the most at university. There’s no need to “invent a 3rd Wheel given the simplicity of the topic. |
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| **QUESTIONING** | **WHY?** Elicit higher order thinking skills and slow transition into “ownership” of learning  **Motivations of Questions**   * + Reflect on thought processes ( arrival and impact of conclusions) * **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 knowledge base.   **Media**   * **Adoptee Questionnaire to Gauge Understanding of Core Concepts and Spark Reflection** * **Pre-Selected Questions & On Spot Generated**   + Keep a focus on the conversation |
| **DEMONSTRATION** | **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.  **By the end…**   * Describe the basic concepts of the laundry process via direct observation and hands on activities * Begin conceptualizing the proficiency of their skill sets and those they may need to foster * Internalize the reality that there are multiple variations of doing laundry to achieve the same result   Concept/Process   * Contextualize laundry process in dorm, home, and commercial settings * To internalize basics and flow of process * Highlight various troubleshooting approaches   + Experiment with decision points * Build Upon Scaffolding   Articulate/Explore Ideas   * Using 5 E’s of Constructivism approach guided questions will put emphasis on current thought processes and pre-conceptions   Motivate/Stimulate Curiosity   * Set expectations of end results * Basics are important but a combination of techniques can be implemented * Highlight streamlined process to show compatibility with student lifestyles (uphold realistic time restraints)   **Media**   * **Video:**  Easily accessible   + Unlimited play backs   + In class, outside of class * **In Class:**   + See in real time   + Ask questions on process accordingly   + Adjust explanations and methodologies based on student reactions   + Real world application and possible variations of engaging in race educational conversations |
| **DRILL & PRACTICE** | **Why?**  Promote absolute proficiency and fluency in the process in general and implement any other resources such as visual aids or conferring with peers.   * Move from theory to actual practice. Reduce the shock on implementing methods multiple times in new environments. * Analyze the effectiveness of skill transfer in order to make the appropriate adjustments * Improve efficiency of “lower order skills” to effective advance to more challenging iterations * Highlight potential strategizes to internalize specific steps of process and awareness of metacognition   Note: In beginning stages, provide an abundance of feedback and encourage that between peers as well.  Highlight obvious correct approaches, but also the “correctness’ of deviating to achieve the same results based on context and personal preference.  Specific Concept ( not all inclusive)   * MultiCultural Perspectives * Social Interaction * Critical Analysis * Cultural Awareness/Reflection   **Media**   * *Infographics:* Aid in immediate reproduction of tasks. Easily highlight where strengths and weaknesses lie * Personal Accounts: Internalize and compare lived in experiences and perspectives |
| **TUTORIAL** | **Why?**  A host of resources will be pre-created for students as well as those they develop for themselves and classmates. It’s an easily digestible medium focused on practical concepts and can be easily adapted to being instructor or student lead.   * Clarify race education concepts to automaticity * Address barriers to engaging or understanding as most concepts with challenge existing world views * Customizable level of individualization to increase motivation and engagement * Illustrate how to conceptualize concepts by leveraging empathy from a multicultural perspective   Note: Some will be self-paced and others in group settings instructor lead and or student lead.  **Media:**   * *Infographics*: Aid in immediate reproduction of tasks. Easily highlight where strengths and weaknesses lie ( Student or Teacher Created)      * + 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 * *Videos/Written:* Touches on various learning channels to increase level of student success   + Unlimited usage and not bound by location * *Online Question Box*   + Encourages social constructivism in a safe anonymous environment   + Uncover gaps in comprehension ( illuminates learner thinking process)   + Promotes open communication amongst teacher and student more readily   + Informal/Non-Invasive way of tracking metrics of student progress to address any revisions needed |

| **Student Centered** |
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Heavily influenced by the Constructivism approach. The 5 E’s referenced are that of Engage, Explore, Explain, Extend, and Evaluate.

| **REFLECTION** | **Why?** Connect, Integrate, Synthesize  The purpose is for students to then compare their reflections from their “starting” to “end” points.  Note: While not directly stated in all LO’s in each stage,this is an intuitive process on any learning journey and will be present towards the intervention as a whole. . The instructor will be cognizant of integrating this via their interaction with students. In most cases, this will manifest as an informal assessment.   * Compare and contrast counterexamples to facilitate a conceptual analysis ( This will be revisited and revised throughout each intervention step.) * Examine shared beliefs as manifested in family and other social dynamics to assess best approach * Refer to specific vocabulary to understand the fundamentals of race education * Craft personal definitions to make new meanings for engaging in race & ethnic related conversations   [**5 R's of Reflection**](https://www.ed.ac.uk/reflection/reflectors-toolkit/reflecting-on-experience/5r-framework)( redirects towards resource)   * Reporting   Pull from focus on context of race education concept  Ex: “ I don't understand how this is racist or culturally insensitive. I should examine the fundamentals more. “   * + Past and Future experiences * Responding   Thoughts, feelings, observations   * + - Focus on integration of new knowledge and experiences     - Focus on preconceived notions from vicarious exposure       * Observing first hand experiences       * Guided approach to arrive at desired outcomes       * Comparing and Contrasting race education concepts   + Formulation of specific questions on process   + Why certain processes may elicit confusion, guilt, frustration, hesitation, etc… * Relating   All past, ongoing, and future experiences to developing knowledge   * + What’s been observed and how is it different or similar to these experiences?   + Development of skills and their level of fluency towards achieved a consistent result and approach to problem-solving * Reasoning   Focus on how key concepts alter the process   * + - Decipher and understand key concepts     - Decision Points affect outcomes and approaches     - Personal preferences ( current and future)     - Locations and access to various resources     - Various skill levels of peers influence the feedback given and internalized ( may be outdated based on current technologies or new information ) * Reconstructing   Implementing and understand all conclusions drawn from previous steps   * + Open to possible of constant “restructuring” of conclusions for application for various contexts   + Summarize key concepts   + Formulating “schedules/patterns” for completing task with efficiency   + Constient application of knowledge using available resources ( class instruction and real-world experiences)   **Media**  Reasons: These specific tools help to put an emphasis on goal setting and proficiency. Which in turn, will instinctively force students to reassess the value they have on the process itself and how that intertwines with their ADL’s. ( Activities of Daily Living)   * 5 R’s of Reflection * Infographics * Discussion ( big/small group) |
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| **LEARNER SELF ASSESSMENT** | **Why?** Facilitate “realistic” expectations and standards for self-assessment  Aided by an effective implementation of “program-centered” goals to set clear expectations of what needs to be learned and how to “assess” to successfully and consistently recreate processes.   * Evaluate the validity of their conclusions to further improve their proficiency and application of skills * Emphasize complete “ownership” of developing best personal strategies * Internalize intrinsic motivation through developing skills to realize “ownership” of learning foster person autonomy * Focus on current and continued skill gaps for various steps of the process for continual revisions   + Based on questions, reflections, and use of resources proficiency levels   Ex: When can I move to the next step? Am I able to with current skills?  **Media**   * Questionnaire * Performance Wrappers * Discussion ( big/small group) * Independent Study ( field experience) * Infographics * Questions Box   Reasons:  These tools help to facilitate more complexity to the reflection process, 5 R’s, as outlined above via leveraging social constructivism and construction of independent skill sets to ensure students have meaningful engagement throughout each step of the intervention.  It highlights they have control over the pacing and integration of knowledge. In many ways they may scrutinize their progress more so than their instructor will. |
| **INQUIRY BASED LEARNING** | **Why?**  Illustrate how the questions posed by the instructor and constructed by students based on various processes influences progression..   * Combine and readjust perceptions of content with the acquisition of new skills through their implementation * Generate questions to explore how their environment influences their performance   + What? So What? Now? How? Why? * Identify content areas that may be a relevance to their goals and intrinsic motivation * Hypothesize how outcomes of reflections and performance build upon skills sets   **Media**   * 5 R’s Reflection * Discussion ( big/small group) * Self-Assessment * Video * Infographics   Reasons:   * 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) |
| **PROBLEM BASED LEARNING** | **Why?**  Emphasize real world obstacles that will elicit application of skills, problem-solving processes, and adaptations of concepts.   * 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   **Media**   * Teacher Crafted Hypothetical and Real Accounts of Situations   + Eventually students will create their own * Authentic Assessments * Group Collaboration   Reasons:  Aside from scenarios being reflections of real world obstacles and applications, they help to foster a more in-tuned self awareness of how skills are manifested, and even transferred, into all aspects of their lives.   * Increase effectiveness of observations skills for better reasoning ( inductive, deductive) * Highlight value of astute observations * Build confidence in decision making * Adaptable methods for any environment   Other Generalities   * Guided by Constructivism 5 E’s they will explore common obstacles and individual problems to be solved * How problems may develop based on specific processes * What they currently know and understand will affect their problem-solving approach and desired level of proficiency to achieve end goals * Deconstructing a problem leads to more specific solutions to address it   + What is it?   + What do I know or need to know?   + How do I solve it?   + What is the value of my conclusions drawn?     - Does it solve the problem?     - Is the process effective in arriving at the solution? ( self-assessment) |
| **FIELD EXPERIENCE** | **Why?**  Apply all knowledge to real-world contexts   * 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 * Fully conceptualize how specific skills sets manifest in real world application * Decide on how to manage and assess their expectations for realistic results   **Media**   * On Site Visits * Research & Planning   Reasons   * Emphasize transferable skills sets not limited to but can include communication, collaboration, problem solving * Know when and how to implement techniques based on environment * Internalize purpose of all instruction when applying skills ( specificity is intentional) * Based on context of transracial and transnational adoptions   + ( Constant of both parties not being of the same ethnic or racial backgrounds)   + Construct in depth understanding of engaging consistently to explore complexities of race and ethnicity in transracial and transnational adoptions   + Understand reactions of both parties ( adoptee and adopter) to the environment     - Multiple variations driven by their lack of engaging in multicultural perspectives |
| **DISCUSSION** | **Why?**  Inspired by 5 E’s to synthesize instruction and social interactions in and out of the classroom.   * Facilitate evaluation of their own and peer perspectives to start conceptualization * Implemented assessment skills to gauge effectiveness of discussions * Understand implementing active listening demonstrates value towards other perspectives and increases opportunities for successful exchange of ideas * Re-evaluate methods of engagement to find the best means of communicating ideas   Note: Make sure discussion stays on track with LO’s for course and specific subtopics  **Media**   * Brainstorming * Affinity Mapping ( Identification of Themes) * Predetermined Questions * Spontaneous Questions   Reason:  Establish methods and active engagement in fostering rapport with peers to nurture an inclusive open minded environment. This is a key step in reducing conflict and avoiding the use of defensive and inflammatory language.   * Highlights there are multiple ways to facilitate and actively engagement with ideas * Establishment of ground rules to encourage emotional regulationLessen anxiety of asking questions they feel are “stupid” by realizing their peers may have the same ones * Implement pre-selected questions and utilizing the development of new one as result of discussion |
| **COLLABORATIVE LEARNING** | **Why?**  Restructuring knowledge based on social interactions. Social constructivism and ZPD is a driving influence.   * Understand how diverse views may influence thought processes and approaches to concepts ( cultural backgrounds) * Understand how collaborative process can highlight current skill sets and gaps still needed to be addressed or improved upon * Explore structured approaches to problem solving within this learning context   **Media**   * Think-Pair-Share * Discussion ( big/small group) * Question Box * Field Experience   Reasons:  Informal way of encouraging “self-assessment” by drawing conclusions from current and future conceptions   * Interpretations of concepts influence retention, understanding, and successful application of concepts * Focus on developing value of skills and experience that steer intrinsic and extrinsic motivation * Collaboration continued outside of classroom settings. Asking peers for advice for various contexts aids application and understanding of concepts. It may also increase validation and confidence of current understandings of approaches. |