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Thread:	Discussion #2	Posted Date:	September 1, 2021 1:32 AM
Post:	RE: Discussion #2	Status:	Published
Author:	Shaun O'malley		

Curious...who decides what should be taught? Generally speaking, I think that teachers are probably on the progressive side of arguements because let's face it, RACISM is still a big thing in this country and teaching a "whitewashed" version of history and race is detrimental to all people.

But with 300,000,000 people living in the United States and 3,700,000 teachers in the United States, how many of them secretly fall on the side that CRT should be band in schools. I've said it millions of times, I know a lot of good, genuine people who voted for Donald Trump for President...you never know what views someone actually holds, so allowing teachers to help dictate the curriculum and incorporate social values into the curriculum, how many negative viewpoints (LGBTQA is an abomination, Women's places are in the home, White Cis-Gendered men should stay as the head of this heteronormative, white patriarchail power structure that has existed for well over 200+ years).

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Thread:	Slagle Discussion Forum 2	Posted Date:	September 1, 2021 1:26 AM
Post:	RE: Slagle Discussion Forum 2	Status:	Published
Author:	Shaun O'malley		

I think Schiro really hit the nail home with this on both Learner-Centered Ideology and Social Reconstruction Ideology and the need to "connect values and action to experience" for students. This hands on "engaged scholarship" approach that Ernest Boyer suggests I think is one of the most important High Impact Practices that can instill a new sense of excitement into students and connect them to the material in a way that brings it to life.

I think that this is what Jane Elliott did with her Eye of the Storm intervention in the 1960s after the assassintation of Dr. Martin Luther King Jr. Watching her documentary and watching the documentary that was filed years later from the students, it is crazy to think that Elliott was able to get across such a complicated message that has plagued the United States for over 200 years, in such a simple, easy and understandable message for her students.

I cannot stress enough, if you have yet to watch these video's, DO SO. I was blown away by this intervention in teaching, it was so forward-thinking, so learner-centered, so socially-reconstructed, so inspiring. I can honestly say that in my entire time in education (K-12, and College) I had never had this level of inspired, transformational education.

Forum Statistics

O'malley Shaun (5)

GRADE
9/1/21 1:06 AM **15.00** /15

ade by rubric

Comments

- Eye of the Storm. (1970). Peter Williams, starring Jane Elliott, ABC, 1970, Youtube, <https://www.youtube.com/watch?v=6gj2T0ZdKVc>.
- A Class Divided. (1985). William Peters, starring Jane Elliott, PBS, 1985, Frontline, PBS, <https://www.pbs.org/wgbh/frontline/film/class-divided/>.

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**Thread:**

Week #2 Discussion Post (Battles)

Posted Date:

September 1, 2021 1:20 AM

Status:

Published

Post:[RE: Week #2 Discussion Post \(Battles\)](#)**Author:**

Shaun O'malley

I think that question #1 is a very interesting and timely question. I also think it has major implications for the future of education. Having worked in student affairs for 15 years, more specifically residence life, we do a lot of work trying to provide evidence and data for why the work we do in student affairs is impactful and beneficial to the student. We have a lot of constituents who are looking for data-driven decisions that can justify why spending \$30,000,000 for a new residence hall is a great investment or why having 20 extra professional staff members on campus that focus on the student need is necessary.

I think with the pandemic, it offered many more questions about this. If students can get an education from the comforts of their own home in their pajamas, why does the residential campus or even brick and mortar schools need to exist.

Katie Stevenson, our fellow classmate, teaches at an online school where they school offers specific student-centered services through an online module. So did the pandemic just signal the end of on campus brick and mortar institutions? Luckily we can "hope" that education never moves that quickly or learns from its history for a long time after. :)

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**Thread:**

McClain - Discussion 2

Posted Date:

September 1, 2021 1:12 AM

Post:[RE: McClain - Discussion 2](#)**Status:**

Published

Author:

Shaun O'malley

Where will Social Reconstruction Ideology lead people and the future of education? The question also is so if you have Social Reconstruction Ideology, can you have its opposite? When it comes to these tough discussions there are always two sides of the coin. Think about Critical Race Theory today. Some people think it should be taught and others do not. So who makes the decisions on what is the right and what is the wrong policy?

What happens if social reconstruction ideology is taken to the wrong level. I have been gay all my life and I have never really had a teacher or professor engage in negative homophobic rhetoric or dialogue but I am sure these people exist just because I have never had one. I have also never had one who was willing to share their views so openly and vulnerable to the class.

Does Social Reconstruction Ideology make teachers more vulnerable having to eventually "out" themselves on which side of the playing field they are on and what happens if that is the negative side of a culturally and socially acceptable concept?

I think this past year with Donald Trump was an eye opening experience in America. So many people who I view are good people voted for Donald Trump, yet I could not stand the man's behavior around immigrants, women, the lgbtqa, minorities, etc.

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**Thread:**

Discussion 2 - O'Malley

Posted Date:

September 1, 2021 1:06 AM

Post: [Discussion 2 - O'Malley](#) **Status:** Published
Author:  **Shaun O'malley**

QUESTION #1: My current pop is that, while at a research 1 institution, I was conducting a decision-making workshop for students who violated low-level violations of the student code of conduct. The students, after taking the workshop, said, "Haven't you ever made a decision you regret? What makes you an expert to be able to tell me what is right or wrong?"

Answer: Based upon the social reconstruction ideology Schiro notes, "The Highlander Staff act more as a catalyst for and companions to workshop participants than as teachers or authorities" (Schiro, 155). In the article, "Towards a broader understanding of authority in student-teacher relationships, MacLeod and company argue that teachers have lost authority and they use Dennis Wrong's 5 forms of authority to show how there needs to be a melding of all 5 forms of authority to create a better environment for student-teacher.

"Wrong (2002) considers that authority is a form of power that can be distinguished from other power relationships such as persuasion, manipulation and force because unlike these other relationships what is important is the source of the instruction. The source may be regarded as an authority for various reasons, perhaps because of perceived status, resources to which they have access, or personal qualities. What differentiates the forms of authority is the motivation of the individual for obeying. Wrong's (2002) expanded concept of authority clearly distinguishes between domination, which involves the use of force, and coercive authority, which may involve the threat of the use of force" (Macleod et al, 498).

So using the "Highlander" model to be a "Catalyst for and companion to workshop participants" could change the balance structure so students view facilitators of the workshop as more engaging and relatable than acting as authoritarian or experts on decision making.

Question #2: These educational experiences in chapter 5 on Social Reconstruction Ideology are unbelievable. These hands on approaches are extremely important for students to be able to see values in action and to see how these real world examples can truly "come to life." How can you teach this or conduct these kinds of actions in the college setting?

Answer: Currently in Higher Education there has been a focus recently on "High Impact Practices," and one of those impact practices involves "engaged scholarship." Ernest Boyer talks a lot about how these "hands on" engaged scholarship opportunities are extremely beneficial to students such as study abroad, internships, keeping a portfolio (Bobbitt is thought to be a major early proponent of keeping portfolios). Boyer not only promotes the importance of engaged scholarship but talks about the importance of community and how communities need to follow 6 rules:

1. Need to be **Educationally Purposeful**
2. **Open** places where free speech is protected
3. A **Just** place where everyone is honored and respected and diversity pushed
4. **Disciplined** where citizens accept responsibility and obligations to group and procedure define behavior
5. **Caring** where everyone's well-being is the focus and service to others is promoted
6. **Celebrative** where everyone's traditions, heritages, etc are shared (Boyer, 1990).

References:

- Boyer, Ernest, L. (1990). Campus Life: In Search of Community. The Carnegie Foundation for the Advancement of Teaching; Princeton, New Jersey.
- Macleod, Gale, MacAlister, James & Pirrie, Anne. (2012): Towards a broader understanding of authority in student-teacher relationships, Oxford Review of Education, 38:4, 493-508

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