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Forum Statistics

O'malley Shaun (8)

GRADE

7/12/21 11:53 AM

25.00 /25

Comments

Feedback to Learner

7/27/21 12:02 PM

Great job of eliciting specific feedback and providing ample context in your Original Post. You showed exemplary engagement in this discussion (which I see is still ongoing in your Google Docs!), including sharing lots of additional resources with your peers.

As for your own draft, I commend you for finding a way to make the assignment work with your current circumstances. See my feedback throughout and let me know if you have any questions: [OMalley - feedback from Dr. Currin.docx](#)

You can accept/reject changes and delete comments under the Review tab.

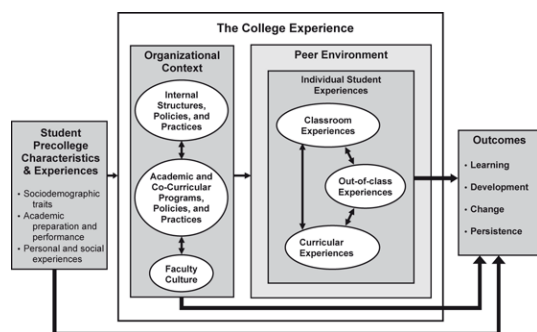
Thread: Great Barrier Reef: Essence, Katie, & Shaun
Posted Date: July 21, 2021 7:12 AM
Post: [RE: Great Barrier Reef: Essence, Katie, & Shaun](#)
Edited Date: July 21, 2021 7:18 AM
Author: Shaun O'malley
Status: Published

I was thinking that Terenzini and Reason's (2005) comprehensive model of influences on student learning and persistence would be an excellent model for both Essence and Katie's conceptual framework.

It looks at student's pre-college characteristics, institutional policies, practices, faculty interactions and co-curricular experiences, the peer environment as a measure of success/persistence.

For instance with Essence and Katie:

Students come in with a feeling of doubt and not having been supported from their undergraduate experience or in their life without having proper resources to be successful, so they attend this medical school or community college and based upon the medical school's/community college's policies, procedures, and support groups + the peer environment = determination of if a student will lead to graduation, growth, development, etc.



Attachment: Terenzini and Reason.gif (44.463 KB)

Reply

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Thread: Great Barrier Reef: Essence, Katie, & Shaun
Posted Date: July 20, 2021 4:59 AM
Status: Published

Post:
[RE: Great Barrier Reef: Essence, Katie, & Shaun](#)

Author:  Shaun O'malley

Oh, Katie? That sounds like a very liberal ideology that I feel has not been adopted across most of the United States. A lot of college campuses are dry campuses and don't tolerate alcohol or drug use on campus. At Penn State, it was a violation of the code of conduct to even be in the presence of alcohol, hence why some students who were not drinking but were at a party on campus were upset because they had to go to the workshop even though they "weren't drinking but chose to make sure a friend who was got home safely."

When I worked in Wyoming at a Community College it was an agreement with all community colleges to not allow alcohol on campus. However I did work at a private institution and they allowed drinking. There were designated rooms where everyone was 21+ and could drink (wet rooms), where no one was 21 and couldn't have alcohol (Dry rooms) and where 1 resident in the room was 21+ and one was under 21 and so only the 21+ person could drink (moist room).

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Thread: Great Barrier Reef: Essence, Katie, & Shaun
Posted Date: July 18, 2021 1:29 PM
Status: Published

Post:
[RE: Great Barrier Reef: Essence, Katie, & Shaun](#)

Author:  Shaun O'malley

Katie,

So one thing I am learning is that action research can be used for a myriad of solutions to problems. I think that using action research to help create a course is perfect and I think with designing all courses, it always seems like too large a project, but it happens every year at every institution. I do think that this sounds like a great opportunity for collaborative action research and bringing together a committee to address what students need. Building key collaborations with important areas on campus (counseling, etc) could be helpful.

One of the biggest pushes I have learned in Residence Life from the creation of the residential curriculum is the importance of building collaborations across campus. In residence life, I feel like we have to be generalists in a lot of different areas and a lot of times we expected our students (RAs, etc) to help get the message across or to create the pedagogy on topics...which I think led to a lot of problems. The residential curriculum took the educating off of the student workers and instead turned them into "partners" to get the information across but had the development of the education fall on the shoulders of those who have the experiences and backgrounds in the topic.

I think that there are many ways to develop students and to give them the necessary resources to be successful. I don't know if a specific course or workshop etc is the best solution, but I do know that offering a class is probably the most inclusive way to incorporate all of the skills-building that needs to be done for students and I think is a great idea. Many institutions are already creating resiliency classes to provide what students need. Also there are a lot of surveys out there being conducted on "pre-college" characteristics, etc that help establish which students probably need access to such classes.

I think you have a very clear handle on what your students need and what they are dealing with, especially with your specific population of students, which has led to this problem of practice. Every student population and demographic are different so I think being an insider and knowing your population is extremely important in being able to make decisions that are necessary to better serve your students.

I do feel that collaborations with other departments on campus would be extremely helpful in building this course, especially bringing in counselors, etc to help come up with greater solutions for giving your students the necessary resources to be successful.

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**Thread:**

Great Barrier Reef: Essence, Katie, & Shaun

Posted Date:

July 18, 2021 1:08 PM

Status:

Published

Post:[RE: Great Barrier Reef: Essence, Katie, & Shaun](#)**Author:**

Shaun O'malley

Katie, thank you for all your feedback.

The workshop was designed to allow students to reflect on the decisions that they made and how it could affect them. I think it is a slippery slope to talk about decision making and what are "good" decisions and what are "bad" decisions from an institutional standpoint because you definitely have to have a conversation on values, and then therefore it could be assumed that you are telling students what they should or should not value.

Students need to decide what they value for themselves and what their values are. Then they need to examine the values of the community that they are a part of. For instance, a lot of students felt that smoking marijuana was okay and something that fit into their values. However being a part of the college community, smoking marijuana went against the values of the institution.

So having that conversation with students and reframing the conversation to no longer say, "You made a bad decision or you made a wrong decision" to now say, as a member of THIS community, which you pledge to be a part of, smoking marijuana goes against the institutions values. So recognizing that your values do not match the values of this community, and I am not going to tell you whether your actions are right/wrong, but you violated the values of this community and therefore consequences must be developed.

I have not heard of the nothing about us without us approach and I look forward to doing more research into this. Thank you!

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**Thread:**

Great Barrier Reef: Essence, Katie, & Shaun

Posted Date:

July 18, 2021 1:00 PM

Status:

Published

Post:[RE: Essence PoP](#)**Author:**

Shaun O'malley

Essence,

Thank you for providing all of the thoughtful input into your POP. I definitely think that having the information about your background is extremely important because it helps center the Problem.

If you had a problem in your experiences, I am sure other people are having similar problems so it makes your problem relevant and important. I think that specifically detailing all of the obstacles you faced really helps the PoP POP.

"The problem of practice is that BIPOC women student's academic and personal experiences are not adequately supported, which could negatively affect their persistence. The lack of adequate support leads this demographic to feeling lonely, incapable, misunderstood, and overlooked. These feelings lead to a lack of confidence, motivation, mental health issues, and academic risk (Steele, 2017). The purpose of this study is to conduct a critical self-examination."

I think that your problem of practice is pretty understandable and that your aims are also very explicit. I think it is fascinating to utilize action research to conduct a self-examination of your strengths/weaknesses in the area of advocating for BIPOC women. As we have seen in all of our readings so far and even in the last class, SELF-REFLECTION is extremely important in creating a multicultural education and in conducting action research (Brown, Efron, Herr).

I think also that "conducting research" on yourself is an extremely personal situation and I am fascinated on the growth and development that can come from this process. You definitely know the problem, because of you have experienced it, but the results will be interesting to see what you have learned and what new vision you have on resolving the PoP.

I know a lot of schools focus on persistence and the completion of a journey and a lot of schools also focus on "persistence" as the most important journey of student learning. From a business standpoint, that all makes sense...schools want to prove the value of the degree they are giving, but I also think that there is something important about the journey (so even if a student does drop out, what they have gained/learned from their experiences).

There are a lot of connections from surveys like NSSE (The National Survey of Student Engagement) that asks first year students a lot of questions, followed up in their senior year. There are numerous data points about how students interactions with faculty and staff are among the most important factors in student success both in persistence (graduation) and satisfaction in their college experience. A lot of other data can also be gleaned.

So I think that if you are doing a PoP on traditional BIPOC female students, that could be helpful and I think developing resources and actionable interventions are extremely important.

I think the area I am struggling with is your current PoP based upon your current role. Though, creating resources and actional interventions are still important and still necessary, I think that there is going to be major differences between an undergraduate experience and the students that you are currently going to be working with. The students you are going to be working with have already ended up on the other side of their persistence journey in Higher Education and are now seeking "continued education" so I think that a lot of their experiences presently are going to be quite different.

**Thread:**

Great Barrier Reef: Essence, Katie, & Shaun

Posted Date:

July 18, 2021 12:27 PM

Status:

Published

Post:[RE: Great Barrier Reef: Essence, Katie, & Shaun](#)**Author:**

Shaun O'malley

Reasons why students are assigned to the decision making workshop.

Attachment: [Screen Shot 2021-07-18 at 12.21.51 PM.png](#) (236.452 KB)

**Thread:**

Great Barrier Reef: Essence, Katie, & Shaun

Posted Date:

July 12, 2021 12:14 PM

Status:

Published

Post:[Coded Language in Education Volume 1 and 2](#)**Author:**

Shaun O'malley

Essence,

Here is the .pdf of the coded language that is used in education.

Attachment: [Coded Language I & II.pdf](#) (91.318 KB)

**Thread:**

Great Barrier Reef: Essence, Katie, & Shaun

Posted Date:

July 12, 2021 11:53 AM

Edited Date:

July 12, 2021 11:53 AM

Post:

RE: Great Barrier Reef: Essence, Katie, & Shaun

Status:

Published

Author:

Shaun O'malley

Hello Everyone,

First off, Congratulations Essense on starting a new job. Katie, I hope that Canada is keeping you cool. The south is hot hot hot and my workplace's AC is currently broken so I am pretty certain my brain has been overheated all week.

Some random information: Did you know that the Great barrier reef can be seen from space and is the worlds single largest structure made from living, organic materials. Pretty Neat.

Here is the link to my PoP:

https://docs.google.com/document/d/19aULwjvFF1x3K7H4DHTvVYiHyfITD9IUv_rWwNMYcRY/edit?usp=sharing

Some background: I worked at Penn State University in 2012-2015. While I was there, I was heavily invested in the Student Conduct Process and was part of a team that created a workshop around ethical decision making. Students were assigned to the workshop for minor infractions of the code of conduct...these infractions were mainly 1st level alcohol, 1st level drug, in the presence of alcohol on campus, noise and vandalism violations, etc.

After being a part of the workshop for the 1st year, we had some seriously dismal qualitative assessment data from the students about the workshop (granted, most students were salty because they had to attend a workshop for two hours and then complete a final project based upon their learning from the workshop).

I decided that the workshop needed to change to better meet the needs of our students. After a brief interaction with Dr. Curin on my reflective journal, I journaled about my involvement with this workshop and how it was action research, though at the time, i saw it more as "seeing a need and making a change." Since I am not currently involved in an educational environment, I was going to focus on this workshop and the process that i went to prove that I understand how to develop a PoP, conduct action research and show the process in play.

There is not a whole lot of research or literature specifically on what happens in a conduct process when the Conduct Officer and the Student disagree on conduct topics. It is extremely important for a conduct officer to remain unbiased and to interpret the rules of the institution based upon the actions of the student but talking about morals, ethics and decision making is definitely a challenge.

So I guess questions I have:

- 1) Does my PoP make sense? Is it clear and logical?
- 2) Have you ever participated in an Action Research project that used a framework to redesign a program? I am using a similar model as suggested by Zimmer and Kaiper, but are there any pitfalls that I should look out for with using a model like this?

Reply

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Select: All None

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← OK