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**Thread:** Justice, L. (2019)

**Post:** [RE: Justice, L. \(2019\)](#)

**Author:** Shaun O'malley

**Posted Date:** July 27, 2021 2:07 AM

**Status:** Published

I am really glad that you are working on yourself. I feel that mental health is extremely important and that usually as educators we are always on the lookout of how we can help everyone else that we sometimes forget to help ourselves.

Actually, I have been very blessed with some great teachers in my lifetime and I haven't seen any be overly rude based upon their values, but I am sure it happens. When I was in 5th grade, my teacher once said to me, "Your brother is so smart...what happened to you." And again in 10th grade a teacher said, "Your Family History Scrapbook looks a lot like your brother's did." They were both completely uncalled for comments and actions, but I have never felt rejected because of who I was.

I'd imagine that in most cases teachers get good at shielding their personal values, beliefs, views, etc, but I would also imagine (discrimination, racism, etc still exist) that if you had a christian teacher who thought LGBTQA+ was a sin and that person was going to hell and one of their students came out to them or was already out, they might react a certain way. So though I have never personally felt victimized by a teacher, I am sure it happens, especially more so over the past 4 years in the US where sexism, racism, xenophobia, homophobia, ableism, etc was allowed to flourish under a Presidential administration that did not care about diversity or inclusion.

We do our jobs everyday. A DiP is really just a reflection of the work we do, how we do it, and what we would like to see be done differently. The Decision Making Workshop that I wrote my PoP on, came about because we were doing our jobs and felt that changes needed to be made. It is basically our values and our jobs in action. At the time, I didn't view it as a DiP or that there was a Pop involved or as action research...I just viewed it as me seeing a need and doing my job to fix that need.

At the end of the day, if we make some sort of difference in the world, or make something better, even if for 1 student, I feel like we have done our job, so your DiP doesn't need to be world changing, or so impactful that you win a nobel prize...plus action research is more localized, it enhances our daily practice not "Change the world." And you got this, I have 100% faith in you.

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**Forum Statistics**


O'malley Shaun (7)

**GRADE**  
7/22/21 10:10 AM **22.00** /25

Comments

**Feedback to Learner**  
7/27/21 4:04 PM


As always, thank you for your sincere engagement with your peers and your generosity in terms of sharing helpful outside sources. Keep working on APA format (-1), as well as organizing your thoughts into discrete paragraphs (-1). I also would have liked to have seen a little more attention to methodology during the Guided Response phase (-1), but your critical analysis of the theoretical frameworks definitely sparked some good discussion.

**Thread:** Jett, M.B. (Summer 2020)      **Posted Date:** July 26, 2021 10:05 PM  
**Post:** [RE: Jett, M.B. \(Summer 2020\)](#)      **Status:** Published  
**Author:**  **Shaun O'malley**

Nathan,

Thank you for your response. You know, I originally liked the game board idea because when you think about a game board, it serves as the entire structure/framework for the game (much like a theoretical framework does for Action research), but action research also is supposed to push someone to an end goal, much like a game board, there are physical spaces and rules to get you from Start to Finish...even if the game is an online game, there are levels and bosses and a storyline that leads you from the beginning of the game to the end of the game. So I love the visual of a gameboard to represent that. I found a gameboard with ladders and I specifically liked that one because it also can show the cyclical process of action research. On a gameboard, you usually move one way from start to finish unless there is a "take two steps back, etc card/token). But on this gameboard, you can climb up and down the ladder from part A to Part B, back to Part A and Part B as you see fit, which helps with the flexibility of action research.

In Jett's DiP, there was a lot of changing and adding, and revising, which is all par for the course, especially if you are as Dr. Currin notes below "enmeshed" in the process...I am still on the fence about the TF. If the goal of the framework is to help advance the research, there are always going to be multiple frameworks that will be fitting and could be part of the research, so I don't know if choosing one solid framework or adding new ideas/frameworks/theories/motivations so there are like 10 frameworks and how they relate to the research is more helpful.

**Thread:** Justice, L. (2019)      **Posted Date:** July 24, 2021 7:23 AM  
**Post:** [RE: Justice, L. \(2019\)](#)      **Status:** Published  
**Author:**  **Shaun O'malley**

Katie,

How powerful are the voices of students in these situations. Wow. What better way to gather data and information from actually asking the students what their challenges and burdens are? Talk about an easy opportunity to gather a lot of qualitative data. I would agree with you that Justice could have focused more on gathering information from students in the program that ended up not being successful. The DiP that I reviewed also focused a lot on motivation and motivational frameworks.

What leads to intrinsic motivation of students to learn the material? I was thinking a lot about your PoP and focusing on motivation. I had posted this on Essence and Zelexis' review of their DiP but it is so fitting for what you are going through as well so I figured I should post it here:

The DiP that I reviewed looked a lot into motivational frameworks. While I was researching this concept of motivational framework, I started thinking, "Why are POC not motivated to take AP classes?" This quote stood out in my mind pretty explicitly:

***"Engagement is the visible outcome of motivation, the natural capacity to direct energy in the pursuit of a goal. Our emotions influence our motivation. In turn, our emotions are socialized through culture—the deeply learned confluence of language, beliefs, values, and behaviors that pervades every aspect of our lives"*** (Wlodkowski and Ginsberg, 1995).

Furthermore Wlodkowski and Ginsberg go on to paint the following example: "One person working at a task feels frustrated and stops, while another person working at the task feels joy and continues. Yet another person, with an even different set of cultural beliefs, feels

frustrated at the task but continues with increased determination. What may elicit that frustration, joy, or determination may differ across cultures, because cultures differ in their definitions of novelty, hazard, opportunity, and gratification, and in their definitions of appropriate responses. Thus, the response a student has to a learning activity reflects his or her culture" (Wlodkowski and Ginsberg).


I could really see this standing out with your students, especially coming from so many diverse backgrounds and bringing native cultures, values and beliefs into the mix. We never got to share our cultural autobiographies from Dr. Ettienne's class, but in my cultural autobiography I talk about how the death of Matthew Sheppard (a 20 year old LGBTQA kid) in 1995 in a rural part of America affected my life as an LGBTQA member myself. I was afraid to come out, but I also was lucky not to have a teacher or professor ever make a stupid remark like, "Gay people are going to hell." Could you imagine what that would be like and the fear that you would have if a faculty/staff/professor/teacher made a comment that would completely shatter your identity. A few weeks ago when we talked on Facebook, we talked about "Why people fear identity." It makes no sense.

I'd imagine that is how a lot of native children felt being sent off to residential schools and I could imagine that is how a lot of your current students feel having come from indigenous backgrounds with established beliefs, values and cultures. How can you not "respect the culture" and then expect your students to want to be motivated enough to learn from you. I could easily see why people would be "afraid" to or not feel "comfortable" teaching curriculums around topics on race, culture, identity...but I also see why it is so important, even moreso today to teach these lessons.

Wlodkowski, R. J., and M. B. Ginsberg. (1995). *Diversity and Motivation: Culturally Responsive Teaching*. San Francisco: Jossey-Bass.

Wlodkowski and Ginsberg. <https://www.ascd.org/el/articles/a-framework-for-culturally-responsive-teaching>




**Thread:** Leslie C. Richard, 2019      **Posted Date:** July 24, 2021 6:30 AM  
**Post:** [RE: Leslie C. Richard, 2019](#)      **Edited Date:** July 24, 2021 6:55 AM  
**Author:**  **Shaun O'malley**      **Status:** Published

Essence and Zelexis,

I think that using CRT as a theoretical framework is fascinating. I also think it is fascinating that states around the country are banning CRT from being taught in the classroom. I wonder how that could affect the focus of the DiP in the future? Can you teach portions of or examples of CRT in the classroom without calling it CRT for children? I wonder how schools, districts, etc will view DiP's from teachers in their classroom with a TF of CRT when CRT is banned from that school? Which further brings me to the point..how dumb is it to ban CRT in the first place?

It is like when teachers want to teach banned books...and they are not allowed to do so. What subject matter constitutes critical race theory? Anytime you think about race critically...could that not be included in CRT? So if you bring up systemic racism or any form of discrimination or obstacle that a POC faces...could that not then be lumped into CRT?

The DiP that I reviewed looked a lot into motivational frameworks. While I was researching this concept of motivational framework, I started thinking, "Why are POC not motivated to take AP classes?" This quote stood out in my mind pretty explicitly:


**"Engagement is the visible outcome of motivation, the natural capacity to direct energy in the pursuit of a goal. Our emotions influence our motivation. In turn, our emotions are socialized through culture—the deeply learned confluence of language, beliefs, values, and behaviors that pervades every aspect of our lives"** (Wlodkowski and Ginsberg, 1995). <-- One of you talked about how this DiP was from 2019, look at that quote from 1995, if you want to think about how relevant the topic is still today. But wow, talk about mic-dropping. Engagement is the visible outcome of motivation.

Furthermore Wlodkowski and Ginsberg go on to paint the following example: "One person working at a task feels frustrated and stops, while another person working at the task feels joy and continues. Yet another person, with an even different set of cultural beliefs, feels frustrated at the task but continues with increased determination. What may elicit that frustration, joy, or determination may differ across cultures, because cultures differ in their definitions of novelty, hazard, opportunity, and gratification, and in their definitions of appropriate responses. Thus, the response a student has to a learning activity reflects his or her culture" (Wlodkowski and Ginsberg).

Wlodkowski, R. J., and M. B. Ginsberg. (1995). *Diversity and Motivation: Culturally Responsive Teaching*. San Francisco: Jossey-Bass.

Wlodkowski and Ginsberg. <https://www.ascd.org/el/articles/a-framework-for-culturally-responsive-teaching>




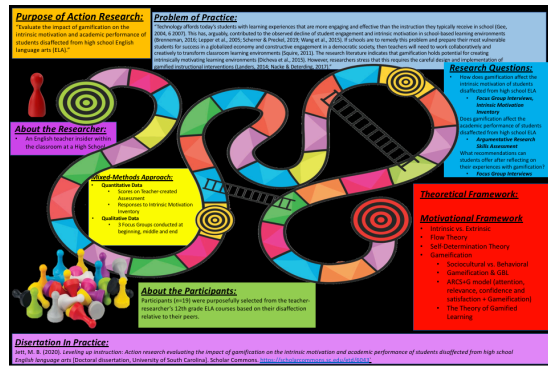

**Thread:** Jett, Summer 2020, DiP      **Posted Date:** July 24, 2021 6:19 AM  
**Post:** [RE: Jett, Summer 2020, DiP](#)      **Status:** Published  
**Author:**  **Shaun O'malley**

I feel that you can have multiple frameworks in your dissertation if it makes sense. But throwing everything and the kitchen sink at a problem seems less like actual research and just trying to do anything and everything you can to get a result you are okay with.

It comes off as if he didn't have a clear view of the research he wanted to conduct and so after conducting something, he got another idea, and another idea and another idea.




**Thread:** Jett, M.B. (Summer 2020)      **Posted Date:** July 22, 2021 10:10 AM  
**Post:** [Jett, M.B. \(Summer 2020\)](#)      **Edited Date:** July 22, 2021 10:20 AM  
**Author:**  **Shaun O'malley**      **Status:** Published



I looked at M.B. Jett's dissertation where he examined gamefication in the classroom and whether gamefication inspired motivaion and better academic performance on the part of the students. Using a mixed-methods approach, Jett gathered qualitative and quantitative data to support his research. And following through on the use of the Self-Determination Theory that focuses on "three psychological needs of autonomy, relatedness, and competence (Jett, 139).

Following the definition laid out in Herr and Anderson's The Action Research Disertation, "Action research is inquiry that is done by or with insiders to an organization or community...It is a reflective process, but is different from isolated, spontaneous reflection in that it is deliberately and systematically undertaken, and generally requires that some form of evidence be presented to support assertions" (Herr and Anderson, 4).

In Jett's Disertation, there is definitely a spiral (Herr and Anderson, 5). "To develop a plan of actions to improve what is happening; to act to implement the plan; to observe the effects of action in the context in which it occurs; and to reflect on these effects as a basis for further planning, subsequent action and on, through a succession of cycles, (Kemmis, 1982 as quoted by Herr and Anderson, 5). The spiral that Herr and Anderson talk about follows along in Jett's theoretical framework. As Jett's disertation process progresses, more and more viewpoints are added to his motivational framework design first looking at Intrinsic and Extrinsic Frameworks, then Flow theory, then Self-Determination Theory, and then into Gamefication theory such as ARCS+G.

Outcome Validity: Did action occur that leads to a resolution of the problem that led to this study (Herr and Anderson, 67)? Based upon Jett's disertation findings, "While gamification affected the intrinsic motivation of participants through (a) supporting their feelings of autonomy and (b) relatedness, its greatest impact came through (c) supporting their feelings of competency" (Jett, 139-40). Furthermore, "To answer this research question, quantitative data were collected from the ARSA. The findings showed that gamification positively impacted the academic performance of participants" (Jett, 147).

Lastly, "Answering research question three, students offered two specific recommendations after reflecting on their experiences with gamification. These recommendations included (a) implementing measures to address absence and accountability issues and (b) streamlining instruction" (Jett, 148).

Process Validity: Connelly and Clandinin as quoted by Herr and Anderson state that "not only may one fake the data and write a fiction but one may also use the data to tell a deception as easily as a truth" (Connelly and Clandinin as quoted by Herr and Anderson, 68). Jett uses narrative inquiry from students to answer his third research question. Following Lincoln and Guba's "Trustworthiness criteria and techniques for establishing them," (Lincoln and Guba, 1985) Jett concludes that the narrative inquiry is trustworthy and reliable.

Democratic Validity: Within the study, Jett focuses on his instruction as well as the student's learning. All parties involved in the intrinsic motivation and academic success of this situation are included in the study. There are always ways to collaborate and include other groups into a study, but the two most important factors in this group were involved and engaged in the study.

Catalytic Validity: Jett continually readjusts his views based upon his findings and adds to his

research. This is seen in the spiral of his theoretical framework. He starts out focusing on one framework and follows the continual questions through multiple frameworks to address the problem. Per Herr and Anderson, "In the case of action research, not only the participants, but the researchers/practitioners themselves must be open to reorienting their view of reality as well as their view of their role" (Herr and Anderson, 69).

Dialogic Validity: There is not a whole lot of peer review on this study or in this research. However the process does hold up to a lot of the current views, theories, and publications around gamefication in the classroom and on intrinsic motivation.


If you put the dissertation through the lens of Reason and Bradbury's Discussion of Validity and Choice Points, the dissertation holds up as valid research. "Reason and Bradbury (2001), see action research as more than mere research and more than mere action" (Reason and Bradbury as quoted by Herr and Anderson, 71).

Jett also does a good job addressing positionality and his bias in the research, recognizing that he cannot fully remove his bias from the research and that he is not just a participant but also the lead researcher in the process.

Overall I think that Jett's dissertation is an important research study on the intrinsic motivation of students and how gamefication can lead to more motivation and better academic results. A theoretical framework is a framework that supports the foundation of the study. Jett uses motivational frameworks and gamefication frameworks to prove that his study has merit and is relevant to the field. However I think that somewhere Jett's research gets a little lost and convoluted because of all of the "avenues" that he takes to prove his research. Narrowing down on the framework and focusing on one or two might have been better than throwing everything and the kitchen sink at the research. As Grant and Osanloo state, "The theoretical framework is the foundation from which all knowledge is constructed (metaphorically and literally) for a research study. It serves as the structure and support for the rationale for the study, the problem statement, the purpose, the significance, and the research questions. The theoretical framework provides a grounding base, or an anchor, for the literature review, and most importantly, the methods and analysis" (Grant and Osanloo, 12). If the theoretical framework is the most important part of the research study, Jett's research would have been helped to have narrowed down the framework in a more cohesive manner.

- Grant, C., & Osanloo, A. (2014). Understanding, selecting, and integrating a theoretical framework in dissertation research: Creating the blueprint for your 'house.' *Administrative Issues Journal: Connecting Education, Practice, and Research*, 4(2), 12–26. <https://doi.org/10.5929/2014.4.2.9>
- Herr, K. & Anderson, G. L. (2015). *The action research dissertation: A guide for students and faculty* (2nd ed.). Sage.
- Jett, M. B. (2020). *Leveling up instruction: Action research evaluating the impact of gamification on the intrinsic motivation and academic performance of students disaffected from high school English language arts* [Doctoral dissertation, University of South Carolina]. Scholar Commons. <https://scholarcommons.sc.edu/etd/6043>
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Newbury Park, CA: Sage Publications.




**Thread:** Jett, Summer 2020, DiP      **Posted Date:** July 22, 2021 10:13 AM  
**Post:** RE: Jett, Summer 2020, DiP      **Status:** Published  
**Author:**  Shaun O'malley

Was it just me, or did it seem like Jett kept adding different frameworks to his theoretical frameworks. Talk about a spiral (Herr and Anderson).

**Reply**

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