

Proposal: MADE

Modular Auxiliary Developmental Education

New York University

Team Leader: Hannah Thomas

Team Members: Vanessa Kania & Talia Gurstel



Introduction

Objective: Create a supplemental online component for a well-rounded Resident Assistant training.

The use of **MADE** would be more inclusive of RAs' differential learning styles and developmental stages.

What we're doing:

- 8 online module segments covering different topics
- Tiered modules to allow more in-depth content for returning RAs vs. introductory content for first-time RAs
- Online training to introduce or supplement in-person instruction



Theoretical Basis

Challenge and Support (Sanford)

- RAs who find in-person topics challenging, can use the online modules as an auxiliary support system
- RAs who have questions about online modules will be able to seek in-person resources during RA training

The Seven Vectors (Chickering)

- MADE will assist RAs in developing competence
- Concepts addressed will help RAs to manage their emotions
- Topics around peer accountability will address moving through autonomy toward interdependence
- Peer accountability and conflict modes will assist RAs in developing mature interpersonal relationships
- The training process will help RAs to develop their purpose and integrity



Online Tool: EdPuzzle

- A website that permits educators to upload videos with built in assessment tools
- Participants will be able to take the curated courses at their own pace.
- Supervisors can then review data generated from EdPuzzle to find trends in difficult module material
- Supervisors may also pull data to tailor to the needs of their hall staff



Which of the following does Title IX **NOT** cover?

- ☐ Maternity/Paternity leave from school
- ☐ Catcalling
- ☐ Discrimination based on sexual orientation
- ☐ Sexual Assault

Submit

⏮️ Rewatch



Screenshot of EdPuzzle module, "What is Title IX?"



What is Title IX?

Edit name

3 Answers to grade

Start Date

Today

12:00 AM

Due Date

No due date

--:--

Students

Questions

Prevent Skipping



[Share assignment](#)

[Reset student progress](#)

[Export results](#)

[Delete assignment](#)

Student Name	Watched	Grade ^	Last watched	Turned in
Gurstel, Talia	<div><div></div></div>	-	8 minutes ago	Not turned in
Kania, Vanessa	<div><div></div></div>	-	31 minutes ago	Feb 20th - 6:10 PM
Thomas, Hannah	<div><div></div></div>	-	Never	Not turned in
Teacher (that's me!)	<div><div></div></div>	-	31 minutes ago	Not turned in

Screenshot of Group Results

Kania, Vanessa

Previous student

1/2

Next student

Assignment:

What is Title IX?

Grade

— /100

Video watched

100%

Correct responses

3 /5 answered
3 /5 total

Time spent: 2min

Turned In: Feb 20th - 6:10 PM

Video views per portion



Screenshot of Individual RA's Scores



Topics for MADE



1. Mental Health

- **Learning Objectives:**
 - RAs will be able to think critically about their crisis management skills in regard to mental health scenarios in a residential setting
 - RAs will be able to articulate best practices in working with students with mental health conditions
 - RAs will learn how to best respond in mental health crisis situations
 - RAs will be able to identify symptoms of common mental health conditions
 - RAs will be able to provide resources on campus
- **This module will:**
 - Provide RAs with an overview of possible mental health resident scenarios they may experience when working with residents
 - go step by step through possible mental health related resident experiences including anxiety/panic attacks, depression, suicide ideation, and more.



2. Title IX

- **Learning Objectives:**
 - RAs will be able to identify possible TIX violations within residential settings
 - RAs will articulate ways to provide support to students who have experienced/or are experiencing sexual violence
 - RAs will be able to articulate resources on campus in regards to TIX
 - RAs will be able to develop two (2) programming ideas around preventing sexual violence
- **This module will:**
 - Educate RAs on resources around Title IX
 - Encourage RAs to foster conversations around sexual violence and reduce the stigma around it
 - Cover topics such as consent, preventing victim blaming, and bystander intervention



3. Students with (Dis)Abilities

- **Learning Objectives:**
 - RAs will be able to convey common misconceptions of students with disabilities
 - RAs will provide two (2) ideas of how students with disabilities can be better supported in a residential setting
 - RAs will be able to explain the difference between visible and invisible disabilities
 - RAs will understand how to implement universal design elements in residential life programming.
- **This module will:**
 - Provide an overview of campus policies, resources, and support for students with disabilities
 - Discuss experiences of students with disabilities on a similar campus, in order to provide RAs an opportunity to reflect on how they engage and support students with disabilities at their home campus
 - Identify common needs of students with invisible and visible disabilities in the residential setting
 - Define the theory of universal design and provide examples of how universal design has been implemented in college settings



4. Programming Level 1

Level 1: Programming 101

- **Learning Objectives:**
 - First-time RAs will be able to create and articulate ideas of future programs including all floor programs, living learning programs, and programs outside of the physical residence hall
- **This module will:**
 - Teach first-time RAs ways to develop creative programs that will engage students from all backgrounds
 - Allow RAs to brainstorm ideas for potential programs, create programs in the moment
 - Explain the difference between community development programs versus individual development programs



4. Programming Level 2

Level 2: Programming for Residents' Needs

- **Learning Objectives:**
 - Returning RAs will be able to identify areas of programming development in recycled programs, as well as develop new and creative programs in order to create residence life community within the hall.
- **This module will:**
 - Provide returning RAs an opportunity to learn how to further develop successful programs
 - Help RAs brainstorm new ways to engage residents
 - Allow RAs to reflect on past programs and positive events



5. Diversity and Intersectionality

- **Learning Objectives:**
 - RAs will be able to reflect on personal experiences of identity development
 - Use personal reflection to create best practices for student learning engagement on the topic of diversity within a residential setting
 - Articulate 2-3 possible programs that will engage their residents in diversity and identity development
- **This module will:**
 - Provide a space for RAs to reflect on personal experiences of diversity and identity
 - Define common terms including diversity, intersectionality, equity, inclusion, etc.
 - Prepare RAs to interact with others who may have different life experiences than their own
 - Describe how to provide support and belonging to students of different identities




6. Conflict Modes

- **Learning Objectives:**
 - Discover preferred conflict management styles
 - Create plan of action for common conflict situations
- **This module will:**
 - Focus on the Thomas-Kilmann Conflict Mode Instrument
 - Assist RAs in discovering their preferred conflict style, and how they can best prepare for confrontational situations
 - Teach RAs about other conflict modes that their residents may exhibit
 - Describe how to navigate roommate conflicts and other issues



7. Time Management

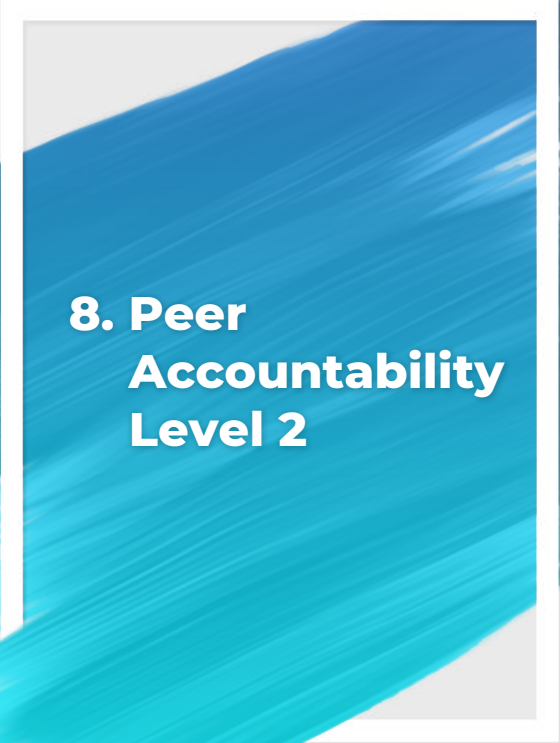
- **Learning Objectives:**
 - RAs will be able to articulate how they plan to manage their time as a student and RA
 - Provide 2-3 goals on how they plan to implement time management techniques in their daily schedules
- **This module will:**
 - Give RAs an opportunity to choose which time management style works best for them in terms of juggling being a student, RA, and individual
 - Detail habitual changes RAs can make to best support their experience as a student employee
 - Provide RAs with examples on why time management is key for success as an RA



8. Peer Accountability Level 1

Level 1:

- **Learning Objectives:**
 - First year RAs will be able to identify ways to support, hold accountable, and continue friendships with student residents
 - Articulate how to handle addressing conduct and policy violations with peers
 - Describe 1-2 goals RAs will pursue to develop a positive dynamic between peers
- **This module will:**
 - Address how first year RAs can handle the power dynamic between residents who may have previously been their friends
 - Discuss how to enforce policy while navigating relationships with peers and classmates
 - Provide first year RAs with best practices on how to lead and support peers, while also enforcing residential policy
 - Navigate how to work on a staff



8. Peer Accountability Level 2

Level 2:

- **Learning Objectives:**

- Returning RAs will be able to define communication expectations
- Describe how one must provide feedback in relation to the department's procedures

- **This module will:**

- Pull from previous modules and integrate themes such as conflict modes to deepen the conversation
- Describe the difference between calling someone in and calling them out
- Discuss strategies that RAs can employ to communicate effectively about roles and responsibilities
- Address how to offer and receive feedback in a productive way
- Provide an opportunity to address conflicts among the RA team and how to best support each RA's development in their role
- Define communication expectations of all RAs and how dissent on the RA team should be addressed

It's Your Turn!

Try the “What is Title IX?” sample module by:

- Scanning the QR code on the right using your phone's camera mode (This may require the EdPuzzle App)
- Using this url:
<http://tinyurl.com/WhatIsTIX>



Implementation

- RAs can complete the modules as long as they have access to the internet
- EdPuzzle is a free resource for educators making it an affordable option for campuses
- Residence Life Staff can create their own videos for the modules to have a uniquely branded training
- Supervisors, and even RAs, can create their own modules and continue the professional development cycle through using videos and other resources found online
- Modules can be assigned to RAs at any time (upon acceptance of the position, pre-RA training, during in-person training, or as a supplement during the year)



THANKS!

Any questions? Please contact:
Hannah Thomas, Vanessa Kania, Talia Gurstel
at hgt229@nyu.edu

References/Links

Chickering, A.W. & Reisser, L. (1993). *Education and Identity* (2nd ed.). San Francisco: Jossey-Bass.

Edpuzzle. (n.d.). Retrieved from <https://edpuzzle.com/>.

Sanford, N. (1966). *Where colleges fail: The study as a person*. San Francisco: Jossey-Bass.

Thomas-Kilmann Instrument: One Assessment per Person. (n.d.). Retrieved from <http://www.kilmanndiagnostics.com/catalog/thomas-kilmann-instrument-one-assessment-person>.

Position Paper: Bronson University Case Study

New York University

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Modular Auxiliary Developmental Education Program (MADE) Proposal

To assist in creating a well-rounded Residential Assistant Training Curriculum that caters to RAs' different learning and development stages, we propose the use of an online learning module, or the Modular Auxiliary Developmental Education Program (MADE for short). The program will permit students to focus on subjects deemed important by the Residence Life Staff, or learn more about topics that may be of interest to them.

MADE Hosting Site

The MADE program will be hosted through EdPuzzle. EdPuzzle is a website that permits educators to upload videos with built in assessment tools. Participants will be able to take the curated courses at their own pace. Supervisors and Office of Residence Life Staff can then review the data generated from EdPuzzle to find trends in difficult module material, so that they can focus more on these areas during in-person training or during later staff meetings. Supervisors are also able to pull data for their particular hall staff so that they can ensure their training pertains to the needs of their staff.

Individual videos will be created by Bronson University based on the finalized RA Training curriculum. These videos can be uploaded to EdPuzzle, and appropriate assessment questions and tools inserted into the video. RAs will then be able to log-in to EdPuzzle and join their Supervisor's "classroom." Supervisors will then be able to assign specific modules based on if RAs are first-time or returner RAs to ensure the content is at the appropriate learning level. Supervisors will also be able to create their own short courses for professional development or training as it pertains to their hall staff.

Topics

The following topics are proposed as modules for the curriculum.

Mental Health.

Through this module, new and returning RAs will be able to think critically about their crisis management skills in regard to mental health scenarios in a residential setting. RAs will be able to articulate best practices in working with students with mental health conditions and how to respond in mental health crisis situations. New RAs will be able to identify common mental health conditions displayed by traditional students through the scenarios displayed in the module. Returning RAs will be able to provide resources on campus for continued student support.

Title IX.

To create an atmosphere of inclusivity and belonging, it is important to continually integrate trainings around Title IX, consent, and preventing sexual violence in order to foster the conversations, reduce the stigma, and provide appropriate resources to students. Upon completion of the TIX module, RAs will be able to identify possible TIX violations within residential settings and articulate ways to provide support to students who have experienced/or are experiencing sexual violence. RAs will be able to articulate resources on campus in regard to TIX and develop programming ideas on the topic of TIX.

Students with (Dis)Abilities.

This module provides an overview of campus policies, resources, and support for students with invisible and visible disabilities. The module will discuss experiences of students with disabilities on a similar campus, in order to provide RAs an opportunity to reflect on how they engage and support students with disabilities at their home campus. This module will identify common needs of students with invisible and visible disabilities in the residential setting. The module will define the theory of universal design and provide examples of how universal design has been implemented in college settings.

Programming 101 and Programming for Residents' Needs.

A programming module is necessary in order to provide RAs with an opportunity to learn ways to develop creative programs that will engage students from all backgrounds. Students will be able to create and articulate ideas of future programs including all floor programs, living learning programs, and programs outside of the physical residence hall. Returning RAs will be able to identify areas of programming development in recycled programs, as well as develop new and creative programs in order to create residence life community within the hall.

Diversity and Intersectionality.

This module will provide a space for RAs to reflect on personal experiences of diversity and identity. The module will define common terms including diversity, intersectionality, equity, inclusion, etc. This module is designed to prepare RAs to interact with others who may have different life experiences than their own, and how to provide support and belonging to those students.

Conflict Modes.

This topic will focus on the Thomas-Kilmann Conflict Mode Instrument. The conflict modes module will assist RAs in discovering their preferred conflict style, and how they can best prepare for confrontational situations. RAs will also learn about other conflict modes that their residents may exhibit and how to navigate roommate conflicts and other issues relating to this.

Time Management.

The time management module will give RAs an opportunity to choose which time management style works best for them in terms of juggling being a student, RA, and individual. This module will detail habitual changes RAs can make to best support their experience as a

student employee. The module will provide RAs with examples on why time management is key for success as an RA.

Peer Accountability.

The peer accountability module will focus on answering the following questions for first year RAs: How do you handle the power dynamic between residents who may have previously been your friends? How do you enforce policy while navigating relationships with peers and classmates? Modules for Returning RAs will focus on the following: How do you navigate working on a staff? If someone isn't pulling their weight for a program, how do you call them in versus calling them out? What are some strategies that you can employ to communicate effectively about roles and responsibilities? How do you offer/receive feedback in a productive way? The peer accountability module aims to assist RAs in working more collaboratively and to aid them in building stronger relationships with their residents.

Conclusion and Implementation

Bronson University Residence Life Staff will be able to more deeply engage with topics related to in-person RA Training through the MADE program. Utilizing EdPuzzle, supervisors will be able to assess which topics RAs should focus on in more detail; thus, Bronson University ORL will be able to provide developmentally appropriate auxiliary training. Additionally, students will be able to complete modules at their own pace and in the comfort of their own space.

Resources

Chickering, A.W. & Reisser, L. (1993). *Education and Identity* (2nd ed.). San Francisco:

Jossey-Bass.

Edpuzzle. (n.d.). Retrieved from <https://edpuzzle.com/>.

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