



OLD DOMINION
UNIVERSITY

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Resident Assistant Asynchronous Training Proposal

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Profile of Bronson State University

Vision

Bronson State University is dedicated to the innovation, research, and application of knowledge in a wide range of academic and professional fields.

Mission

Our mission is to provide the highest quality undergraduate and graduate programs to developing new understandings through research, innovation and creativity. It prepares students to face challenges in leadership roles, responsibility, and community services to society.

Source: Adapted from Vision and Mission of Texas A & M University. Retrieved from <https://www.tamu.edu/statements/mission.html>

Type of Institution:

- Public and research university
- Total students 67,929
- International student population 5,326



Asynchronous Learning

Type of learning:

- Discussion board
 - Read/view and respond to module presentations
- Audio and video
 - Podcasts, audio or video recordings, narrated slide presentations
- Text-based assessment
 - Tests, quizzes, surveys, peer or instructor feedback
- Collaboration
 - Google docs or other collaborative tools
- E-mail

Benefits:

- Cost effective
- Collaborative learning to increase learner participation
- Course satisfaction due to peer interactions
- Easy access to course materials
- Knowledge development
- Friction to increase community

Mental Health Awareness

Provide RA with necessary knowledge to advise and support residents with a mental health history or general developmental issues that impact them in social and academic settings. In addition, necessary well-being practices to support success in their role.

Resource:
Schuh, J.H., Jones, S. R., & Torres, V. (2017). *Student Services: A handbook for the profession*. San Francisco, CA: Jossey-Bass.
Ponce, A., Rowe, M. (2018). Citizenship and community mental health care. *American Journal of Community Psychology*, 61(1), 22-31.

Purpose

- ❖ **Goals**
 - Learn mental health continuum
 - Promote emotional well-being practices
 - Introduce external and internal resources
- ❖ **Why does this matter?**
 - Imperative to learn how to support residents, promote help seeking behaviors, and properly engage in self care when necessary.

Format & Assessment

- ❖ **Format**
 - Video by mental health experts or counselors: must include true definitions of mental health terms and scenario based examples
- ❖ **Assessment**
 - Scenario based quiz that requires RAs to properly assess the scenario and assign a resource based on the response.

Technology Integration

Effectively utilize technology to decrease overall training time (Sharma, 2015).

Purpose

❖ Goals

- Introduce screen recordings of common housing related tasks
- Discuss benefits of integrating technology into programming

❖ Why does this matter?

- Accessibility of information
- Encourages peer to RA interactions through confidentiality and convenience.

Format & Assessment



❖ Format

- Screen recordings of steps to create survey tools, group chats, email groups within the university email server, and other RA tasks

❖ Assessment

- Successful implementation of at least two forms of technology throughout semester.
- Happens with supervisor during one-on-one

Resource:
Malyal, M., & Sharma, R. (2015). E-learning: In school education issues & challenges and advantages: a review. *International Journal of Advanced Research in Computer Science*, 6(5), 137-140.

Cultural Competency

- ❖ **Goal:**
 - Establish base knowledge on theory & research
 - Get RAs thinking, come to face-to-face session with questions
- ❖ **Follow-up:**
 - Face-to-face training session, to build on base knowledge, expand understanding, & discuss perspectives

Resource: Schuh, J.H., Jones, S. R., & Torres, V. (2017). *Student Services: A handbook for the profession*. San Francisco, CA: Jossey-Bass.
Gregory, S. T. (2006). The Cultural Constructs of Race, Gender, and Class: A Study of How Afro-Caribbean Women Academics Negotiate Their Careers. *International Journal of Qualitative Studies* 19.3 (QSE), 347-66. Web.

Module Content



1. Theory

- Chickering's Theory of Identity Development
- Racial & Ethnic Identity Development
- Helm's White Identity Development Model
- Gay, Lesbian, & Bisexual Identity Development

1. Research

- Base knowledge on cultural constructs, identity development, & oppression
- Social construction of gender, race, and class

3. Applying Research and Theories to Practice

- The combination of individual experiences & knowledge gained from empirical research & formal theories
- Evidence based practice
- Importance of self-exploration & reflection for effective use-face-to-face follow-up
- Critical for understanding the influence on how we understand the world surrounding us



Cultural Competency

- Because cultural competency is a **subjective topic**, students will not be expected to memorize content provided to them in this topic's modules

Resource: Schuh, J.H., Jones, S. R., & Torres, V. (2017). *Student Services: A handbook for the profession*. San Francisco, CA: Jossey-Bass.

Module Evaluation

- ❖ Learning will be assessed via open-ended questions
- ❖ RAs will be asked to explain which theories they felt could be useful in their responsibilities
- ❖ Whether information presented in this module brought up discussion questions they'd like to talk about during the face-to-face portion

Examples of Survey Tools

- ❖ Poll Everywhere
- ❖ Survey Monkey
- ❖ Qualtrics
- ❖ Quizlet
- ❖ Ways to designing your own survey

Evaluation:

Similarly to previous module, RA learning will be assessed via open-ended questions

Resource:
Dyer, Kathy (2019). 75 Digital tools and apps teachers can use to support formative assessment in the classroom. *Formative Assessment, Professional Development, NWEA*. Retrieved from:
<https://www.nwea.org/blog/2019/75-digital-tools-apps-teachers-use-to-support-classroom-formative-assessment/>

How to Integrate Assessment into RA Responsibilities?

- ❖ Programming learning outcomes, end-of-semester RA evaluations

❖ Purposes:

Assessment for accountability & Assessment for improvement

❖ Key Elements:

Start with goals, develop purpose, gather evidence, interpret evidence, implement change, begin again

Resource: Schuh, J.H., Jones, S. R., & Torres, V. (2017). *Student Services: A handbook for the profession*. San Francisco, CA: Jossey-Bass.



Assessment Usage for RAs

Goals:

- ❖ For Resident Assistants to understand why assessment is critical for successful programming/communication practices
- ❖ Ensure RAs take ownership of assessment, explain transferable skills aspect
- ❖ Give base knowledge on methods RAs can use for assessment



Most common types of crimes occurring on campuses

What is Crisis Management?

Crisis Management is not solely being prepared for a particular emergency situation in isolation, but it is also developing tools to communicate in different crises.

Resource:
Mitroff, Ian I., Diamond, Michael A. & Alpaslan, Murat C., 2006. How Prepared Are America's Colleges and Universities for Major Crises? Assessing the State of Crisis Management. *Change: The Magazine of Higher Learning*, 38(1), pp.61–67.

- 1) Serious outbreaks of illness
- 2) Major food tampering
- 3) Employee sabotage
- 4) Fires, explosions, and chemical spills
- 5) Environmental disasters
- 6) Significant drops in revenues
- 7) Natural disasters
- 8) Loss of confidential/sensitive information or records
- 9) Major lawsuits
- 10) Terrorist attacks
- 11) Damage to institutional reputation
- 12) Ethical breaches by administrators, faculty, and trustees
- 13) Major crimes
- 14) Athletic scandals



Format and Assessment of the Training

Purpose of the Training

- inform the RAs about a wide range of crises occurring on and outside campus that could affect students who live in residence halls
- introduce the RAs to the resources and support groups; both internal and external
- provide information on the main components of crisis management program
- introduce the RAs to the campus facilities and infrastructure
- provide information on before crisis, during crisis, and after crisis phases
- develop and keep coordinated communication efforts

The training will be videotaped, and the RAs will access it any time. After watching the training online, the RAs will complete a survey form to test their knowledge on the training content.

Resource:

Mitroff, Ian I., Diamond, Michael A. & Alpaslan, Murat C., 2006. How Prepared Are America's Colleges and Universities for Major Crises? Assessing the State of Crisis Management. *Change: The Magazine of Higher Learning*, 38(1), pp.61–67.



Academic Partnership Services

What is Academic Partnership?

Academic Partnership is a Learning Living community which provides a wide range of services for students to utilize not leaving their residence hall.

Academic Tutor

Peer Advisor

Technical Support

Computer Resource Center

Flexible Study Spaces

Career Development Service

Counselling Service Center for
Major Exploration and Bronson
Connect Success Coaching



Format and Assessment of the Training

Purpose of the Training

- introduce the RAs to the academic resources available on campus
- teach RAs how to make connections with counsellors and other academic staff
- understand the importance of partnership between student affairs and academic affairs
- how to be an effective RA
- understand the importance of networking in order to support students and provide the right resources

There will be provided online resources for the RAs to utilize. After they will be given a set of questions to answer to examine their understanding of the training material.

Effective Communication & Front Desk Training

Goal of Effective Communication Training:

- RA will be prepared to face unexpected situations in the residence hall. Thus the communication skills will be much important.
- RA will meet students comes from different personalities, backgrounds, race, religion, and various countries. Therefore a good communication skill is necessary to promote better understanding, minimize conflicts and forge a connection

Resource:

Selwitz, R. (2003, December 8). *Front-line training reinforces standards & enhances skills*. H & MM Magazine, pp. 32.
McIntosh, P., Luecke, R., Davis, J. H. (2008). *Interpersonal Communication Skills in the Workplace*. 2nd ed. Amacom.



Goal of Front Desk Training (Selwitz, 2003):

- Promote RA's self-esteem and make them a better listener.
- RA's become more capable as a problem solver of the expected and unexpected issues that may arise in the residence hall.
- RA's will equip better to fight off physical and mental fatigue in their job.

Format:

The training is given through podcasts and video.

Assessment:

After the training completion, quizzes are presented to assess RA's understanding of the material provided.



Effective Communication & Front Desk Training

1. Interpersonal Communication Skills (McIntosh, 2008)

- To understand effective communication practices with the implementation of communication theory
- Management conflict skills
- Acknowledging body language, verbal and nonverbal communication as a way to better understand people's feeling and emotions.

2. Front-desk training (Selwitz, 2003)

- Understanding the function of front desk officers in daily operation and its responsibilities
- Implementing good greetings, manner and understanding verbal and non-verbal communication

Resource:

Selwitz, R. (2003, December 8). *Front-line training reinforces standards & enhances skills*. H & MM Magazine, pp. 32.

McIntosh, P., Luecke, R., Davis, J. H. (2008). *Interpersonal Communication Skills in the Workplace*. 2nd ed. Amacom.



International Student Services (ISSS) Training

Goal:

- a. To acknowledge RA about information that international student might need after they arrive at the U.S.
- b. To introduce student services centre for new international students who stay in the residence hall

Format:

Video and podcast

Assessment:

After training is over, RA will do some quizzes to measure their understanding of the material given.



International Student Services (ISSS) Training

The student support services for international students for visa and tax purposes:

1. Visa Services

- a. J1/F1 Visa (J1 visa for student under sponsored program, F1 visa for student non-sponsored program)
- b. H1-B Visa
- c. J1 Scholar Visa (J1 student under sponsored program who stay 6-12 months in the U.S for exchange/research)

2. Employment

- a. On campus employment
- b. Off campus employment (OPT/CPT). 12 months for non STEM field, and 36 months for STEM field.

3. Tax Filing

Reference:

How to study in the United States. Retrieved from <https://www.usa.gov/study-in-US>

Visa and Immigration Service Advising. Retrieved from <https://www.odu.edu/visa>.



International Student Services (ISSS)

Student support services for international students as follows:

1. Writing Centre

International students can have consultation about their English writing paper in the Writing Centre to check their grammar, coherence of the ideas in paper, etc.

2. ELC (English Language Centre)

International students who their English proficiency do not meet the standard requirement should take English course in ELC before class begin. Student can also take ELC class independently without obligation to study at the Bronson State University.

Reference:

Visa and Immigration Service Advising. Retrieved from <https://www.odu.edu/visa>.



Assessment of the pilot asynchronous training method

- ❖ In addition to the assessment of RA **learning of content** in each module
- ❖ A few questions specific to the asynchronous training method will be added to the overall **RA training survey**
 - Focus on student learning & program effectiveness
 - Time management benefits

❖ **Goal:**

To **inform future decisions** on whether to incorporate asynchronous training

- ❖ And if so, which topics was it successful for, which might need to be changed
 - Cost analysis will be conducted separately to assess financial benefits

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- Ponce, A. Rowe. (2018). Citizenship and community mental health care. *American Journal of Community Psychology*, 61(1), 22-31
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- How to study in the United States. Retrieved from <https://www.usa.gov/study-in-US>