Bronson University RA Training

Texas A&M University   By: Bradley Matthews (Team Leader), Julia Mork, Shelby Fosco

Bradley
Matthews

Julia
Mork

Shelby
Fosco

PRESENTERS

The Overview

- ✪ Facts
- ✪ Theory
- ✪ Law Considerations
- ✪ Frameworks
- ✪ Outside literature
- ✪ Alternatives
- ✪ Traning Modules
- ✪ Details of Training
- ✪ Final Training Philosophy

THE FACTS

- Essential training topics include: Programming, Diversity and Inclusion, Sexual Assault and Harassment, Campus Judicial Procedures, and Administrative Tasks and Paperwork.
- Kelly (the director) asked Jonathan (AD) to get together a working group to come up with a list of 8-10 topics that would enhance training, but not replace the bread and butter subject areas we normally cover. It would also not replace the team building and the seminal events, like "Behind Closed Doors," but, it could be used to reinforce or scaffold those activities and events."
- Returning RA's are not always thrilled with change and longer hours.
- Encouraged to think creatively and outside of the box.

MISSING INFORMATION

- Institution type - public or private
- What is the budget?
- What have past trainings looked like and how have trainings evolved?
- Topics established for training
- Topics wanted for training
- How many residents?
- What does the position description of the RA's look like?
- How many RAs return from semester to semester?
- How many new RAs a hired on average?

Assumptions Made

- Bronson University is a public four year institution with an undergraduate enrollment 30,000 students
- 5,000 students live in the residence halls
- The Department of Residence Life (DRL) has the resources and funding to implement the changes suggested
- The DRL has working collaborative partnerships with leaders in academic affairs in order to provide a course for credit.

APPLICABLE THEORY

- Psychosocial Theory- Scholossberg's Transition Theory
- The 4 S's: "4 major factors that influence a person's ability to cope in transition"

> Situation – Trigger & timing of situation, person's control, if situation causes a role change, duration, previous experience with transitions, concurrent stress, & assessment of transition.

> Self – Personal and demographic characters: affecting how an individual views life. Psychological resources: Aids in coping with transition

> Strategies – Those that modify the situation, those that control the meaning of the problem, and those that aid in managing the stress in the aftermath

> Support – Type, function & measurement of support as well as intimate relationships, family units, networks of friends, institutions and communities

Applicable Theory

Stage One: DUALISM

Stage Two: MULTIPLICITY

Perry's Theory of Intellectual and Ethical Development
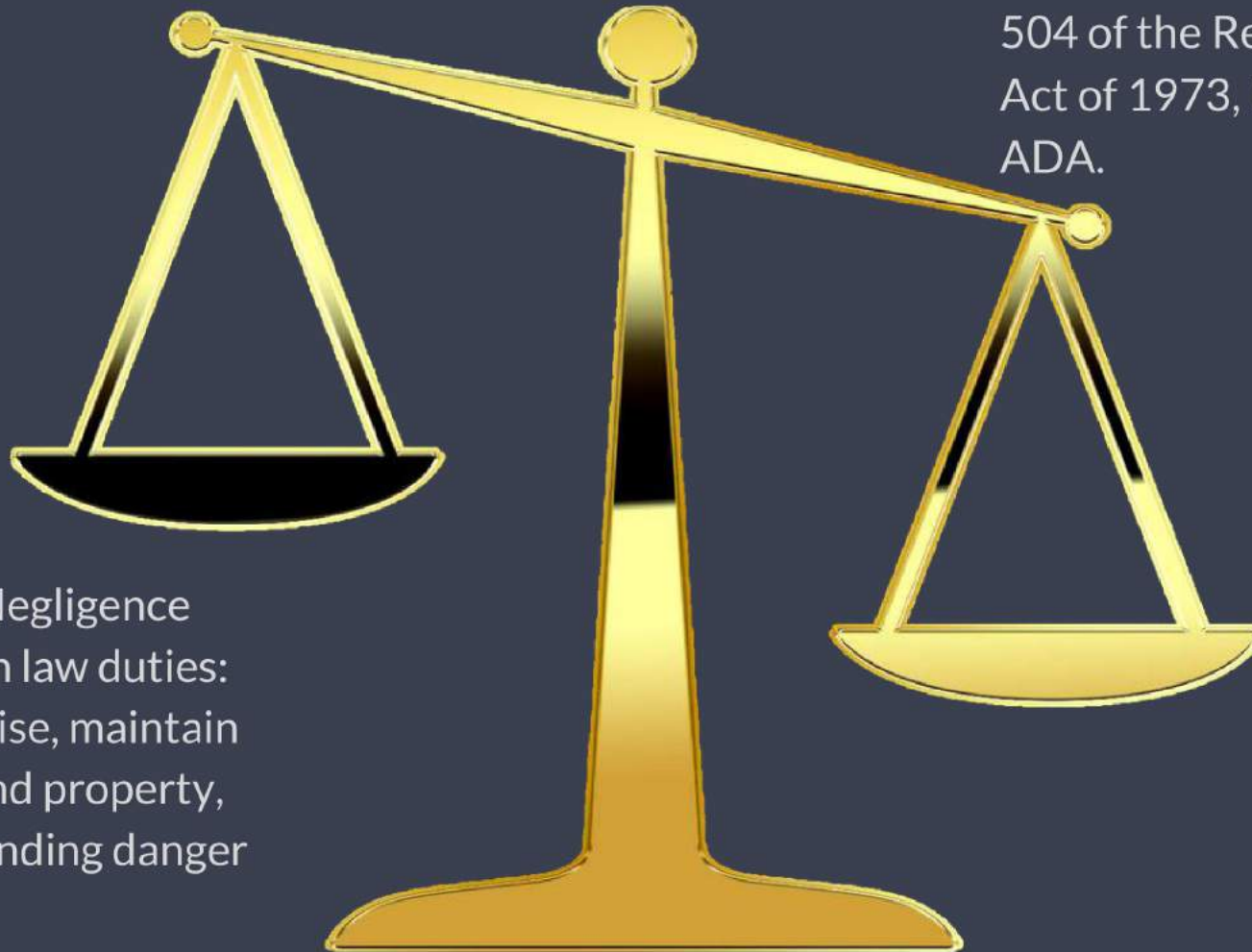
Stage Three: CONTEXTUAL RELATIVISM

Stage Four: COMMITMENT WITHIN CONTEXTUAL RELATIVISM

Applicable Law Considerations

Federal Statutes: Title VI, Title VII, Title IX, Section 504 of the Rehabilitation Act of 1973, FERPA and ADA.

Liability for Negligence Four common law duties: Train, supervise, maintain equipment and property, warn of impending danger

Applicable Frameworks

Understanding institutional culture & training philosophy of the department

Bureaucratic Model (higher ups have more information, feedback loops)

Outside Literature

- Engaged Pedagogy by bell hooks
- Engaged pedagogy is an approach to holistic learning
- Deeply concerned about education as freedom
- Ties with learning online allows students to go at their own pace and be in charge of their learning
- Education as liberation force and not a measure of memorization
- Challenges racist, sexist and class notions built on dominance and oppression as it asks to engage in the reality of life and asks probing questions about the status of things

- Generation Z as learners
- As those in other generations might venture to Google to learn about new information, Gen Z students seek out YouTube specifically as a place for learning.

ALTERNATIVE OPTIONS

1 Take a majority of training online and utilize a shorter in person training for leadership development, group dynamics, behind closed doors, and team building

**2** For credit RA class coupled with online modules and in person training

3 Change nothing and do what has always been done
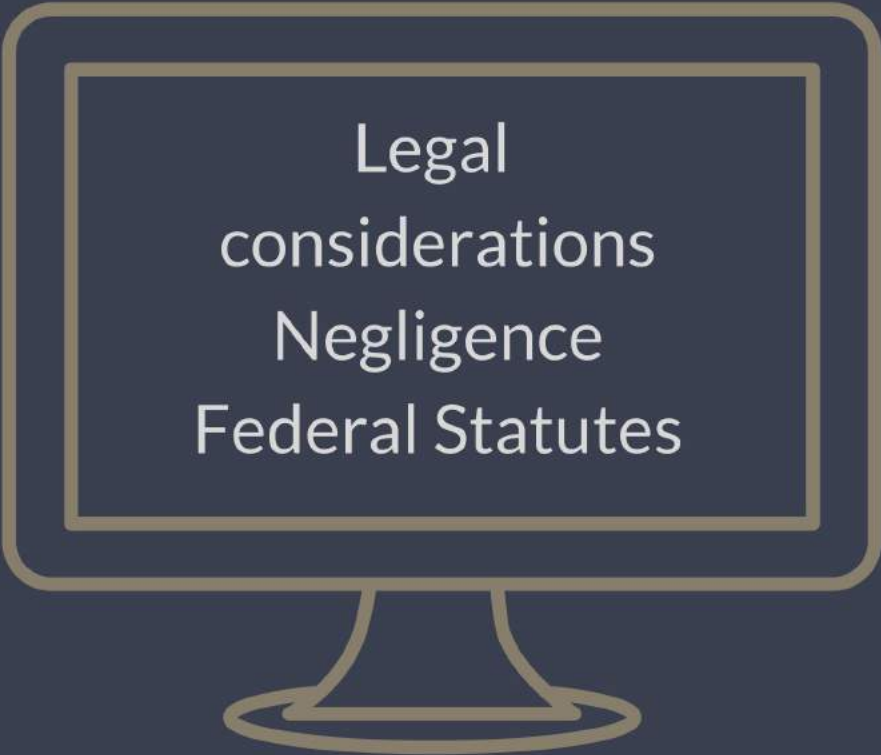
DETAILS OF TRAINING

- Complete online training BEFORE in person training
- Class credit, not paid
- Semester before RA, open period to complete
- Discussion board
- Minimum requirement of discussion post
- Training will consist of the 8 modules that will have built in assessments to be completed. The final module will be a choose your own adventure similar to Black Mirror Bandersnatch.
- Will combine lessons from all online training modules to assess students learning
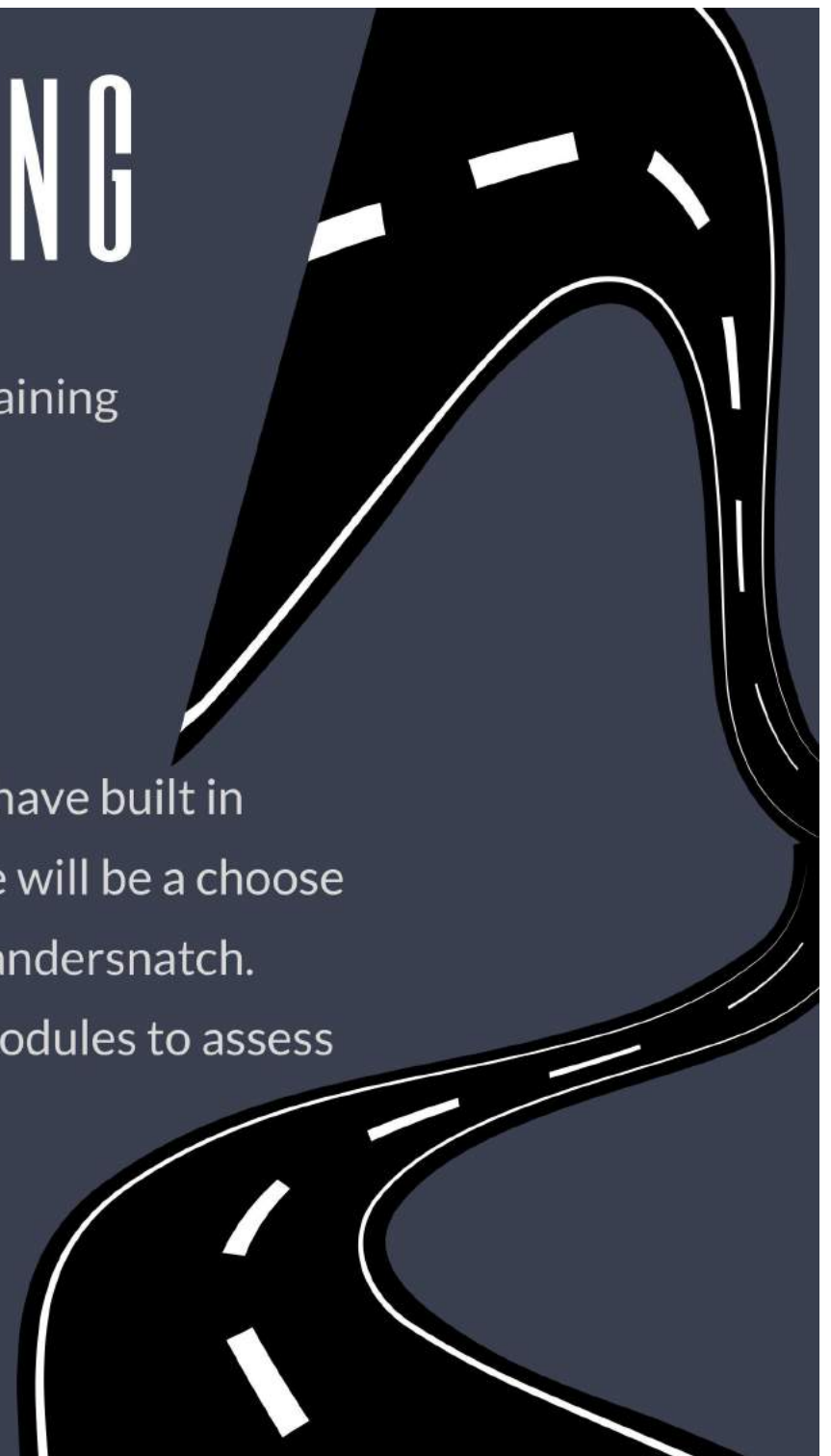
Training Modules

Gen Z Priorities
Involved in learning
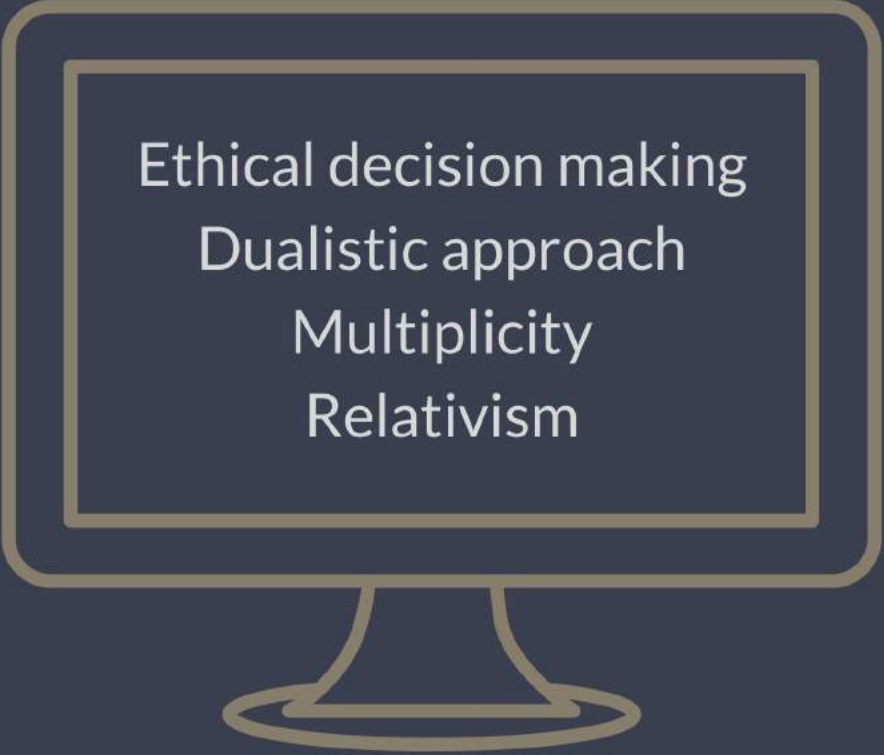Mixed media
Learn by doing -
programming

Legal
considerations
Negligence
Federal Statutes

TRAINING MODULES

Transition to college
Your transition
Others transition
Everyone transition looks
different

Ethical decision making
Dualistic approach
Multiplicity
Relativism

Training Modules

Healthy Communication
Verbal / Nonverbal
Staff conflict
Written communication vs
oral communication

Your brand
What is your brand?
What your social media says about
you
How to align what you want your
brand to be with your brand

TRAINING MODULES

Authenticity
Knowing yourself before you
help others
Your values, morals, priorities
Your biases

Leadership
More than a title
Not the loudest person, last to
speak, first to volunteer
It's a journey

FINAL TRAINING PHILOSOPHY

To create a dynamic training that engages all learning styles, our committee developed a training that allows students the freedom to navigate their own learning path.

In Our final RA training would consist of a

for credit course that includes:

Online training modules

an online discussion board

and in person development.

All of these elements combined will allow resident advisors to be the most successful in their roles.

Written Narrative

Bradley Matthews (Team Leader), Shelby Fosco & Julia Mork

Texas A&M University

The presenters, Bradley, Shelby and Julia, choose to focus on four key facts of the case. There are essential training topics listed by the director and AD. Both Kelly and Jonathan would like the group to come up with 8-10 topics to enhance the training, but these topics will not replace the seminal activities. Because the RAs typically complain that training is too long, the residence life team is encouraged to think creatively and outside of the box. While the presenters have the facts of the case, some information is needed. With this in mind, the presenters assumed that Bronson University is a public institution comprised of roughly 30,000 students. Of the 30,000 students, about 5,000 students live on campus.

In order to develop 8-10 topics to enhance the training, the presenters based their solutions in student development theory, legal considerations, frameworks, teaching pedagogy and outside literature. By using the aforementioned approaches, the solution to the case is grounded in evidence and literature. This will prove to be useful when the residence life team presents their findings to upper administration. It will also be the most successful approach to teaching incoming RAs about various topics due to the research collected to provide these results.

The presenters used both Schlossberg's Transition Theory and Perry's Theory of Intellectual and Ethical Development. Schlossberg's Transition Theory describes the four major factors that influence a person's ability to cope in transition. This theory was helpful when creating training topics because the RAs will be primarily supporting students that are transitioning into college life. In addition, the theory can be applied to a variety of transitions, not solely the transition to college. Allowing the theory to be used in an inclusive manner. Perry's Theory of Intellectual and Ethical Development describes the 9 developmental stages of moral development. The theory is particularly useful for RA training because RAs will face a

variety of challenges. Thinking through each challenge beyond a dualistic approach will greatly enhance an RAs ability to create a solution and present it to residence life staff members.

Legal considerations are crucial for residence life staff members to consider so that they are acting in accordance with the law. Two legal considerations the presenters focused on were negligence and federal statutes. In regards to negligence, the resident life staff must be sure to train, supervise, maintain equipment and property, and warn of impending danger. By ensuring the staff members complete all four of these steps, the office of residence life reduces their chances of being found negligent. Additionally, federal statutes are essential for residence life staff to understand. Some of the statutes may include: Title VI, Title VII, Title IX, Section 504 of the Rehabilitation Act of 1973, FERPA and ADA.

The framework for this case represents a bureaucratic model. Creating opportunity for students and staff to learn about effective communication within this model. As Jonathan and Kelly mentioned they are in charge of the budget, confirming that administration has more information and gives staff insight as necessary.

The pedagogical approach the presenters used is Engaged Pedagogy. This approach to teaching encourages education to be a holistic experience. Educators that use online learning, allow students to go at their own pace and be in charge of their learning. When educators create a space that goes beyond the consumption of knowledge, they are able to challenge notions of oppression and dominance. With this in mind, the presenters used the pedagogical approach to outline the online modules and discussion board to tie in student voice for RA training.

Generation Z will comprise the majority of the incoming class of students as well as the students living on campus. With this in mind, the presenters believed that research surrounding Generation Z was crucial to the success of RA training. This generation wants to be involved

with their learning, refusing to be passive. To them, being involved with their learning includes

mixed forms of media and learning outside of the classroom. This research provides evidence in

support of the online learning modules that the residence life office wants to include. Further,

information regarding Generation Z is important for RAs to recognize, especially when planning

programming events.

Before selecting an approach the presenters developed three alternative solutions. The

first option would take a majority of RA training online and be accompanied with a one day team

building training for RAs. The second option would be to develop a credit bearing RA class by

using online modules and be supplemented with an in person training. The third option would be

to change nothing and continue to have all of RA training in person.

By using the aforementioned student development theory, legal considerations,

frameworks, teaching pedagogy and outside literature, the presenters moved forward with option

two. This solution developed eight potential learning modules with a discussion board for the

training process. The presenters recommend sessions on: Generation Z, legal considerations,

transition to college, ethical decision making, healthy communication, your brand, authenticity,

and leadership. Each training includes 2-3 main topics and mixed media. Including, but not

limited to, images, video, quizzes and realistic examples. By combining mixed media with the

learning modules, the presenters believe the RAs will be engaged and learn the key messages of

the training. Following completion of these modules RAs will complete a Capstone Module to be

prepared for the in person portion of training covering the bread and butter of RA training and

team building.

The specific approach chosen, allows for RAs to complete all eight learning modules

over the course of a semester. Students will earn course credit once they have completed all of

the online learning modules and in person training. Each student may select the order in which they complete the online learning modules. By providing students with the freedom to determine their learning and co-creating knowledge on the discussion board, students gain more from the learning experience, as stated through the engaged pedagogy. The presenters acknowledge that the office of residence life will need to partner with Academic Affairs to work with the office of the registrar and faculty senate to create an official course through the university. This course will be required for all incoming RAs.

Once students have completed the online learning modules and in person training, they will be required to complete the capstone module. The module will follow the "choose your own adventure" format of the Netflix series "Bandersnatch." Allowing the student leaders to make decisions and see where those decision take them. Creating an engaged learning opportunity for students and adding a new form of media to the training.

While there are many solutions to this case, the presenters choose to develop a course for credit that includes online and in person training. Students will complete the semester prior to beginning their role as an RA. The online learning modules include discussion posts and flexible submission dates. This solution was selected due to the evidence provided by student development theory, legal considerations, frameworks, teaching pedagogy and outside literature. The presenters are confident that the research used to create a solution will provide the RAs with an engaging and informative training session.

References

hooks, b. (2014). *Teaching to transgress*. New York, NY: Routledge.

Kozinsky, S. (2017, July 24). *How Generation Z Is Shaping The Change In Education.* Retrieved
February 10, 2019, from https://www.forbes.com/sites/sievakozinsky/2017/07/24/how-
generation-z-is-shaping-the-change-in-education/#7ddee9b66520

Manning, K. (2017). *Organizational theory in higher education* (2nd ed). New York, NY:
Routledge.

Patton, L.D., Renn, K., Guido, F. M., & Quaye, S. J. (2016). *Student development in college:
Theory, research, and practice* (3rd ed.). San Francisco: Jossey Bass.

Seemiller, C., & Grace, M. (2017). *Generation Z leads: A guide for developing the leadership
capacity of Generation Z students*. North Charleston, SC: CreateSpace Independent
Publishing Platform.

Sh!ft Disruptive Learning. (2018, August 17). SHIFT's eLearning Blog. Retrieved February 10,
2019, from https://www.shiftelearning.com/blog/gen-z-employees-training