Message Board Conversations

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Message board conversations foster learning by giving an opportunity to dive deeper into the course content. It will also give you a chance to "see" what others think and to provide and receive feedback from one another. This will help you achieve the course learning outcomes.

Before You Message Board

- Actively read/view (and take notes!) the material on the topic (textbook; Power Point; outside resources, etc.). You will need this background information to make significant contributions.
- Ask questions as needed regarding the background information or the task.
- Create a brief outline of what you want to say before you start typing out your response.
- Review what others have already contributed.

Message Boarding!

- Participate early so others are able to read and respond to your contribution.
- Be sure to respond directly to the prompt/question.
- When stating an opinion, back it up with theory and research. Citations from the book and outside resources are strongly recommended. Use APA style for in-text citations and include the entire reference all sources with the exception of our textbook.
- Organize your response so it is easy for the reader to follow. Use bold, larger font, highlighting, and so forth to bring attention to key points.
- Add to what others have already said- remember it's a conversation not an individual assignment on the topic. No one wants to read the same thing over and over.
- Use writing skills that you would use in a research paper and proofread your work before you submit it. (Suggestion- write your response in a Word document and then copy and paste it so you don't lose your work if there is an internet connection problem)

Feedback to Peers

- The purpose of responding to peers is to further the conversation, helping all members of the class to explore the content more deeply and achieve the course learning outcomes. Respond to at least 2 peers for each message board.
- Responses should add to, clarify, or constructively challenge. They should also be specific in nature. You can respond to questions posed by me or any member of our class not just ones that are specific to your post.
- Here are some examples of questions (based on the work of Paul ,1990; and Strang, 2011) you might ask one another:

Learning Purpose	Socratic Questions
Clarifying Explanations	What do you mean by….? Provide an additional example of…. How does this compare and/or contrast to….? What are the potential advantages and disadvantages of… ?
Questioning Assumptions	What other explanations might account for this? What are the assumptions behind this statement?
Exploring Additional Evidence	How can we find out more about this topic? How does this connect to the concepts we've discussed previously? What additional evidence can you find to support or refute this idea?
Multiple Perspectives	What would someone who disagrees say? What are the cultural implications?
Real World Implications	What are potential consequences or implications of this? Provide a real world example of….
Self-Reflective Processes	Why should this issue matter? What is the importance of learning about this issue? What other questions do you now want to explore?

The Professor's Role

- You can expect that I will be reading ALL posts but I will not be responding to each post individually. Instead, I will be sharing information, making comments and asking questions that are directed at the class rather than individuals.
- At the "end" of each conversation, I will be posting a summary of the conversation.
- Using the provided rubric, I will be entering grades for your message board contributions at mid-semester and then again at the end of the semester.

Examples of "A" initial responses:

Example 1: Posted by L.F.

Reference:

McClure, Faith H. Chavez, David V. Agars, Mark D. Peacock, M. Jean Matosian, Amy ; Journal of Family Violence, Vol 23(2), Feb, 2008. pp. 81-88. [Journal Article]

For my article, I chose to research the effects of childhood abuse. The study conducted examined how family characteristics (family conflict and cohesion) and abuse characteristics (age of abuse when it happened, severity, and relationship to perpetrator) contributed to the resilience (self-acceptance, ability to engage in positive relationships, and environmental mastery) of these women.

The subjects were all college women who had experienced CSA (childhood sexual abuse). The researchers developed a questionnaire filled with Likert-scale method responses. They regarded resilience in the sense of psychological well-being. Overall, they found that **family characteristics were more important factors to predict resiliency in the victims than individual abuse characteristics.**

Greater family cohesion was linked to greater resiliency, whereas greater family conflict was linked to less resiliency. Greater family cohesion also proved greater self-acceptance and sense of competence. The more conflict there was within the families showed that these women felt less effective in lives. **A surprising find was that the greater number of abuse events proved greater resiliency.**

In general, this study leads to the implementation to teach families to nurture and support one another. If we give kids the confidence needed to approach and manage life's demands, they will feel more competent. Thus, family support can help predict greater resiliency.

Example 2: Posted by M.A.

Horning, L. E., & Gordon Rouse, K. A. (2002). Resilience in preschoolers and toddlers from low-income families. *Early Childhood Education Journal*, *29*(3), 155-159.

Horning & Rouse (2002) talked about poverty and how children could still be resilient even with absent parents or in a low socio-economic status. The article mentioned how resilient children still had at least one caregiver that gave them plenty of attention and had a positive temperament. The authors stressed the importance of having supportive parents who were consistent in discipline, nurturing, and responsive to the child's needs. The study also found that children became resilient with a **positive and supportive parent and a supportive community** even if in poverty.

However, the study also noted that **poverty in the first 5 years of a child's life effected development**. For example, they mentioned factors such as malnutrition, abuse, lack of a nurturing parent, and other factors that came along with a low SES status.

Even then, there were children that still bounced back due to **someone outside of the family** or even an extended family member. As discussed by Berk (2010), "caring **teacher-student relationships** have an especially strong impact on the achievement and social behavior of low-SES minority students" (250). Thus, there are many options in terms of who can provide this much needed supportive relationship.

The text continued to explain that a parent-child relationship and its outcomes are complex, due to many factors. The researchers noted that there were preventive resources for parents and children. Programs like the "**Head Start**" where the child has access to community support or programs that gave parents tips and information on how to protect the family while providing them a social network as well. These factors can help keep a child resilient. Giving them affordable programs to provide family support, social network, and emergency resources are just some ways to help a child and family bounce back. **Children can be resilient as long as they have an adult figure who provides support and nurturing.**

Examples of "A" responses/interactions with classmates:

Example 1: Response from S. T.

Quote from L.F.

A surprising find was that the greater number of abuse events proved greater resiliency.

If I understand the finding correctly, does this mean that girls who endured more sexual abuse events show greater resiliency than those who may have endured fewer such abuse events? If my understanding is accurate, I am trying to understand why this would be the case.

Example 2: Response from F. B.

I think that you made a very interesting point regarding culture, African Americans, and resiliency...do you think that there could be a socioeconomic link to resiliency as well. Do you think that a wealthy African American would have more or less resiliency than a person (black or white) who may live below the poverty line?

I would love to hear your response.

Example 3: Response from J. M.

Quoted from U. L.

This study concluded that it is the situation and not the personality of the person that could determine if someone can be considered to be resilient.

That is interesting, yet I have to disagree with part of the article. I believe that the personality of an individual has a large impact on whether or not they will bounce back. I believe that certain individual characteristics like temperament, optimism and social skills can lead to circumstances that can result in resiliency. As stated by Berk (2010), "A child's biologically endowed characteristics can reduce exposure to risk or lead to experiences that compensate for early stressful events" (8). Each individual will deal with the situation differently.