Contextualization for Social Change

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Assignment

### *60 Day Developmental Readings*

Review 100-day assignment, course essential elements, assigned readings, and recommended readings to identify selections of books and scholarly articles to identify and select developmental reading sources and entries.

Each OGS program and Core has specific grading criteria for Developmental Readings. Follow the **Developmental Reading Rubrics** for the **required number of sources, comments, and quality criteria**.

See the **General Helps** in **AA-101 The Gathering Place in DIAL**for the following resources:

* Refer to the “NEW Student Guide to Developmental Readings” for updated information on sample comments, rubrics, and key definitions related to developmental readings.
* Download the “NEW Developmental Reading Assignment Template” Word document to begin writing your developmental reading assignment.
* For **grading criteria**, go to the “NEW Developmental Reading Rubrics” document.
* Document all sources in APA style, 7th edition ([APA 7 Reference Example](https://drive.google.com/file/d/1MOW2xmjS9fBRboojA-ADFQBlpahm2iFM/view?usp=sharing), [APA 7 Quick Guide](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/documents/APA%20Poster%2010.22.12.png)) for in-text citations and for Works Cited. Include page numbers.
* Include a separate **Works Cited** page, formatted according to APA style, 7th edition.
* Submit through **DIAL** to the professor.

This paper will address: social problems that affect students’ educational outcomes

**Source One:** Abi-Jaoude, E., Naylor, K. T., & Pignatiello, A. (2020). Smartphones, social media use and youth mental health. *Cmaj*, *192*(6), E136-E141.

**Comment 1:**

**Quote/Paraphrase:** Adolescents are increasingly communicating online rather than in person. The inability to unplug from phones even while conversing with someone in person has a huge impact on socializing. It has been observed that phone usage predicts distraction.

**Essential Element:** Culture and Community

**Additive/Variant Analysis:** This confirms what I already knew: socialization suffers greatly from people being unable to put their phones down, even while talking to someone in person.

**Contextualization:**  This is something I witness on a daily basis as my own daughter battles to put down her phone. Her incessant drive to connect to the outside world prevents her from interacting with others around her. She misses a lot when we go for walks or drives since her main worry is not missing what is going on amongst others. Children are losing their ability to engage in activities. They use devices to sit at playgrounds together. Instead of being used for its intended purpose, my daughter and her friends often utilize the trampoline as a place to sit and text. She needs to be pushed to walk away from screens and devices; boundaries are often breached and must be re-established on a regular basis.

**Comment 2:**

**Quote/Paraphrase** Children and their families might be encouraged to establish media consumption limits. This may track social media use and establish phone time limits, which should ideally be kept in common parts of the home to reduce separation between the child and the family. Learning and smartphone discussions should take place on a regular basis.

**Essential Element:** Culture and Community

**Additive/Variant Analysis:** This adds to my belief that social media limits and boundaries are a necessity and navigation discussions should be had often between children and parents.

**Contextualization:** We had so many problems with electronics at my school this year that we had to impose tight guidelines requiring all devices to be handed in to the office every day and picked up at the end of the day. Many student discussions were needed as well as parent guidance on boundaries, safety concerns, and parental monitoring apps that were available. This was beneficial to both my students and my own daughter.

**Source Two:** Appel, M., Marker, C., & Gnambs, T. (2020). Are social media ruining our lives? A review of meta-analytic evidence. *Review of General Psychology*, *24*(1), 60-74.

**Comment 3:**

**Quote/Paraphrase** Social networks make it easy to find information and communication partners. They provide the resources and time to produce one's own messages, and the degrees of autonomy may be changed. Additional social media alternatives, as compared to face-to-face contact, may boost an individual's sense of freedom and control over social interactions. Self-presentation may be aided via social networks.

**Essential Element:** Contextualization

**Additive/Variant Analysis:** This furthers my understanding that social networks facilitate the discovery of information and communication partners.

**Contextualization:** During the Covid-19 outbreak, many parents believed that providing their children with devices that allowed them to stay connected to one another was a beneficial alternative. This was good and well-intended, but it had both positive and negative effects, some of which are practically hard to reverse. However, there are some really beneficial outcomes from this. Gifted children often struggle to locate peer groups that can connect with them intellectually or cognitively in a manner that challenges and makes them feel equal. They still need their age groups for social-emotional relationships, but their intellectual demands are not met. In this case, social networks may be useful with carefully monitored navigations.

**Comment 4:**

**Quote/Paraphrase** Prior to the advent of social media, media violence dominated research and public discourse on issues affecting media consumption. Innovations in communication and technology have created huge problems, and we are living through the largest mental health crisis in decades.

**Essential Element:** Interdisciplinary Research and Culture

**Additive/Variant Analysis:** This adds to my beliefs that social media while having some benefits is also a cause for a pandemic of mental health concerns.

**Contextualization:** One thing I've observed among my colleagues, acquaintances, and even my family is the inability to comprehend the ideal Facebook is the inability to comprehend the Facebook ideal life represented. Most individuals only share joyful moments when their appearance is flawless or filtered, and about situations that seem to be wonderful in their lives. The issue comes when you try to compare yourself and your life to moments that seem to be ideal on social media. It may lead to despair, unhappiness, and feelings of inadequacy.

**Source Three:** Sanchez, H. (2021). *The Poverty Problem: How Education Can Promote Resilience and Counter Poverty′ s Impact on Brain Development and Functioning*. Corwin.

**Comment 5:**

**Quote/Paraphrase** For many children who come from non-structured households and communities, school is the only ritualized setting in their lives.

**Essential Element:** Community

**Additive/Variant Analysis:** This adds to my belief that structure and consistency within schools are of high importance.

**Contextualization:** I used to work at the Montessori School. As every student and family came and left school, I would open the vehicle door and welcome them personally. The advantage of this was multifaceted, as it allowed me to see part of the pandemonium of their daily ritual. Some families experienced "rough mornings" on a regular basis, while others did not. After four years of doing this, I saw that routines and structures that were absent at home might be adjusted once students joined the educational setting. This was a beautiful process as we all started to implement routines and structures that supported each child's feeling of peace and security.

**Comment 6:**

**Quote/Paraphrase:** Teacher-student relationships may have both immediate and far-reaching effects on their students. An individual's academic success may benefit greatly from having a mentor.

**Essential Element:** Vocational Mission and Community

**Additive/Variant Analysis:** This contributes to my understanding that a person's academic success may be highly enhanced by having a strong role model.

**Contextualization:**  I have observed how an absence of parental involvement leads to ineffective and often inappropriate educational programs for students with cognitive differences. Consequently, without parental participation, students who are gifted are susceptible to receiving inadequate and inappropriate services. Support from mentors, intervention specialists, and instructors is essential for a student's academic success.

**Comment 7:**

**Quote/Paraphrase** Because living in poverty reduces the brain's capacity to empathize with others who are different from yourself, it has a profound effect on social behavior. As a result, being impoverished creates obstacles to forming meaningful connections with others. Teachers of children who have difficulty interacting with others should, therefore, adopt a more directive approach.

**Essential Element:** Culture and Community

**Additive/Variant Analysis:** This contributes to my understanding of the fact that living in poverty reduces the brain's ability to empathize with those who are different from oneself and has a profound impact on social behavior.

**Contextualization:** This is something that I have been aware of while working in my present role. There are a significant number of our students that treat one another in a cruel and uncaring manner. They don't seem to grasp either the nature of the demands or the fact that it's painful.

**Comment 8:**

**Quote/Paraphrase** Culturally competent instruction is critical for assisting students of color with their self-image since it explains their disproportionate presence in poverty rankings. By assisting students in understanding external variables rather than self-acceptance and respect.

**Essential Element:** Vocational Mission

**Additive/Variant Analysis**: This strengthens my developing awareness of the importance of culturally appropriate education for helping students of color develop a positive self-image.

**Contextualization:** At the school where I am director, parent focus groups and I recently met. In one of the discussions, a parent emphasized how crucial it was for his child to see others who like him as role models. He requested that we organize field trips and community partnerships that would showcase successful black entrepreneurs. The more I listened to him, the more I considered how the instructors at our school and the community partners genuinely lacked diversity since they just represented a particular group of individuals. It became obvious that we needed to work harder to make our partnership and mentors more diverse so that we could serve children of color and others from different cultures.

**Comment 9:**

**Quote/Paraphrase** Teachers' attitudes and conduct are being undermined by widely held prejudices. The most distressing aspect is that the majority of instructors are oblivious of our society's subliminal attitudes.

**Essential Element:** Culture, Vocational Mission, and Community

**Additive/Variant Analysis:** This adds to my knowledge that teachers need to build relationships with students and step outside their own personal prejudices.

**Contextualization:**  I was raised in the south. I am a Caucasian female, the daughter of a schoolteacher and Baptist minister, and I attended private schools and Christian colleges for the majority of my life. I was accepting and respectful, and I believed I was supportive and inclusive, until the last few years of my adult life when I realized that we have no concept of another person's culture or the struggles they confront unless we learn it and become intimately familiar with it. Adding a few books and photographs to the library does not adequately convey the magnitude of difficulties and obstacles that some children and families must overcome to have a secure learning environment. My daughter's greatest concern in the morning is whether she will ride the bus or be transported to school by my husband or me, or whether she will wear the best-looking clothes. Other children at my school must wonder if they will be left alone at night if they will have dinner if they will be shot, or if they will be forced to join a gang for protection, and then we get angry with them for not doing their assignments or being prepared for class. These individuals must be supported in ways that are beneficial to them.

**Source Four:** Antony-Newman, M. (2019). Parental involvement of immigrant parents: A meta-

synthesis. *Educational Review*, *71*(3), 362-381.

**Comment 10:**

**Quote/Paraphrase** Immigrant parents are a rising yet understudied demographic with unique experiences and expectations. Parental participation is a strong predictor of children's academic success. Language barriers and a lack of experience with a host country's educational system, according to studies, present specific challenges to immigrant parents' engagement. As a result, growing pressure on parents to be more accountable for their children's educational success may lead to additional educational inequities among varied groups of learners.

**Essential Element:** Culture and Community

**Additive/Variant Analysis:** This helps me understand how language hurdles and a lack of experience with the school system of a host country can make it hard for foreign parents to get involved.

**Contextualization:** This causes me to reflect on an exceptional bilingual seventh-grader that attends our school. He lacks the motivation we would like him to have. He has separated parents, one of whom speaks little to no English. After completing the State standardized test, the student asked the teacher if he could take the test in Spanish the following year because he reads better in Spanish. Obviously, we can accommodate his request. This was the first time in his entire academic career that he spoke up and advocated for what he needed. Due to language and cultural barriers, we were unable to communicate with the student's mother.  Which meant the child was underserviced for many years.

**Source Five:** Hayat, A. A., Shateri, K., Amini, M., & Shokrpour, N. (2020). Relationships between academic self-efficacy, learning-related emotions, and metacognitive learning strategies with academic performance in medical students: a structural equation model. *BMC medical education*, *20*(1), 1-11.

**Comment 11:**

**Quote/Paraphrase:**  Academic self-efficacy and outstanding scores are among the greatest levels of educational outcomes. Identifying the elements influencing a student's academic achievement has never been at the forefront of examination, but it has shown to be a crucial obstacle to overcome and comprehend.

**Essential Element:**  Interdisciplinary Research

**Additive/Variant Analysis:** This speaks to what I already knew about academic self-efficacy but is variant in that I disagree that grades are the best educational outcome.

**Contextualization:** I have observed students in both traditional and Montessori settings. The beauty of Montessori education is seeing a child appreciate the concentration and trial-and-error process of figuring something out, which helps to connect the child profoundly to a lesson or problem until mastery is achieved. The sensation of accomplishment will encourage the student to continue the process of intense concentration and perseverance required for mastery. Traditional education's use of grades has less of an effect on mastery and places more emphasis on the grade. With this reflection, I have identified the first method as more effective for academic self-efficacy-enhancing educational strategy.

**Comment 12:**

**Quote/Paraphrase S**elf-Efficacy beliefs motivate students to do well by improving their dedication and effort. Students gain high levels of self-efficacy as a result of increasing tenacity and attribute their failures to fewer tries to figure things out rather than aptitude. Task customization is more likely to discourage avoidance and procrastination.

**Essential Element:**  Contextualization

**Additive/Variant Analysis:** This adds to what I already knew about how students gain high levels of self-efficacy when they work hard and blame their mistakes on not trying hard enough rather than on their skills.

**Contextualization:** thinking back to my own childhood. Since I moved around a lot between kindergarten and second grade, I didn't start reading well until I was in second grade. It clicked after my father and I worked on it every night for two weeks, and once it did, I was eager to read everything. Every day dad brought me to the library so I might discover new books and develop better. After my neighbor next door started riding a bike a few months later, I made the decision that I wanted to learn to do the same. I assured my father that I was capable and that I could do it just as I could read. I just needed one attempt since I believed in my own abilities.

**Source Six:** Hung, M., Smith, W. A., Voss, M. W., Franklin, J. D., Gu, Y., & Bounsanga, J. (2020). Exploring student achievement gaps in school districts across the United States. *Education and Urban Society*, *52*(2), 175-193.

**Comment 13:**

**Quote/Paraphrase** There is evidence that economic disparity, racial inequality, and household adult education attainment are all highly related to Black/White student success differences. Per-pupil spending and teacher/student ratios at schools were not significant indicators. The most important driver of performance disparities was household adult educational attainment, with greater levels of adult education related to bigger achievement gaps, showing that high-resource areas may create extra hurdles for minority students.

**Essential Element:** Interdisciplinary Research, Culture, and Community

**Additive/Variant Analysis:** This added information to me, expansion of high-resource areas may generate further barriers for minority students.

**Contextualization:** Children will recognize the worth and significance of something when their parents appreciate it and demonstrate its relevance to them. My father has always read avidly, learned, and imparted his knowledge to others. He is a lifetime learner. He has a number of additional degrees, including two doctorates. He never offered me the option of going to college; it was simply something he expected of me. He had expectations not only for me but also for others. He constantly imparted knowledge to others and pushed his "preacher boys" to pursue further education. He appreciated inquiry and education, and we learned to value them as well. Additionally, he imparted it to all of his grandchildren. Children whose parents place little emphasis on education may grow up to place that value.

**Comment 14:**

**Quote/Paraphrase** The most important variables affecting the opportunity gap are societal ones that are beyond the control of African American students. Research studies too often avoid raising important issues like race, sex, gender, identity, etc. by taking into consideration sociocultural impediments that might result in achievement disparities and other types of inequality, academics can more accurately depict the relationship between education and inequality.

**Essential Element:** Culture, Vocational Mission and Community

**Additive/Variant Analysis:** This expands my understanding of how academics may more effectively describe the link between education and inequality by taking into account sociocultural obstacles that may result in achievement discrepancies and other sorts of inequality.

**Contextualization:** This is a common occurrence when I work with gifted and twice-exceptional students.  Many schools lack the resources to provide the executive function assistance, behavior experts, therapy, and appropriate stimulation that these adolescents need. As a result, students are written off as having "behavior problems" and never receive the support they need to blossom academically. Occasionally, students who excel in class are rewarded with additional assignments. Some may see this as a deterrent to further success and a sort of punishment.

**Source Seven:** Korpershoek, H., Canrinus, E. T., Fokkens-Bruinsma, M., & de Boer, H. (2020). The relationships between school belonging and students’ motivational, social-emotional, behavioral, and academic outcomes in secondary education: A meta-analytic review. *Research papers in education*, *35*(6), 641-680.

**Comment 15:**

**Quote/Paraphrase:** Humans have an innate need to develop and sustain long-term, pleasant relationships that provide a sense of belonging. A student's sense of connectivity and varied labels help to understand the similarities and differences between diverse concepts.

**Essential Element:** Interdisciplinary Research and Community

**Additive/Variant Analysis:** This adds to my thoughts that children need long-term, satisfying interactions that create a feeling of belonging.

**Contextualization:** Typically, gifted students struggle to find academically compatible peers. They desire a sense of normalcy and belonging. They become susceptible to Identity confusion and individualism as a result. This year, a few of our students were dragged into inappropriate situations in an attempt to blend in and make friends, causing us some problems. Connecting with students requires assisting them in recognizing their identity in Christ.

**Source Eight:** Payne, R. K., DeVol, P. E., & Smith, T. D. (2001). *Bridges out of poverty: Strategies for professionals and communities*. Aha Process Incorporated.

**Comment 16:**

**Quote/Paraphrase** Resources are important markers of stability because they influence which initiatives will succeed. Interventions will be more effective if you operate from your strengths. When interventions are based on a deficient or unavailable resource, they seldom function.

**Essential Element:** Vocational Mission

**Additive/Variant Analysis:** This adds to my knowledge of how interventions are more successful when you work from your strengths.

**Contextualization:** This year I have a student who was truant due to her mother's severe health issues. There were hints of maltreatment and the student had no other family support. We struggled to separate our concern for this student from our desire to assist her. We continued to attempt to assist her, but we were unable to provide her with the assets she and her mother required to reconcile and rehabilitate. We started asking better questions and identifying the areas in which the mother could be strengthened by assistance. I was able to establish a relationship that enabled the student's mother to trust us and request additional assistance when necessary when I shifted my focus from the things I deemed most essential to the assets the family possessed to support itself.

**Comment 17:**

**Quote/Paraphrase** There is distinct cueing of hidden norms across and among groups and economic classes. One method individuals communicate belonging to a group is by demonstrating an understanding of the secret rules. When secret rules are broken, the offenders may be labeled as outsiders. Learning about hidden norms from the people they serve may be very beneficial to service providers and organizations. Because those who are impoverished are typically the finest inventors when it comes to addressing their problems.

**Essential Element:** Culture and Community

**Additive/Variant Analysis:** I had never considered this before, yet it makes sense and corresponds to my new perspective. Hidden norms are clearly cued across and across communities and economic classes.

**Contextualization:** A few years ago, my son played basketball for the school team. There were a large number of underprivileged students on the team. My husband and I are not wealthy, but we belong to the middle class. Some of my son's teammates were never been required to pay for shoes, trips, programs, or uniforms. It was sometimes difficult for us to pay for all of these items. On occasion, the students would explain to my son how they utilized the system to their advantage. My son initially struggled with it, but one night he came home from basketball practice and explained how he wanted to tell the team that his dad had won a nationally notable award for a race. He continued by explaining that he chose not to because many of his peers didn't have present fathers. One of the unspoken norms was that the majority of scholarship students came from matriarchal households. My son was exposed to these children frequently enough to discern their covert conventions and be considerate of their needs. This allowed him to establish stronger connections with the students than if he had only based his knowledge on his own precepts.

**Comment 18:**

**Quote/Paraphrase** The crucial point is that hidden rules determine a large portion of our first judgment of people and their talents. Not understanding the hidden rules of a differing class is often a crucial component in keeping a person from advancing forward in a profession or even acquiring a job in the first place. Provision of staff development to identify issues is essential.

**Additive/Variant Analysis:** This is added knowledge to me how if we do not understand hidden norms of various economic classes we cannot support those individuals appropriately.

**Contextualization:** Everything we do is predicated on prior knowledge of something. Whether or not we are aware of it, we all discriminate on the basis of our personal biases. If we are unaware of these differences, we can easily pass judgment on someone before they have had the chance to demonstrate their value. My first week as executive director of a Montessori school serves as an example. I lacked Montessori training, and many of the employees I would supervise lacked appreciation for the skills and experiences that would support me in this position. I felt compelled to complete a 2-3 year credential program in one year so that the staff would have confidence in my Montessori knowledge and leadership abilities. The decisions were made without giving the position sufficient time to develop. I turned out to be a wonderful match and asset to the institution.

**Comment 19:**

**Quote/Paraphrase** Even the finest arguments will not change someone's viewpoint. A good narrative is the only thing that can do this. Families and support systems are the places where children are fostered, safeguarded, and developed. All emotional well-being is founded on a sense of safety and belonging. Relationships are formed by families and wider support structures to guarantee safety and belonging.

**Essential Element:** Faith Integration,Contextualization, and Community

**Additive/Variant Analysis:** This confirms my observation that, despite strong arguments, some people will not alter their minds. The only thing that can accomplish this is open communication.

**Contextualization:** During my Montessori Credential training, I was a member of a cohort comprised of a large number of diverse individuals. An African American Baptist woman, an outspoken liberal lesbian activist, and an atheist woman became my dearest friends. Through our numerous conversations, openness, and lack of judgment, we have all become close friends and respect one another. We are able to communicate openly and ask each other queries out of genuine respect and appreciation. We frequently hold Zoom meetings to stay in contact, discuss topics on which we all agree, and also chuckle at and learn from one another's differences. Due to this nonjudgmental companionship, I've been able to share God with them in ways I never would have been able to previously.

**Source Nine:** Markowitz, N. L., & Bouffard, S. M. (2022). *Teaching with a social, emotional, and cultural lens: A framework for educators and teacher educators*. Harvard Education Press.

**Comment 20:**

**Quote/Paraphrase** The hard question is not whether schools should focus on social and emotional skills, but rather how to turn good ideas into policies and actions. During the school day, a lot of things happen in a student's life. A lot of social contacts happen during this time, and if they aren't dealt with and helped, chances to help the child grow into a whole person are lost.

**Essential Element:** Vocational Mission and Faith Integration

**Additive/Variant Analysis:** This confirms everything I've learned about the need of putting useful concepts into policy and actions.

**Contextualization:** The lack of executive functioning skills and social-emotional deficiencies among the students at the Gifted School I currently direct has been a source of difficulty for me. There are so many publications on the subject and so many people who acknowledge it, but no one is providing a solution or implementing policies or procedures to support it. To better serve the child as a whole, I am putting together a curriculum guideline to support these executive functioning challenges. If we do not do anything to put good ideas into action they will never be more than ideas.

**Comment 21:**

**Quote/Paraphrase:** Academic, emotional, and social growth do not take place in a void. They take place amid a complex web of connections, memories, and beliefs that are all heavily impacted by racial, social, and cultural factors. Any effort to teach social and emotional skills must take into account the geopolitical, cultural, communal, and personal settings that affect both adults and students' thinking and behavior.

**Essential Element:** Contextualization

**Additive/Variant Analysis:** This helps me better grasp how our experiences shape the way we think.

**Contextualization:**  This makes me think of the proverb that says, "You are what you have been becoming." To transform the happenings of the past into an entirely new group of conventional notions, either the commencement of the activities or their continuance is required to take place. I certainly did not anticipate working in the capacity that I am now doing. Every single occurrence, mindset and adventure in my life has prepared me for the following stage. Everything that I have been through and learned has helped shape and prepare me for the next role and will continue as I grow and experience more.

**Source Ten:** Brooms, D. R. (2022). ‘I didn’t want to be a statistic’: Black males, urban schooling, and educational urgency. *Race Ethnicity and Education*, *25*(3), 351-369.

**Comment 22:**

**Quote/Paraphrase** During secondary school, children have to deal with a lot of different personal, family, friend, and school issues. In order to get past these problems, students wrote that resistance into their sense of self sorted out how they benefited from a helpful school setting, and turned some of what they had learned on their own into a sense of educational urgency. These students' experiences and ways of making sense of them offer a powerful counter narrative to how they are stereotyped and limited by deficit framing and low expectations. They also show how to better theorize, understand, and appreciate Black males' schooling experiences, resistance efforts, and goals.

**Essential Element:** Community and Vocational Mission

**Additive/Variant Analysis:** This provides new insight into the stereotypes and restrictions that deficit framing and low expectations might impose on students.

**Contextualization:** I once had a conversation with a student who, while acknowledging the racial prejudices he had encountered and how they had affected how he was treated in the classroom, however, he also thought that his own cultural and personal flaws were to blame for his academic underperformance. It prompted an in-depth discussion between the two of us about prejudice and how to end it, as well as more discussions about how he might accept responsibility for his shortcomings and work toward improvement. With repeated interactions, he started to realize that he could alter how other people saw him and that thiswould enable him to contribute to a larger shift that would benefit others.

**Source Eleven:** Manca, S. (2020). Snapping, pinning, liking or texting: Investigating social media in higher education beyond Facebook. *The Internet and Higher Education*, *44*, 100707.

**Comment 23:**

**Quote/Paraphrase** Commercial social media are rapidly being used in formal learning environments, despite the fact that they were not designed primarily for education. Highly popular social services have been explored for their educational effects since they are growing in popularity among students nevertheless have mostly been disregarded by the research literature.

**Essential Element:** Community

**Additive/Variant Analysis:** This adds to my understanding that social media is increasingly being utilized in formal learning contexts, despite the fact that they were not developed with education in mind.

**Contextualization** To provide curriculum, we battle to keep students away from technology. The most influential educational theories were all founded on historical understanding, observations, and innovation. There weren't as many social media platforms and applications when I was growing up as there are now. Today's students are more involved in it, therefore in order to keep sparking their creativity, we must employ what they relate to. We stand a greater chance of enabling them to succeed in their education if we can figure out constructive methods to include what they relate to.

**Source Twelve:** Madani, R. A. (2019). Analysis of Educational Quality, a Goal of Education for All Policy. *Higher Education Studies*, *9*(1), 100-109

**Comment 24:**

**Quote/Paraphrase** Education is acknowledged as a fundamental human right. A significant problem is establishing the optimum education indicators and conditions, particularly in underdeveloped places striving to promote excellent education. Educational frameworks and diverse assessments may aid in narrowing the gaps and promoting quality.

**Essential Element:** Vocational Mission and Culture

**Additive/Variant Analysis:** This contributes to my understanding that educational frameworks and a variety of assessments may help to close disparities and promote quality.

**Contextualization:** One size fits all testing is not adequate. Due to the cultural bias of standardized examinations, some students do not perform or even comprehend concepts as well as others. It's crucial to have a variety of tests and evaluation methods available to completely comprehend students. I see this more in the children we assist who may be gifted. Each child has special abilities and difficulties that call for the right accommodations.

**Source Thirteen:** Mishra, S. (2020). Social networks, social capital, social support and academic success in higher education: A systematic review with a special focus on ‘underrepresented students. *Educational Research Review*, *29*, 100307.

**Comment: 25**

**Quote/Paraphrase** Differences in family resources, economics, academic assistance, parental participation, and language abilities may all contribute to the success gap between students from affluent and poor socioeconomic backgrounds. Peers and support groups, in addition to family members, influence achievement ability.

**Essential Element:** Culture and Community

**Additive/Variant Analysis:** This reinforces my belief that factors outside immediate family members significantly affect one's capacity to succeed**.**

**Contextualization:** Within the gifted student population, overcoming social issues that have an impact on educational achievements is much more obvious. Prior to addressing more significant societal concerns, efforts to foster meaningful ties between students and their education will not take place. There are many distinct facets of socioeconomic differences that separate our students and affect how well or poorly they do in school. The only way to properly help children is to take the time to get to know them and their needs.

**Source Fourteen:** Pascoe, M. C., Hetrick, S. E., & Parker, A. G. (2020). The impact of stress on students in secondary school and higher education. *International Journal of Adolescence and Youth*, *25*(1), 104-112.

**Comment 26:**

**Quote/Paraphrase:** Students, schools, communities, and even more abstract societal concepts are all linked together, connecting to and influencing every level of a child's growth and learning.

**Essential Element:** Community

**Additive/Variant Analysis:** This broadens my understanding of community and how it affects individuals.

**Contextualization:** One of the factors that drew me to all of my children's educational institutions was the presence of family support communities. So accurate is the proverb that it takes a village to raise a child. Everyone who interacts with our children has an effect on them. Being a part of a community that invests in them and looks out for them is the most effective method to ensure the best possible outcome for their upbringing.

**Source Fifteen:**

Greene, R. W. (2009). *Lost at school: Why our kids with behavioral challenges are falling through the cracks and how we can help them*. Simon and Schuster.

**Comment 27:**

**Quote/Paraphrase** Students want the ability to manage the social, emotional, and behavioral demands placed on them at school and in life. Many students have given up faith that an adult will ever be able to assist them because their problems have persisted for so long.

**Essential Element:** Vocational Mission

**Additive/Variant Analysis:** This reinforces what I already believe: that while children want to succeed, they also need to feel respected and supported in order to be competent.

**Contextualization:** Students in gifted education are frequently misdiagnosed as having behavior problems, mental health issues, and disorganization. The inability to channel their thoughts and talents or to comprehend why they are socially distinctive leads the student to feel unsupported by themselves and others. They wish to flourish but do not know where to start. They feel that they lack support and often do.

**Source Sixteen:** Liu, J., Peng, P., & Luo, L. (2020). The relation between family socioeconomic status and academic achievement in China: A meta-analysis. *Educational Psychology Review*, *32*, 49-76.

**Comment 28:**

**Quote/Paraphrase** China's government is in charge of subsidizing education. Subsidized monies are set aside for underprivileged regions and ethnic minority communities to meet the need.

**Essential Element**: Interdisciplinary Research and Culture

**Additive/Variant Analysis:** For me, this knowledge is new. It is a useful resource for knowing how to help poverty, however, it differs from my current viewpoint on how the government should assist impoverished students. I believe that everyone should have the chance to succeed, but I also believe that if there is no financial obligation, whether, to children of the wealthy or those in poverty, the internal motivation to succeed could be lessened.

**Contextualization:** When I was in my first year of college, my parents decided to provide me with all the necessary financial support so that I could focus solely on my education. I did not recognize the value of this gift until much later. I did not truly appreciate the education until I was responsible for the payment and had to labor financially and academically for it. Responsibility buy-in enhances an individual's appreciation for an experience.

**Source Seventeen:** Tokan, M. K., & Imakulata, M. M. (2019). The effect of motivation and learning behavior on student achievement. *South African Journal of Education*, *39*(1)

**Comment 29:**

**Quote/Paraphrase** Teachers and students' emotional interactions must be nurtured and strengthened. Students must find it comfortable to work on projects and examinations; if there is a harmonic connection, that style of thinking will be supported.

**Essential Element:** Faith Integration and Vocational Mission

**Additive/Variant Analysis:** This strengthens my belief that healthy interactions between teachers and students promote better academic outcomes.

**Contextualization:** This was one of the Montessori principles I admired and respected the most. It was titled Nurturing the Spirit which is the happiest part of your life. It relates to what makes you feel connected and happy. This increases your self-esteem and self-confidence and facilitates connection with others, environment and yourself.  When teachers and students find this harmony the student feels supported.

**Comment 30:**

**Quote/Paraphrase** The students' attitude toward learning is something that needs to be stimulated. Students' learning behaviors are simultaneously impacted by both the intrinsic and extrinsic motivation they experience.

**Essential Element:**  Interdisciplinary Research and Vocational Mission

**Additive/Variant Analysis:** This reinforces my conviction that students must be motivated. Furthermore, in order for it to be successful, we must connect to each student's preferred way of motivation.

**Contextualization:** Motivation determines a person's commitment to a task in order to achieve an objective. Motivation produces greater perseverance, greater use of coping skills, academic delight, and inner satisfaction, we observe more autonomous work, more profound thought, and more reflective research objectives. It encourages adaptive behaviors that enhance the academic lives and academic success of students. These attributes have a significant impact on their motivational development throughout their learning processes, as they foster perseverance and spark creativity, which becomes especially important in the desire to do better and learn more.

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