

How One Artifact Impacted My Learning from ARP 620

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The artifact I chose to reflect on for this course was the culminating project and paper of interviewing professionals in a functional area in the field of student affairs. For this project there was a lot of work that went into it. We were grouped into triads that had interests in specific functional areas of student affairs and within campus. Once we were grouped up, we each had to interview a professional in this specific functional area then write a summary of what was discussed in the interview. We then had to combine all the knowledge of the interviews from each triad member and present a short presentation to the class what was learned from these interviews and from published literature and studies. We then had to write a culminating paper that summarized the information as a whole, including the information from the interviews and literature. This paper is what I have chosen as my artifact for this class.

When working with my other triad members, we all connected very strongly to all the information shared from the interviews, and from what we had learned from the literature. This paper had a lot of very well-expressed knowledge from the field and included a lot of personal touches on how each of us felt about this functional area and our thoughts on how it should be transformed for the future. This artifact was a great way to summarize the knowledge we learned in and out of class, including from discussions with our cohort-mates and our interviewees. Because of this work, I feel like this artifact provided a space for me to fully reflect on where I am currently, and where I want to go in my future, as I want to go into the field of campus activities and I believe that this research has really strengthened my yearning for helping students from this aspect, which comes back to my core personal philosophy.

Through working on this paper, I have gained a better understanding for this functional area, along with how this field is intertwined with student development and learning. Working

within the triad, we each had the opportunity to apply self-awareness and self-regulation practices to our learning and leadership strengths by working on separate areas of the culminating paper then coming together to put it all together in a cohesive manner (PLO 2, 3, 6, 7, and 8). We each had worked so well together in providing space for the others to share their knowledge and thoughts and we worked positively to counter or include the shared knowledge (PLO 1, 4, and 5). With this work, and growth, we all learned so much about each other, about student development, and about how we want to influence the functional are of campus activities for future students.

Through this project, I was able to work on a few of my personal goals and one of my professional goals for this program. I have reached one of my personal goals of utilizing literature and research to gain a better understanding of how to become a better student affairs professional within the area of campus activities. Through this, I was also able to reflect back upon my knowledge and experiences and see how they need to change to allow for more student growth. This project also helped me get a better sense of what I want to do, as I stated before, and has allowed me to focus my goal down to one functional area that I want to go into. All of this work, and knowledge gained, I know that I am in the right area, and that I know where I want to go in life.

References

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