Pedagogy Project:
Results from an Experiential Learning, Undergraduate Research Project with Stroke Survivors

Corey Huck, PhD, CSCS
Associate Professor
Health Promotion / Wellness
Teaching Partners, 2014-2015
Project Specifics

• HP/W 480 Special Pops
• Course learning strategies
• 1-on-1 interviews with survivors
• UWSP strategic plan, fac. scholarship, UG research
• 2 IRB approved, mixed-design studies:
  – Impact of surviving a stroke on 7 dimensions of wellness
  – Impact of EL Research Project on student learning and self-efficacy. (co-investigator: Sallie Scovill)
• Key Course Learning Outcomes:
  – pathophysiology of dis. and implications for ADL’s
  – Self-efficacy working w/ spec. pops
  – Empathy (nonjudgemental)
Project Details

- Literature Review on Stroke Survivors
- Write $\frac{1}{2}$ page summary of article and present
- Human Subjects Training (UWSP IRB directed)
- In-class training on conducting interviews
- Schedule & conduct 2 interviews with a survivor
- Transcribe the interviews
- Write a summary paper:
  - Survival story
  - Key findings/themes for each dimension of wellness
  - Your reflection of what you’ve learned
- Class presentation of summary paper
- Presentation to Stroke Survivors Support Group
Cognitive Scale Results (learning)

RED = Learned the most, BLUE = Learned the least

• Class Literature Review on Stroke Survivors
• Write ½ page summary of article and present
• Human Subjects Training (UWSP IRB directed)
• In-class training on conducting interviews
• Schedule & conduct 2 interviews with a survivor
• Transcribe the interviews
• Write a summary paper (themes, reflection)
• Class presentation of summary paper
• Presentation to Stroke Survivors Support Group
Affective Scale Results (liked, engaged)

RED = Learned the most, BLUE= Learned the least

- Class Literature Review on Stroke Survivors
- Write ½ page summary of article and present
- Human Subjects Training (UWSP IRB directed)
- In-class training on conducting interviews
- Schedule & conduct 2 interviews with a survivor
- Transcribe the interviews
- Write a summary paper (themes, reflection)
- Class presentation of summary paper
- Presentation to Stroke Survivors Support Group
Self Efficacy

• Pre-post, General Self Efficacy Scale* (self-report)
• 6 of 10 questions... significant improvement in self-efficacy, enhanced ability to:
  – Addressing Opposition (p-value = 0.03)
  – Accomplish goals (0.02)
  – Deal with unexpected events (0.03)
  – Calm in difficult situations, due to coping skills (0.002)
  – Problem-solving (0.01)
  – Resilience (<0.001)
• SUM (general score) sig. improved (0.005)

*Schwarzer & Jerisalem, 1995
Qualitative Findings from Student Reflections

Personal Discoveries (common themes)
- Rewarding, eye-opening, grateful, life appreciation, inspiring, reassurance of career, values, power of positivity, greater sense of self and spirituality

Learning Outcomes (common themes)
- Nervous at first then more comfortable, empathy, considerate, respect, not judging, deeper learning of concepts by doing, importance of getting involved
“There is so much more to people than what they look like on the outside and I shouldn’t be so fast to judge and I have been making a strong effort to confound whatever initial judgments I may have…”

“I feel myself drifting closer to that sense of spirituality, however I have quite a distance to go, but I have made great progress in who I am and as well as how I view others thanks to this research project.”

“I was rather indecisive about continuing my education in graduate school, but this semester has rekindled my passion for learning and I know that I must go on to graduate school, and this project has shown me that no matter what life throws my way, I can handle anything.”
“This whole process taught me so many things. No matter how things get in life, there is **no reason for lack of positivity**. Stroke survivors are incredible people and even though I could never even imagine what they have gone through, they emit such positivity and strength. **I hope to someday look at life the way they do, with positive outlook and happiness.**”

“She taught me **not to look at disability as a loss but as a different way of living**. My **eyes were truly opened** by the stories she shared with me. I would recommend doing the research project to any future students because being able to **meet and interact with participants allows for a deeper understanding** of the disability and how it affects their life.”
Powerful Quotes

• “I wish I had more opportunities to do research of this kind throughout my career because it reminds you that you are going into this field to actually help people and help better their lives... it’s nice to get back to the real reason we’re going into this field instead of just memorizing notes and taking tests.”

• “My interview was very inspiring and eye-opening.”

• “...that you have to remember to actually step back and enjoy life sometimes too.”

• “After this interview, I really got to thinking what is most important in my life and it has helped me realize that I am on a pretty good path so far.”

• “I truly enjoyed participating in the research project this semester. THIS IS SOMETHING I WILL CERTAINLY NEVER FORGET.”
Take Home Message for Faculty/Staff

• Form and leverage community connections
• Explore EL models and opportunities
• Collect, analyze, interpret data AND “close the loop”
• Include student reflection of learning... you never really know what they’ll discover when interacting in the “real world” w/ “real people”
• Raise the bar... they’ll achieve!! Let them know why; engage them in the process of discovery.