

A Picture's Worth a Thousand Words: Using Google Images to Enhance Student Reflection

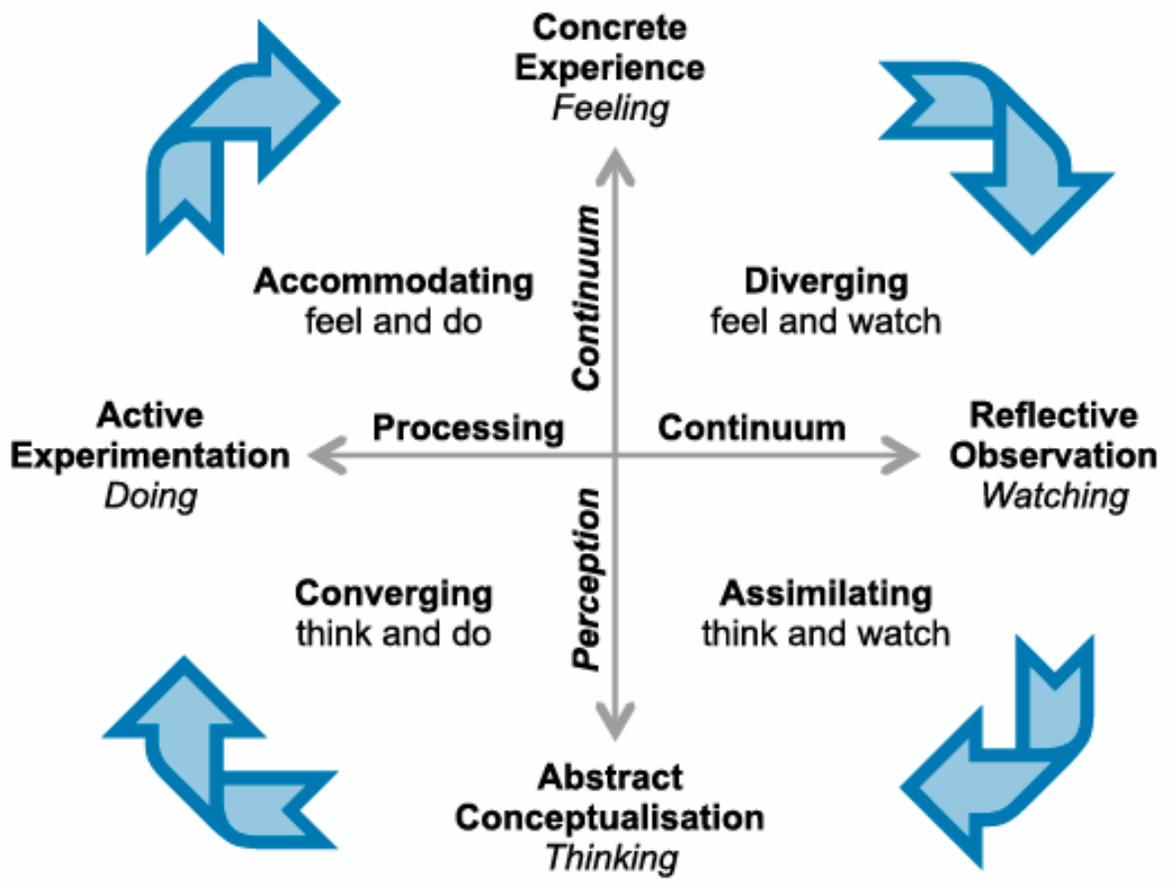


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“All education comes about through experience...everything depends upon the quality of the experience which is had.”

- John Dewey

Reflecting Improves Learning Experiences



Selecting a Mode of Reflection

- Mode of reflection may influence attitude regarding value of reflection
- Attitudes of reflection enhance or hinder the process







Wed July 15

- mail packages
- EAT
- EAT
- maxt med chair
- post room bed
- kitchen cleanup
- salve test
- 7 am
- 1 pm
- 5 pm
- 10 pm
- vacuum up/down
- transfer 7/15 to 16

Thurs July 16

- 1st vet 9:15 am
- cat prep
- send texts - up's down's
- med chart
- Cook dog's kibble
- ! prepare \$10 for vet
- synovial? pump
- "need a nap!!"
- Instagram! post

WED THU FRI SAT SUN

Inspired by the vet - remind the
 wife she will be happy to put her
 puppy on the floor. Thank you! (I wish
 would be so simple my dog, but
 coz and while today today. Yes, what
 how I wanted to spend my morning

Courage
 is forward motion
 despite your
 fear

Friday July 17

- Commissary
- milk
- spinach
- banana
- frozen fruit
- containers
- napkins
- laundry
- spin up front
- clean up back ground
- fix leaks

- smoothie
- chicken wings

Sleepover!!

GET IT DONE

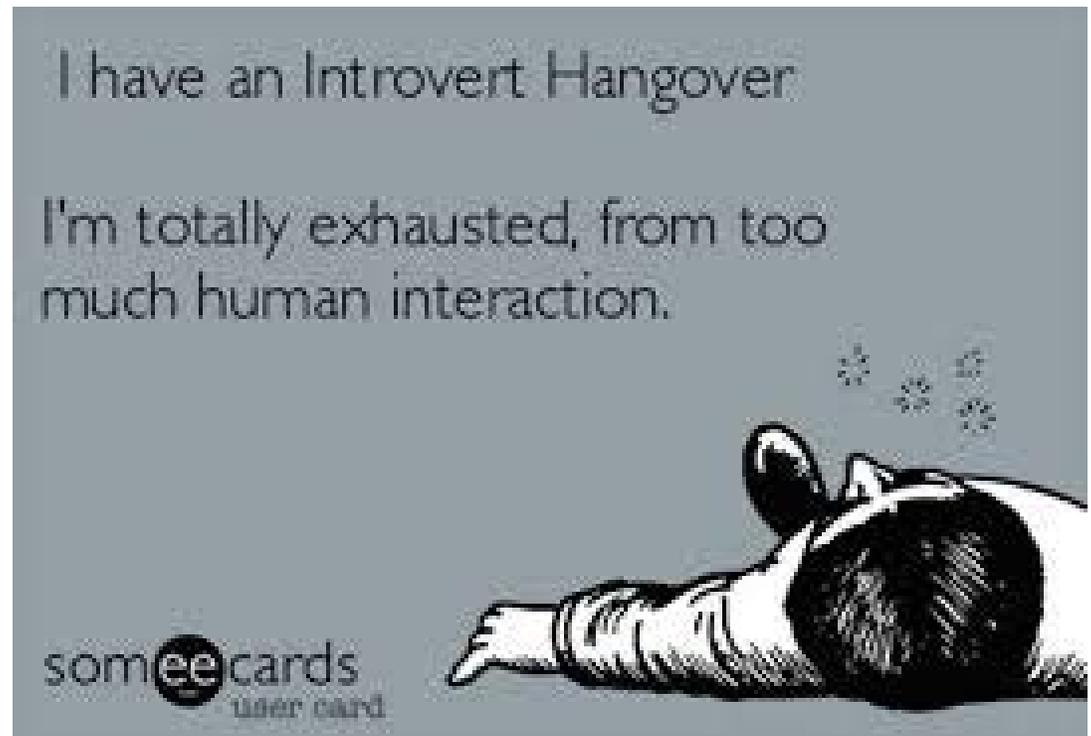
Research Methods in the Social Sciences

- Hybrid face-to-face, online course
 - Many students from out-of-state
- Agricultural education, communications, extension, education, apparel studies, nutrition, dietetics, early childhood education
- First course in master's program for many students



Nonlinguistic Representations as Reflection

- Get out your cell phone (if it's not out already!)
- Find one image that best depicts your feelings about the upcoming start of the semester



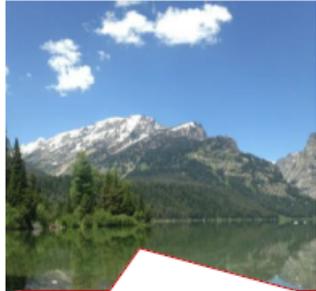
Nonlinguistic Reflection in Research Methods

Weekly Visual Reflections

Each week, you will be required to submit an image (found via Google or other search engine) that portrays your feelings about the topic at hand.

Along with the image, you will submit one paragraph that describes how the image portrays your feelings. These will be discussed each week during our class meetings.

Nonlinguistic Representations as Reflection



I took full advantage of my long weekend and spent three days at our cabin with no internet. Perfect excuse to ignore school for a few days, right? I didn't get to do as much preparation for the week so I feel behind with school work. So my theme for the week is "fake it until you make it" so the Kanye shrug picture is fairly relevant.

Just taking a moment to survey the task in front of me, but also admiring where I have come so far. I feel like I have learned new things about research that I had not seen before, but also apprehensive of the mountain of work in front of me. I will be successful, but not without a workout!

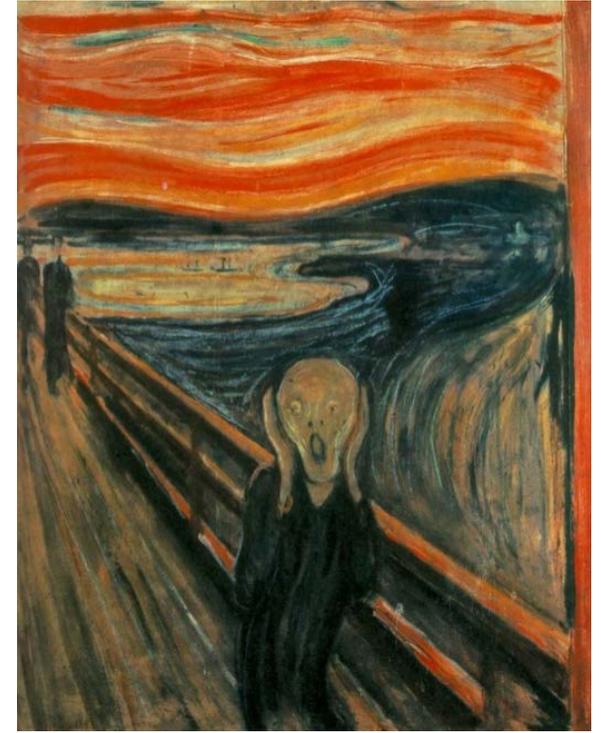


This is how I am feeling after turning in my mid term, and completing much of this week's assignments. I am feeling really excited about everything! I am proud of the work I put into my mid term. I have really been enjoying this week's readings and recordings on qualitative data collection. This is the type of research I can see myself conducting, so this week was more exciting for me.

This week, I feel like this guy. As we keep progressing each of our methods keeps becoming more clear, I feel like I have a million ideas developing at the same time. Great problem to have but OH, THE CHOICES. I'm trying to wade through some of the ideas I have been working on in this class to apply to my real research project and making a decision is hard.



Week 1



Week 2

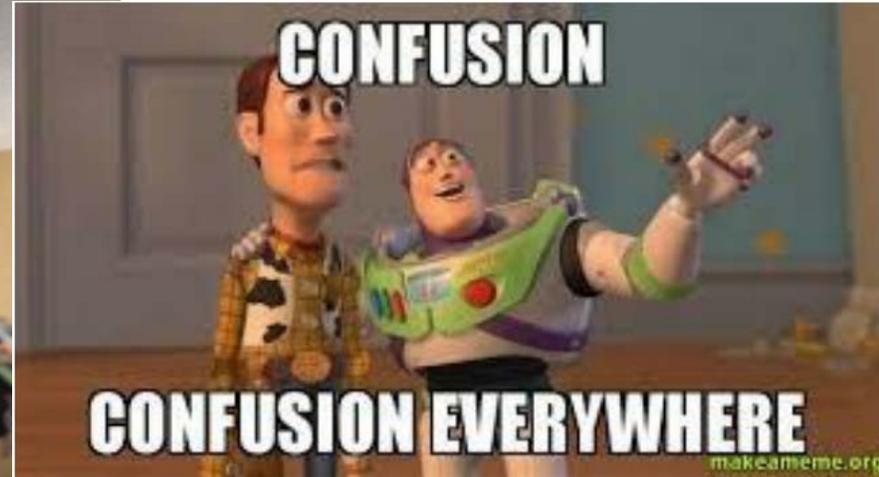


DUDE?

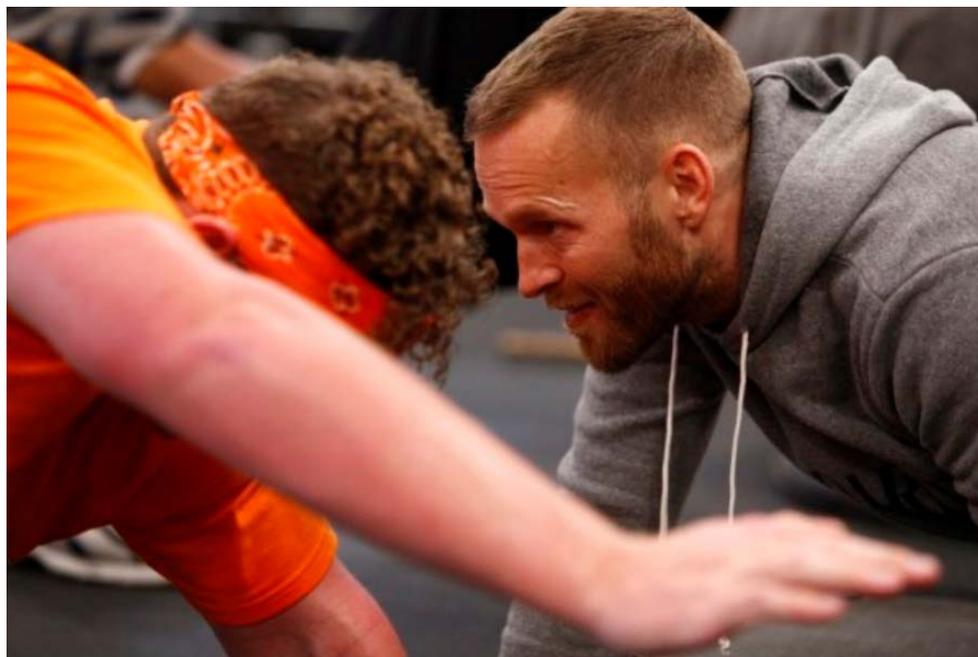
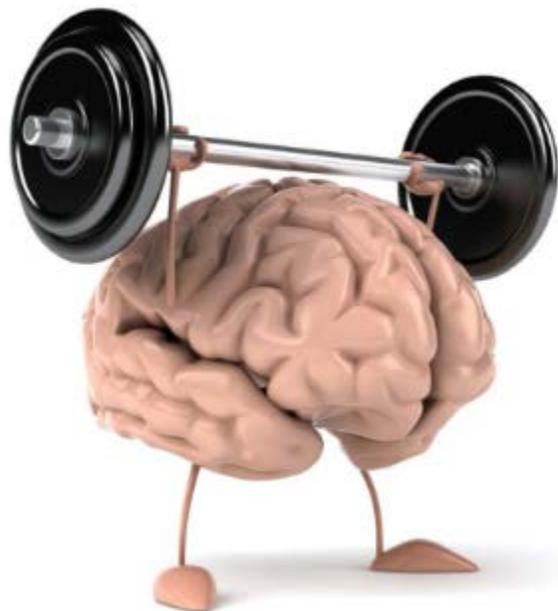


OMG

StrangeNature.com



Week 3

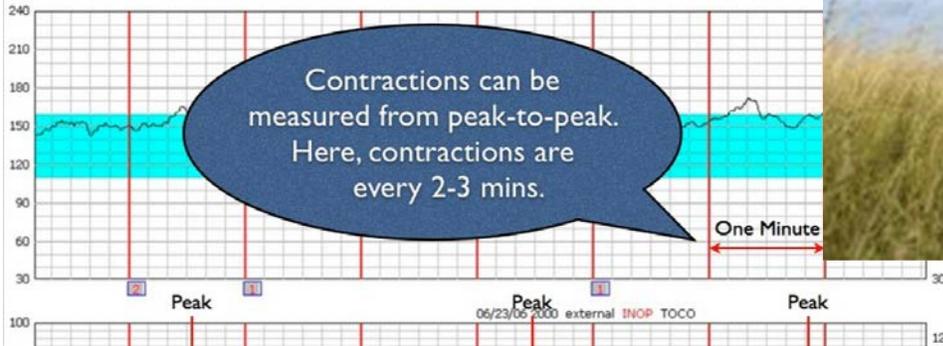


Week 6

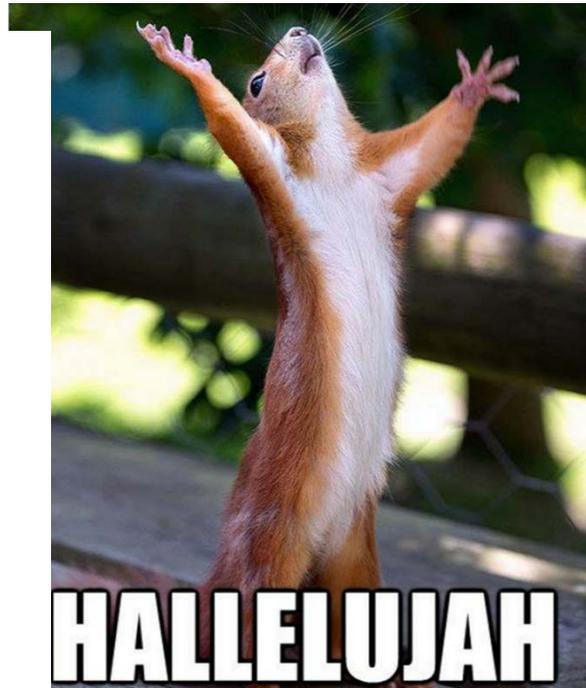


Week 8

Contractions: External Toco



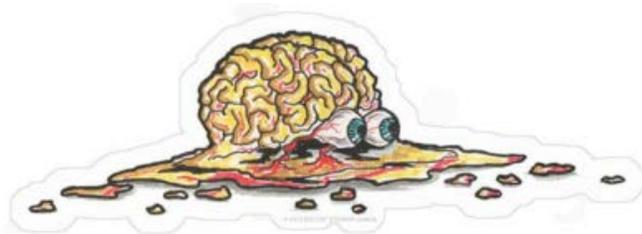
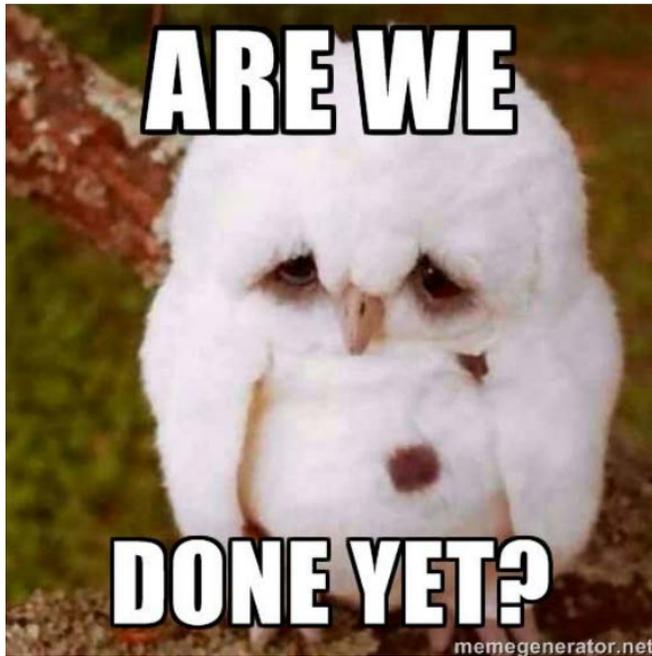
Disappointment.



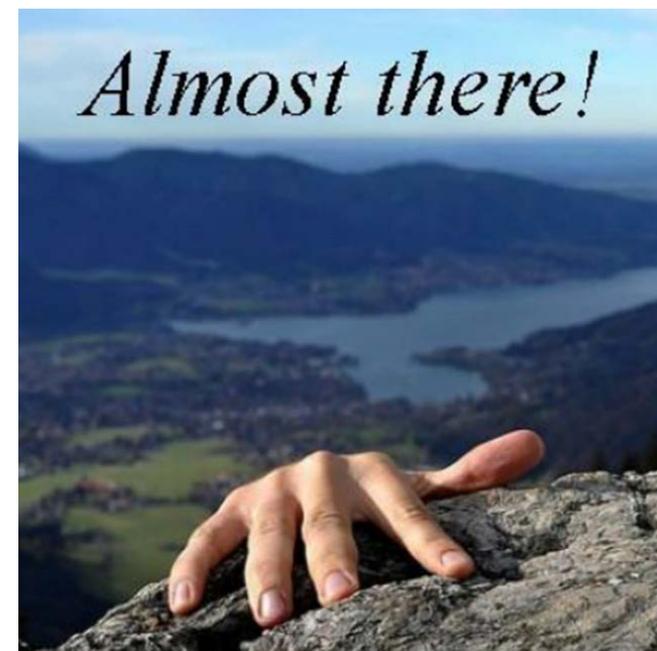
Week 11



Week 12



Week 14

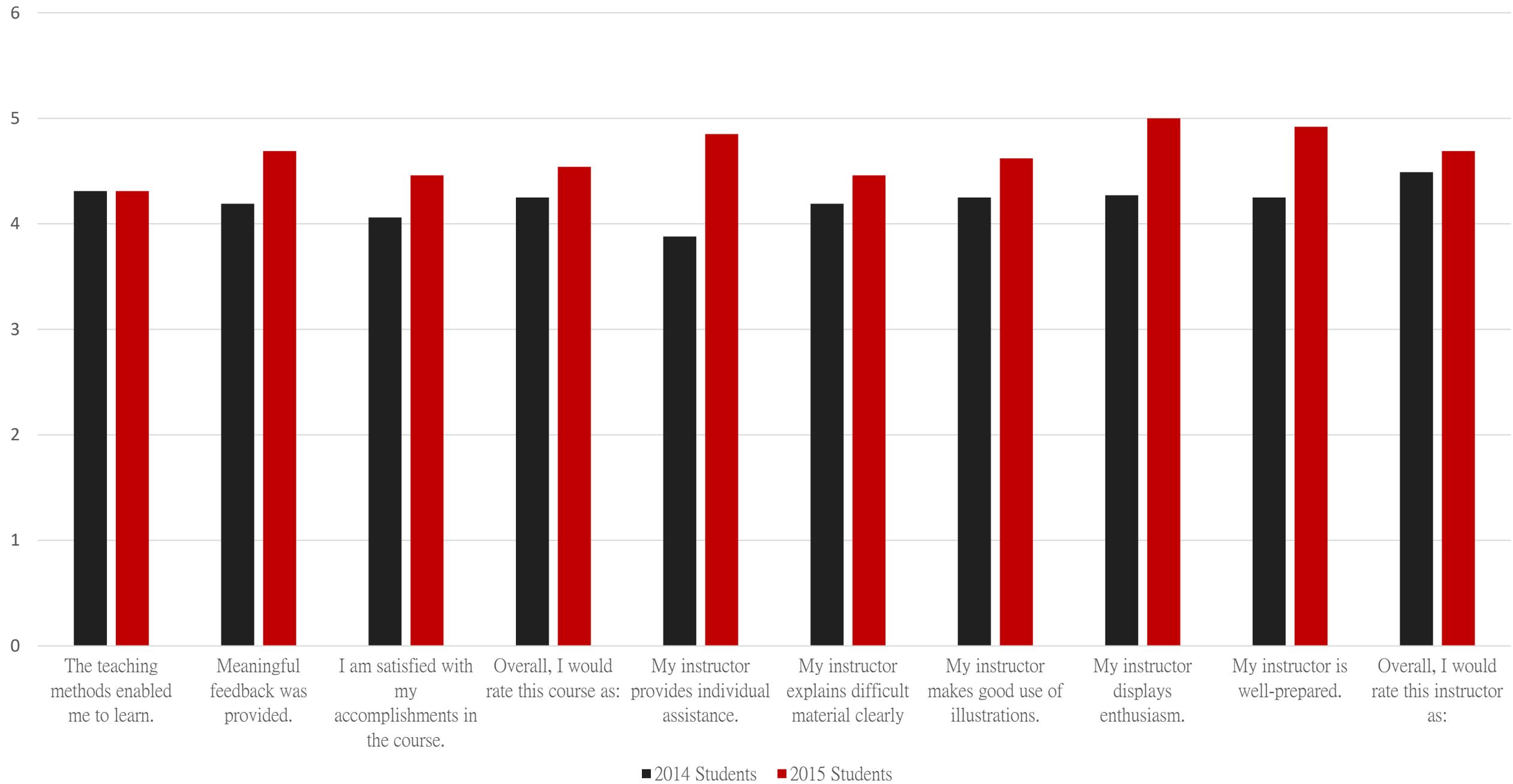


Observations

- Students are able to better define their feelings through the image selection process
- Students feel they are decompressing by sharing their senses of humor in images
- Greater connection between instructor and students via shared humor and experiences
- Instructor can immediately identify students who need one-on-one assistance
- Students cannot “hide”
- Instructor remembers more about each student and his/her experiences

Did the visual reflections make
a difference on students'
perceptions of the course?

Course Evaluation Differences Between Students Completing and Not Completing Visual Reflections



“Your sincerity in asking for student feedback made me feel valued and opened the door to know I could always come to you with questions. Your openness to try new things (visual reflections) was refreshing!”

“I tend to stick in the middle of the pack and even if I’m struggling, I keep to myself. The visual reflections didn’t allow me to do that, instead it created communication with the professor about my feelings about the course.”

“Your sense of humor helped to ease the stress and reminded me to maintain perspective. Truly enjoyed the visual reflections...what a creative way to guide students in self-awareness!”

“Visual reflections definitely helped me release stress as well as allow me to see whether other students were on the same page as me.”

“I was a big fan of having the visual reflections to do each week. I felt as if it helped me express whether or not I was struggling with the material or if I was not focused on the class for the week.”

	Mdn		Maximum Possible Score
	Treatment	Control	
Perceptions of Inst. Immediacy	69	67	80
Attitude toward Content	26.5	27	28
Attitude toward Behaviors Rec.	28.0	28	28
Attitude toward Instructor	28.0	28	28
Attitude Total	82.0	82	84
Behavior toward content	24.5	26	28
Behavior toward Behaviors Rec.	26.5	27	28
Behaviors toward Instructor	28.0	28	28
Behavior Total	77.0	77	84
Content Total	51.0	54	56
Behaviors Total	54.0	52	56
Instructor Total	56.0	56	56
Affective Stress	5.5	6	25
Behavioral Stress	13.0	11	40
Cognitive Stress	6.0	5	15
Physiological Stress	6.5	6	30
Overall Stress	34.5	29	110

“Are we ever going to do that meme thing the other students are doing?”

“Can I switch to the other group? I want to do the image thing.”

Tips for Implementation

- Allow freedom of image selection – but you are the gateway for what is shared with the class
- Vague directives aren't necessarily bad, depending on the purpose of the reflection
- Require explanations of selected images
- Consistency is key!
- Share your own images after you view the students' images
- Save all images for students' "reflection scrapbooks" at the end of the semester

Thank you!

Questions?

