

The Impact of Visual Reflections on Student Stress and Teacher Immediacy

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Introduction and Purpose

Reflection is an instrumental part of the learning process, and nonlinguistic visual reflection may enhance students' learning.

Methodology

Online and face to face students enrolled in a graduate level Research Methods course (N = 30) were randomly assigned to a control or treatment group. The treatment group submitted weekly visual reflections by selecting an image that represented their feelings toward the course content and a written justification of their choice.

Dependent Variables

- Teacher verbal immediacy
- Affective learning
- Behavioral intentions
- Academic stress

	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

Results

Median scores on affective learning, academic stress, and perceptions of the instructor's verbal immediacy indicated no significant differences between the two groups.

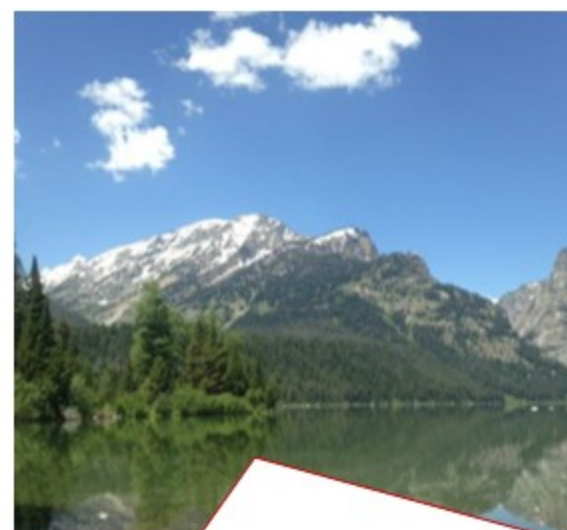
Recommendations

Visual reflections did not have an effect on students' affective learning, academic stress, or verbal immediacy.

Uniformly high mean scores for each of the areas indicate possible ceiling effects.

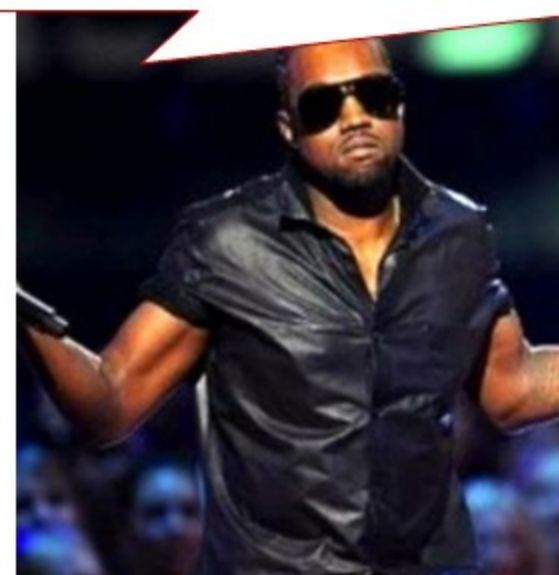
Previous research cited positive reactions from students regarding stress, coursework management, and connections to other students and their instructor.

We recommend instructors consider utilizing visual reflections in classes, and that further research be conducted to better understand the impact of visual reflections.



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 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.

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.

