

Session title: How poetry can be used to better understand undergraduate students' course experiences

Session type: Paper

Main presenter(s): Sam Illingworth, Edinburgh Napier University

Session summary:

This session will present a study that investigates the use of poetry as a reflective tool for first-year undergraduate students in introductory STEM courses. Using poetic content analysis (Illingworth, 2022), the study analyses students' responses to a poetic prompt to better understand their course experiences. The session will discuss the major categories that emerged from the analysis and highlight the extent to which poetry can be used as a powerful tool to aid student reflection.

Session outline:

I. Introduction

- A. Explanation of the use of poetry in understanding student experiences
- B. Purpose of the session
- C. Overview of the study

II. Methodology

- A. Description of the research design and participants
- B. Explanation of the use of poetic content analysis
- C. Limitations of the study

III. Findings

- A. Analysis of the poetry
- B. Emergence of major categories (Knowledge, Community, Emotions, and Identity)
- C. Discussion of the extent to which poetry can be used as a powerful tool to aid student reflection

IV. Implications

- A. The multiple journeys of knowledge and self-discovery in introductory STEM courses
- B. Student belonging and identity
- C. Suggestions for the use of this approach in other introductory STEM courses and beyond

V. Conclusion

- A. Recap of key findings

B. Future prospects of using poetry in understanding undergraduate students' experiences

C. Final thoughts and recommendations

VI. Q&A session

References:

Illingworth, S. 2022. Science Communication Through Poetry, Cham, Springer Nature.