



# Using a Multidimensional Strategy to Increase the Qualitative Performance of Undergraduate Students' Work on the Discussion Section of their Content Analytic Research Studies

2023 Scholarship of Excellence in Teaching Fellowship

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# What Was the Purpose of the Intervention?

- **Purpose Statement**

- The purpose of this intervention was to successfully implement a strategy that results in an increase in the qualitative performance of student work on the discussion section of the content analytic research study final project.



# FOR AFRICAN-AMERICAN BOYS:

**A Research-Based Intervention to  
Increase Hope and Inspiration  
Based on Content Analysis**



Brittney Nicole Barbour



# Use of the Scholarly Literature

## **ENGAGE IN REFLECTION ON MY OWN CLASSROOM.**

Agarwal, P. K., & Bain, P. M. (2019). *Powerful teaching: Unleash the science of learning*. Jossey-Bass.

## **FOR VIRTUAL RELATIONSHIPS, INCREASE PERSONALIZATION.**

Bowen, J. A. (2021). *Teaching change: How to develop independent thinkers using relationships, resilience, and reflection*. Johns Hopkins University Press.

## **FOR VIRTUAL RELATIONSHIPS, SUPPLEMENT GENERIC CONTENT.**

Bowen, J. A. (2021). *Teaching change: How to develop independent thinkers using relationships, resilience, and reflection*. Johns Hopkins University Press.

# What Strategy Did I Implement?

- The strategy I implemented is a multidimensional strategy that involved applying selected recommendations ( $N=11$ ) from the scholarly literature discussed during this fellowship to the final project's 9 learning objectives.
- These recommendations were used to revise the culminating final project, which was 15% of the final grade for students in six FA23 courses.
- **Context:** The culminating final project was an existing successful assignment in FA22 with the vast majority of students in four courses earning an A or B on the assignment overall. However, although the most important part of the final project, the discussion section, reflected adequate completion by students, excellence as reflected by complexity, creativity, and clear critical thinking appeared lacking.

## ➤ Before Fall 2022

### Applied to Achieve Learning Objective #3

- ❖ Learn and understand the meaning of each positive emotion included in the feeling wheel
- Students were assigned the “popular culture” feeling wheel to generate the conceptual framework for their study.

### Applied to Achieve Learning Objective #4

- ❖ Gain Knowledge of the Content Analysis Research Design
- Generic content about the content analysis research design was provided.

## ➤ After Fall 2023

### Applied to Achieve Learning Objective #3

- ❖ Learn and understand the meaning of each positive emotion included in the feeling wheel

### Independent Variable:

Personalization was increased with students personally selecting from three feeling wheels to generate the conceptual framework for their study.

### Applied to Achieve Learning Objective #4

- ❖ Gain Knowledge of the Content Analysis Research Design

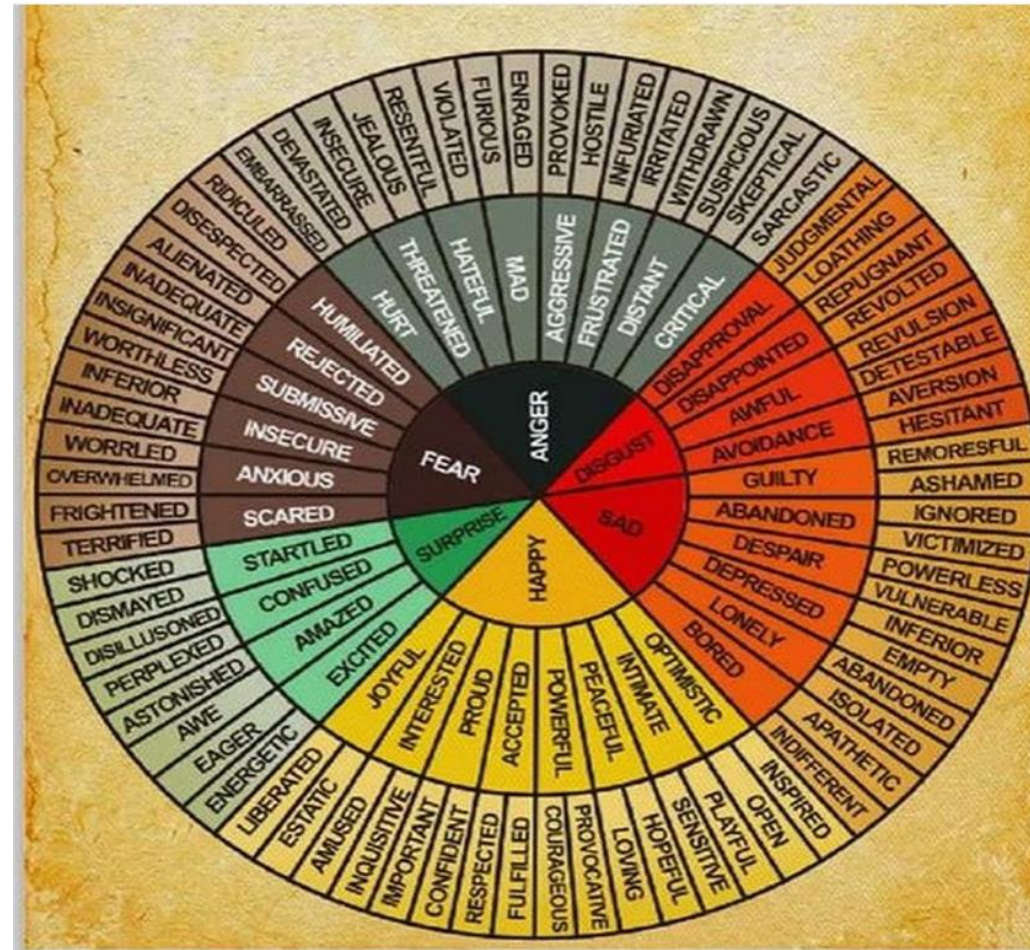
### Independent Variable:

Generic content about the content analysis research design was supplemented with student-selected content of personal interest.



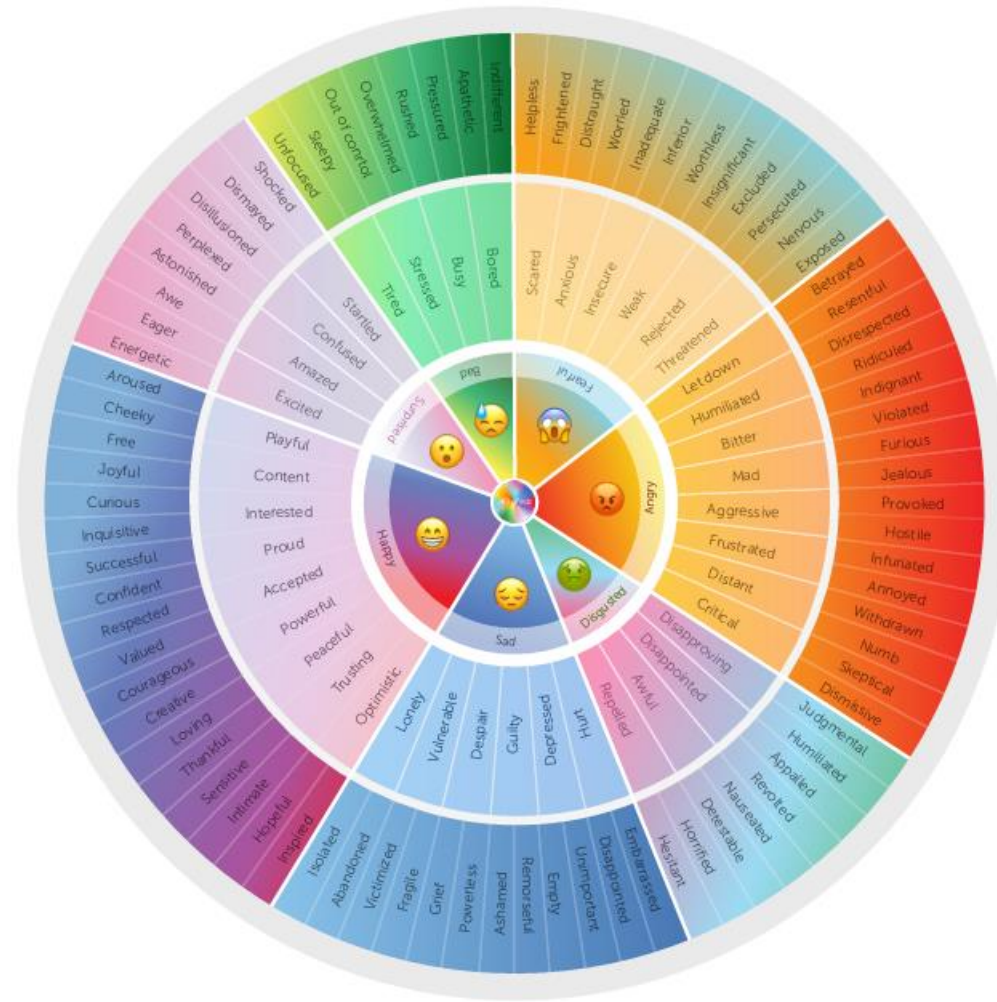
# Learning Objective #3: Learn and Understand the Meaning of Each Positive Emotion Included in the Feeling Wheel

- The Popular Culture Feeling Wheel



# Learning Objective #3: Learn and Understand the Meaning of Each Positive Emotion Included in the Feeling Wheel

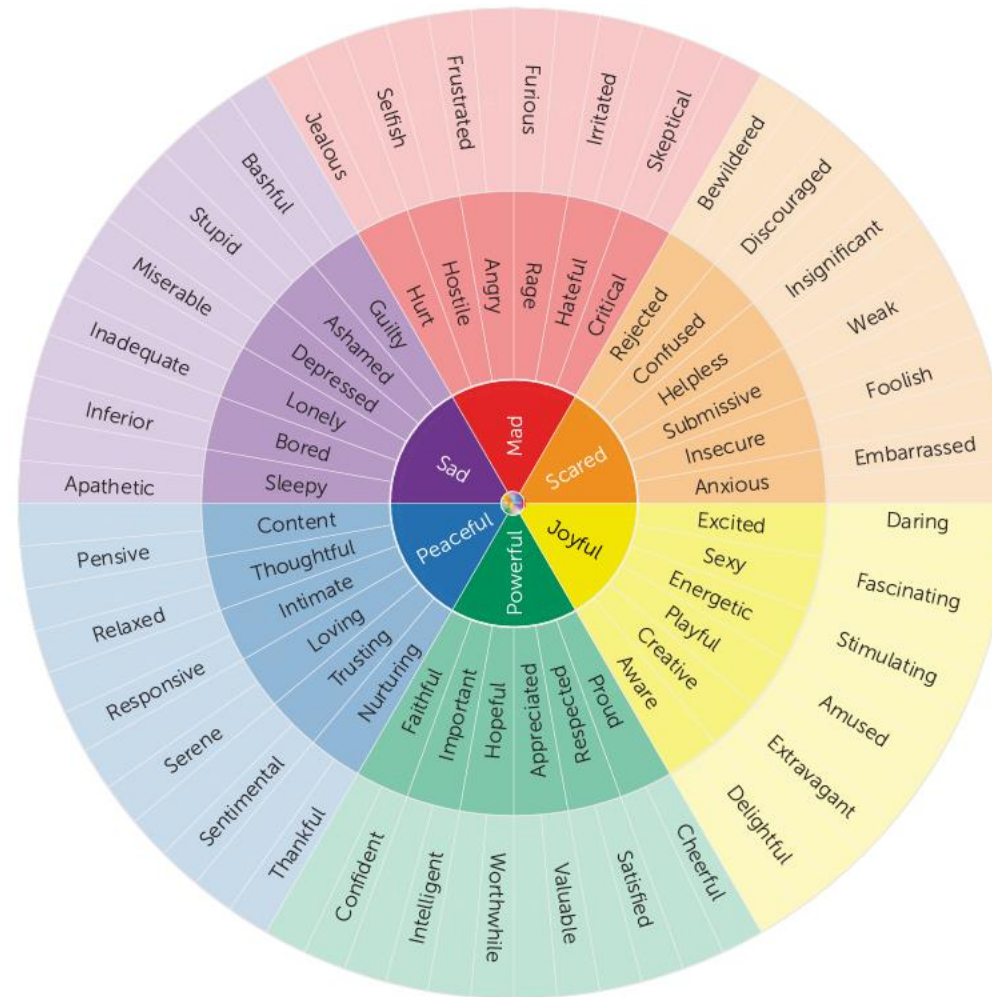
➤ The All the Feelz Feeling Wheel





# Learning Objective #3: Learn and Understand the Meaning of Each Positive Emotion Included in the Feeling Wheel

➤ The Original  
“Wilcox”  
Feeling  
Wheel



# Learning Objective #4: Gain Knowledge of the Content Analysis Research Design

Julian A.	Content Analysis Nutritional Choices on Television Commercials	Nutritional Choices on Television Commercials
Tyler R.	What do Veterans with homeless experience want us to know that we are not asking? A qualitative content analysis of comments from a national survey of healthcare experience	Comments from a national survey of healthcare experience
Juan G.	A content analysis of research Articles on English Micro-Teaching.	Research Articles on English Micro-teaching.
Vanessa M.	Crazy, Weak, and Incompetent: A Directed Content Analysis of Self-Injury Stigma Experiences	Gender-Related Differences in Online Comment Sections: Findings From a Large-Scale Content Analysis of Commenting Behavior
Daniella S.	"Family and society empowerment": a content analysis of the needs of Iranian women who experience domestic violence during pregnancy: a qualitative study	The needs of Iranian women who experience domestic violence during pregnancy: a qualitative study

# Was the Aimed Outcome Achieved?

- **The Research Question:** I focused on my key research question, which was “To what extent, if any, was the multidimensional strategy impactful on the top 25% of students’ qualitative performance on the discussion section of their final projects, as measured on four dimensions: (1) explanation of results; (2) proposed intervention, (3) synthesis, and (4) suggestions for future research?”
- **Evaluation:** The excellence of the discussion section of the final project of the top 25% students of students in four FA22 courses and six FA23 courses was assessed. The population ( $N=188$ ) included 188 students and 10 courses. The sample ( $n=47$ ) used to evaluate the efficacy of the multidimensional strategy included 47 students, the top 25% of students in FA 22 and FA23 courses.

Clipboard: Paste, Cut, Copy, Format Painter

Font: Calibri, 11, Bold, Italic, Underline, Text Color, Background Color

Alignment: Wrap Text, Merge & Center

Number: General, Currency, Percentage, Decimals

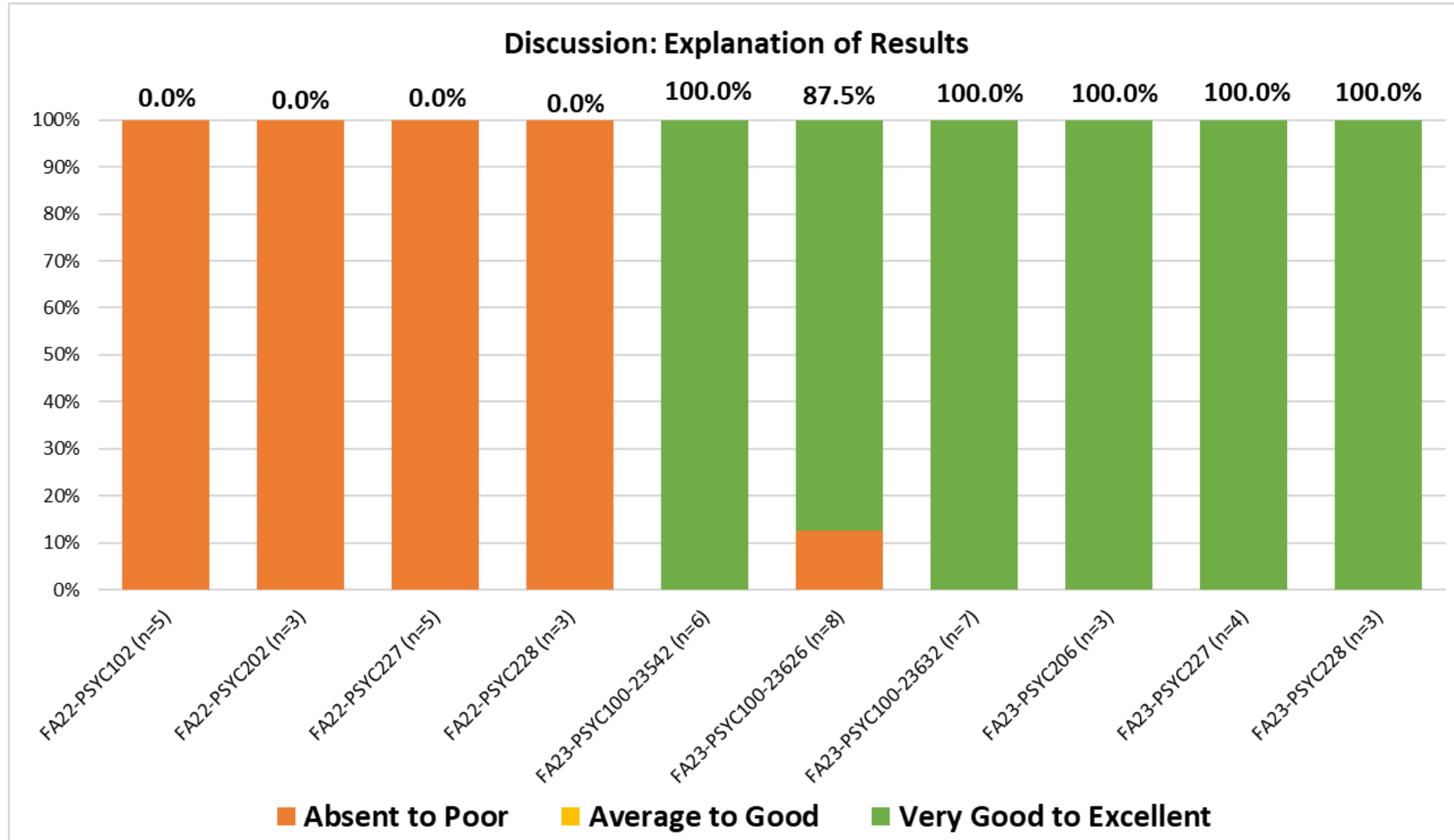
Styles: Conditional Formatting, Format as Table, Cell Styles

Cells: Insert, Delete, Format, AutoSum, Fill, Clear

	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB
1	First Name	Final Project Score	Course	Semester	Explanation of Results in All Results Table	Recommendations – Proposed Intervention	Synthesis – Application to 1 "UNIT 2" Topic	Suggestions for Future Research		EXPLANATION OF RESULTS	Absent to Poor	Average to Good	Very Good to Excellent
21	Luke	278	PSYC100-23632	FA23	10	8	1	10					
22	Li Ping	278	PSYC100-23632	FA23	10	5	4	10					
23	Tangela	300	PSYC227	FA23	10	10	10	10					
24	Almira	294	PSYC227	FA23	10	10	7	10					
25	Juan	270	PSYC227	FA23	10	6	7	7					
26	Daniella	270	PSYC227	FA23	10	10	4	1					
27	Arianna	286	PSYC206	FA23	10	10	4	10					
28	Johanna	284	PSYC206	FA23	10	8	4	10					
29	Carsen	282	PSYC206	FA23	10	10	1	10					
30	Manel	288	PSYC228	FA23	10	7	10	10					

➤ Before  
**Fall 2022**

➤ After  
**Fall 2023**

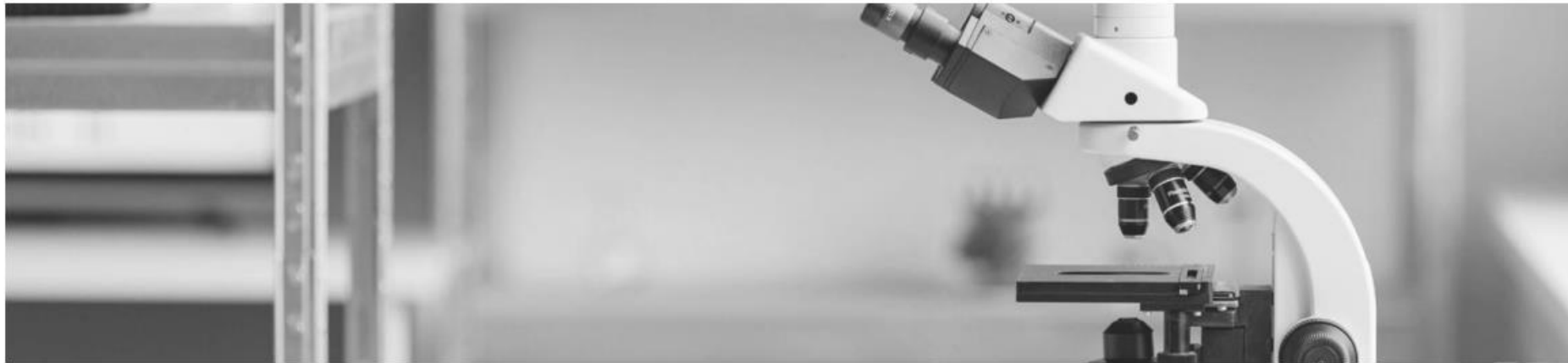




# DISCUSSION

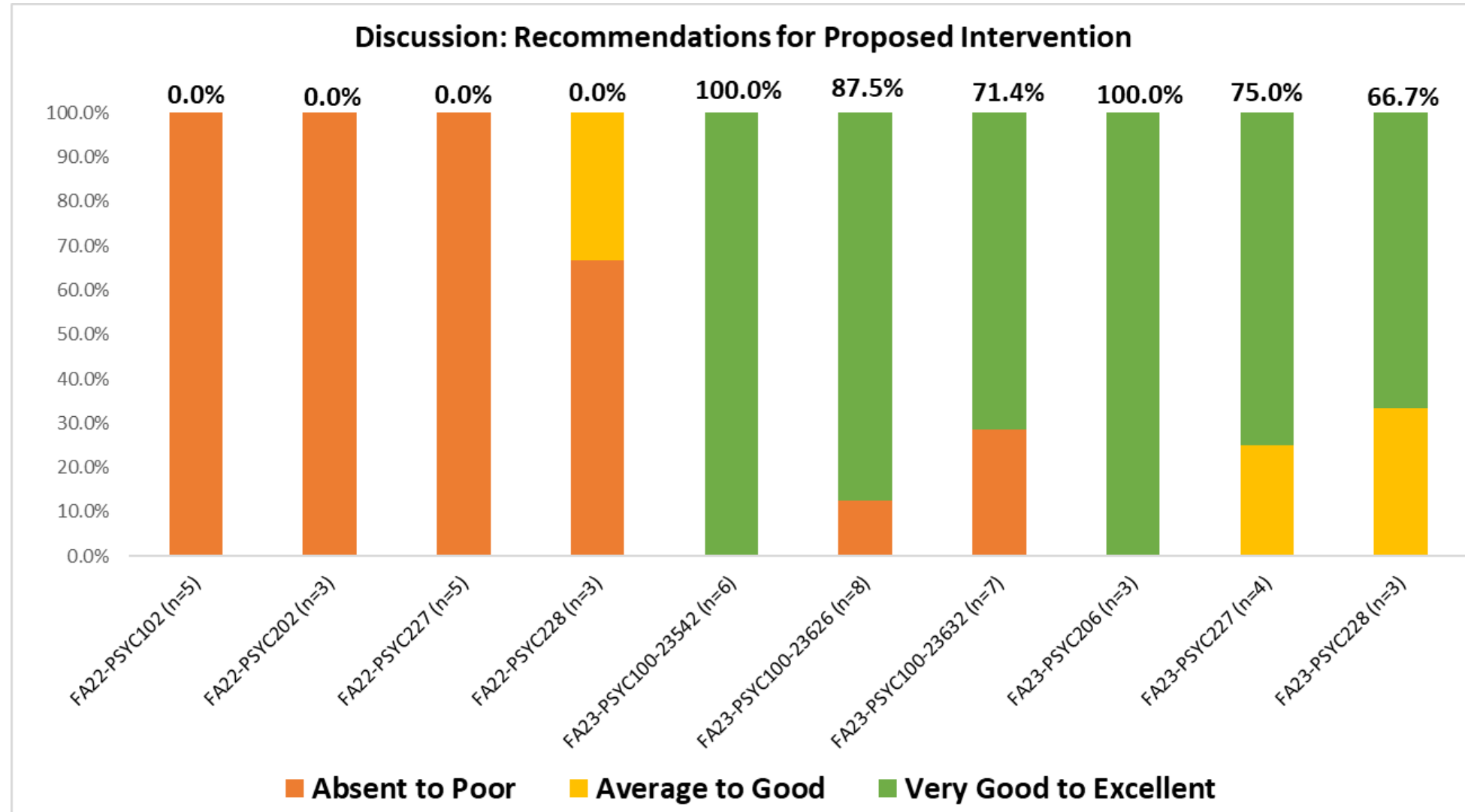
## EXPLANATION OF RESULTS

- According to the data more than half of the works of art did not inspire any feelings.
- I find it interesting that galleries 1, 4, 5, 7, and 8 inspired the most diversity of feelings.
- What stands out the most is that gallery 10 contains artwork that scored the highest and lowest "feelz" scores.



➤ Before  
**Fall 2022**

➤ After  
**Fall 2023**



# DISCUSSION

## PROPOSED INTERVENTION

### RESEARCH-BASED INTERVENTION

I propose to use 10 Pieces of artwork as an intervention to increase hope and inspiration for African-American boys.

I propose the artwork be viewed in person or online.

I believe when African-American boys view the artwork it will bring them inspiration and hope.

### NEXT STEPS

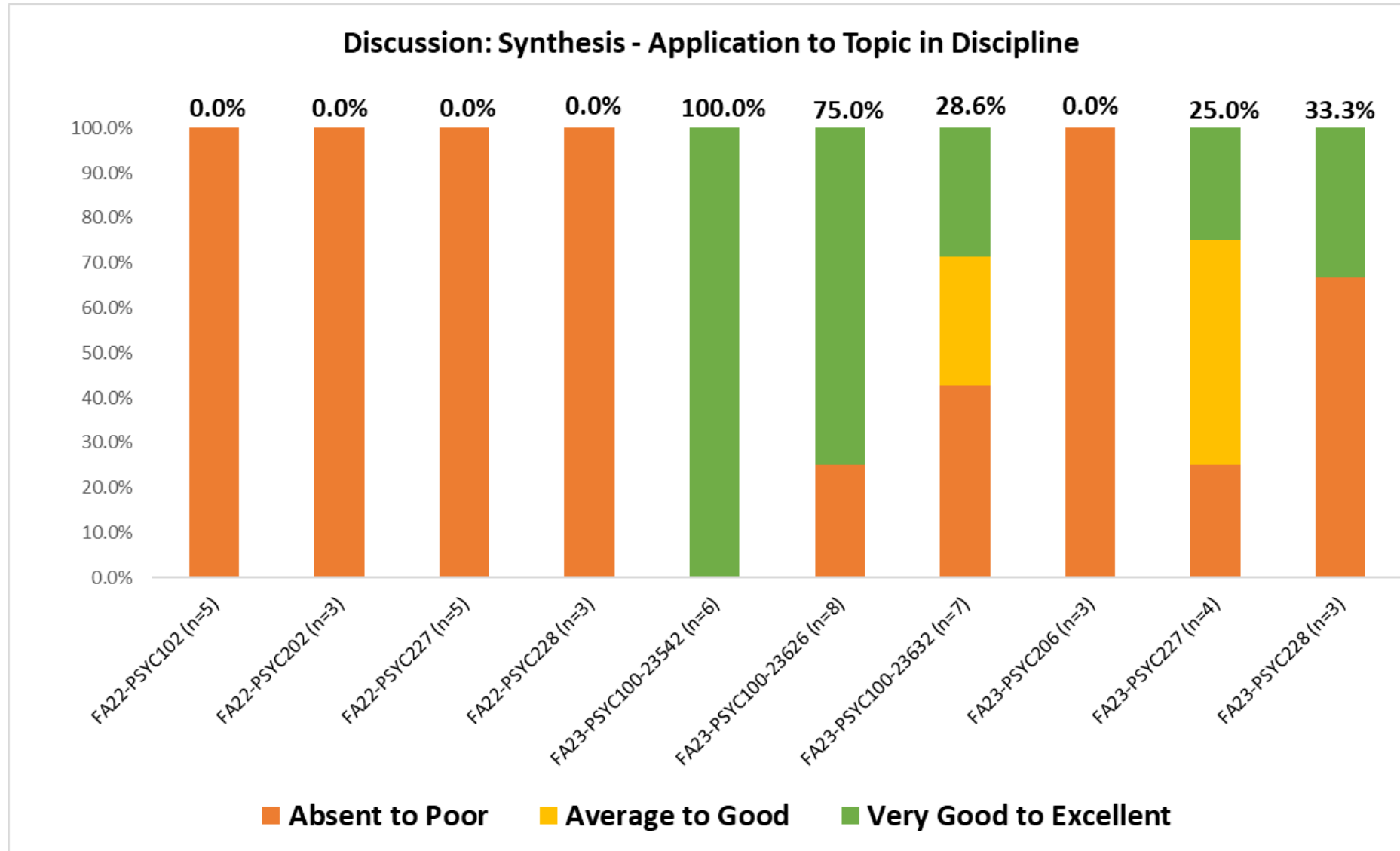
School counselors should implement this research-based intervention in Elementary schools as therapy.

Organizations can reach out to Celebrities and Influencers to share this intervention with their audiences.

Federal and State governments and Organizations should offer grants to further research in this area of study.

➤ Before  
**Fall 2022**

➤ After  
**Fall 2023**





# DISCUSSION SYNTHESIS

This study connects to the research on The Healthy Life by providing a creative way to increase hope and inspiration.

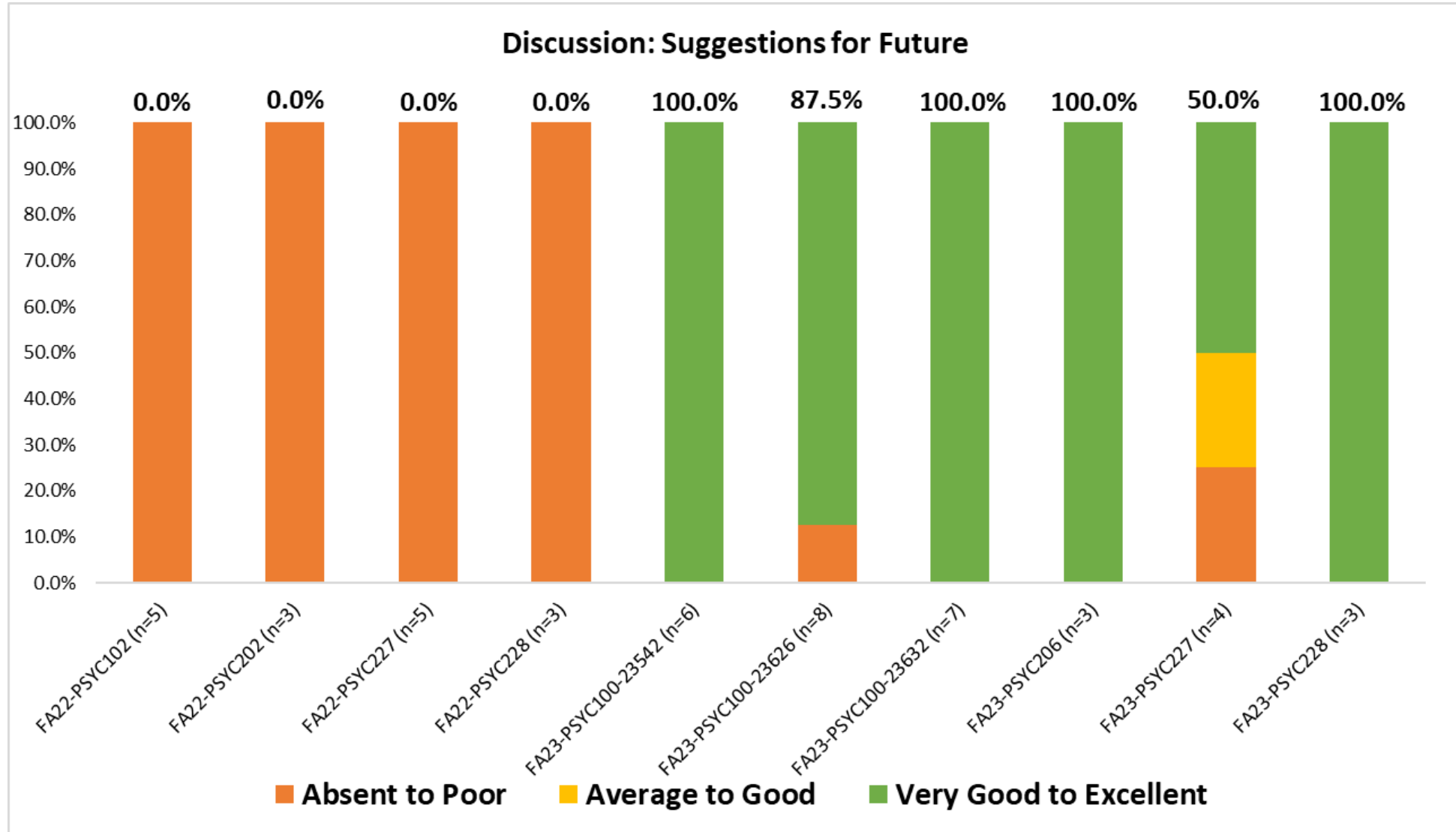
This study connects to the research on The Healthy Life by promoting stress management through viewing art (healthy behavior=less disease).

This study is useful and connects to the Healthy Life research because it offers an alternative to medication and psychotherapy.



➤ Before  
**Fall 2022**

➤ After  
**Fall 2023**



# DISCUSSION

## SUGGESTIONS FOR FUTURE RESEARCH



#1

I propose future research based on individuals recreating or creating new art to further explore the connection between art, hope and inspiration.



#2

Future research should focus on an art-focused curriculum vs a traditional curriculum in local schools.



#3

Future research based on the effects of creative writing/journaling to reduce stress in school-aged children during the school year.





THANK YOU Joan  
and SET colleagues!

DO YOU HAVE ANY QUESTIONS?  
Contact Me

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## Learning Objectives with Scaffolding Activities Schedule for Culminating Final Project by Week

	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Learning Objective #1	Learning Objective #4	Learning Objective #2	Learning Objective #3	Learning Objective #5	Learning Objective #6	Learning Objective #7	Learning Objective #8	Learning Objective #9
My Fall 2023 Courses ↓	Select an appropriate population of interest.	Gain knowledge of the content analysis research design.	Gain knowledge of the feeling wheel and its purposes	Learn and understand the meaning of each positive emotion included in the feeling wheel.	Conceptualize inspiration and hope as multidimensional complex positive emotions.	Complete training in positive emotions content analytic coding for our culminating final project.	Conduct content analytic coding for positive emotions elicited from each communication in a defined set.	Analyze results to determine which, if any, communications link to hope and inspiration as multidimensional constructs.	Make research-based recommendations to elicit hope and inspiration in population of interest.
PSYC228	Week 3 - Monday	Week 6 - Monday	Week 9 - Monday	Week 12 - Monday	Week 12 - Monday	Week 13 - Monday	Week 13 - Monday	Week 14-Monday	Week 14-Wednesday
PSYC206	Week 3 - Monday	Week 6 - Monday	Week 9 - Monday	Week 12 - Monday	Week 12 - Monday	Week 13 - Monday	Week 13 - Monday	Week 14-Monday	Week 14-Wednesday
PSYC227	Week 3 - Monday	Week 6 - Monday	Week 9 - Monday	Week 12 - Monday	Week 12 - Monday	Week 13 - Monday	Week 13 - Monday	Week 14-Monday	Week 14-Wednesday
PSYC100-SAT.	Week 5-2 Sessions	Week 7-2 Sessions	Week 11-2 Sessions	Week 12 - All Week	Week 12 - All Week	Week 14-All Week	Week 14-All Week	Week 15-All Week	Week 15-All Week
PSYC100-MON.	Week 5-2 Sessions	Week 7-2 Sessions	Week 11-2 Sessions	Week 12 - All Week	Week 12 - All Week	Week 13-All Week	Week 13-All Week	Week 14-All Week	Week 15 -All Week
PSYC100-TUE.	Week 4-2 Sessions	Week 6-2 Sessions	Week 11-2 Sessions	Week 12 - All Week	Week 12 - All Week	Week 1 -All Week	Week 13-All Week	Week 14-All Week	Week 14-All Week



## Scaffolding Activities Schedule for Culminating Final Project by Week

	Week 3	Week 4	Week 5	Week 6	Week 7	Week 9	Week 11	Week 12	100% of Week - Week 12	50% of Week - Week 13	100 % of Week 14	50% of Week 15
PSYC 228	✓			✓		✓		✓		Mon Only	Mon & Wed	Mon Only
PSYC 206	✓			✓		✓		✓		Mon Only	Mon & Wed	Mon Only
PSYC 227	✓			✓		✓		✓		Mon Only	Mon & Wed	Mon Only
PSYC100-SAT			✓		✓		✓		Whole Week		1/2 Week	1/2 Week
PSYC100-MON			✓		✓		✓		Whole Week	Whole Week	Whole Week	
PSYC100-TUE		✓		✓			✓		Whole Week	Whole Week	Whole Week	