

Bringing The Abstract Into Focus: Exploring Applications of Behavioral Theory Through Text Connections

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- Transformative teaching involves more than the transmission of information to our students. To move from a transactional to transformative model of teaching, instructors must consider how to create opportunities for both student engagement and deep learning.



Transformative Teaching

- According to Bloom (1956), student engagement involves more than participation, it is:
 - Behavioral
 - Emotional
 - Cognitive



Student Engagement

- According to Marton and Saljo (1976), deep learning refers to a student's approach to learning; it is meaningful learning that goes beyond the surface.
 - Deep/Meaningful Approach
 - Surface Approach
- Deep learning is intrinsically tied to teaching methods and the learning environment

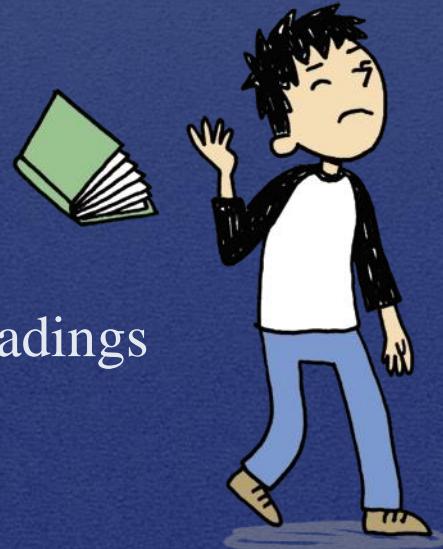


Deep Learning

- Undergraduate course on theories of health behavior
 - Poor retention of information
 - Inability to describe and apply concepts in later coursework



- Other Challenges
 - Students do not complete required readings



Background

- While approximately 70% of undergraduate students reported completing assigned readings prior to an exam, only 27.4% complete assigned readings before class (Clump, Bauer, and Bradley, 2004).

Student Reading & Preparation, 1

- Romack (2010) when asking her students if they are “ready for class” responses included:

“Well I read the chapter a few days ago, but I don’t really remember anything.”

“Right before class I studied all of the bold text in the chapters.”

Student Reading & Preparation, 2

- Weekly writing assignments
 - Must address 3 questions from any of the following categories:
 - Personal
 - Educational
 - Professional
 - Societal
 - Other

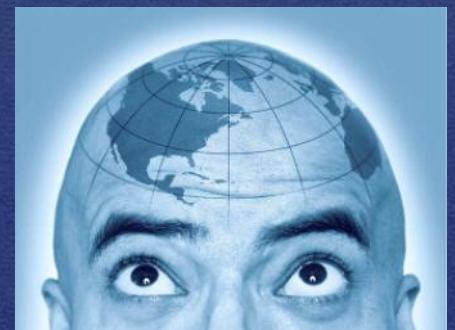


Text Connections

- Sharma & Romas (2012). Chapter 2: Planning Models In Health Education and Health Promotion. *In Theoretical Foundations of Health Education and Health Promotion* Second Edition. Sudbury, MA: Jones & Bartlett Learning
- Colodny, N, Miller, L., & Faralli, M. (2015). The development of a feeding, swallowing and oral care program using the PRECEDE-PROCEED model in an orphanage-hospital in Guatemala. *International Journal of Speech-Language Pathology*: 17(2), 127-137.

Week 2: **Required Readings**

- “Sometimes living in a place like the United States we are given resources that make things seem like common sense. However[,] in a rural area like the area of Guatemala that these individuals were in[,] resources are limited there for [sic] our view of common knowledge is not so common there. One thing that I can definitely take away from the reading is that they struggle with things that we find so accessible and easy, so to have patience as well as look into every scenario for the best way to care for that person...”



Global Perspective, 1

- Sharma & Romas (2012). Chapter 4: The Transtheoretical Model. *In Theoretical Foundations of Health Education and Health Promotion Second Edition*. Sudbury, MA: Jones & Bartlett Learning
- Mahmoodabab SS, Mohammadi M, & Abad MA. (2013). Application of Transtheoretical Model to Exercise in Office Staff. *Electronic Physician*. 5(1), 588-93.

Week 4 :

Required Readings

- “Watching the news and other forms of media, the implication in many of the narratives found there[,] is that[,] Iranians are very different from Americans and other westerners. The impression I got from this study though, was that Iranians and Americans are very much alike. We both work so much we are too fatigued to work out on a regular basis. [...] My community of Lansing, MI is home to a small percentage of Iranian immigrants. Knowing of similar attitudes and problems between work life and a sedentary lifestyle amongst Iranians and Americans may be a starting point in creating physical activity campaigns targeted at both groups in the Lansing area.”



Global Perspective, 2

- Sharma & Romas (2012). Chapter 6: Theories of Stress and Coping. *In Theoretical Foundations of Health Education and Health Promotion Second Edition*. Sudbury, MA: Jones & Bartlett Learning
- Hicken, M.T., Lee, H., Morenoff, J., House, J.S., and Williams, D.R. (2014). Racial/Ethnic Disparities in Hypertension Prevalence: Reconsidering the Role of Chronic Stress. *American Journal of Public Health*, 104(1): 117-23.
- Hicken, M.T. (2015). Fundamental Causes, Social Context, and Modifiable Factors in the Racial/Ethnic Inequalities in Blood Pressure and Hypertension. *American Journal of Epidemiology*, 182(4): 354-7.

Week 7: Required Readings

- “Although I knew that health disparities between races and racism is a huge problem, this article still taught me something. There were questions asking the participants how often they ‘try to prepare for possible insults from other people before leaving home, feel that you always have to be very careful about your appearance to get good service or avoid being harassed, or try to avoid certain social situations and places’ (Hicken et al., 2015). Having these specific scenarios really opened my eyes even further. I knew that I was privileged, but not only have I never had to consider situations like this, but I was also not aware that this is a reality for so many people.”

White Female Student

Appreciation of Racial/Ethnic Diversity

- “This reading changed my perspective on how I will see black people. I hold no thoughts of superiority and hold no prejudices but genuinely had never put thoughts toward what these citizens face.”

White Male Student

Appreciation of Racial/Ethnic Diversity

- “What I learned from this article paired with my own common sense and what I am learning in my cultural competency class will definitely impact my future career in a health profession. For example, a year ago I had a pretty good idea of what microaggressions were. Thanks to my cultural competency class, I also know several common examples of common microaggressions and to be careful with my words. And now, thanks to this article, I have a better understanding on the impact that microaggressions have on people.”

White Female Student

Course Connections

- We are achieving:
 - Deep-Learning!
 - Course Objectives!
 - Degree Competencies!
 - Evidence for Accreditation



Implications

- Questions?



- Comments?

- Other ideas/strategies for incorporating “text connections” or critical reading assignments in college classrooms?

Discussion

- Bloom, B.S. (1956). *Taxonomy of educational objectives: the classification of educational goals* (pp. 5-6). New York, NY: Longmans, Green.
- Clump M.A., Bauer, H., & Bradley, C. (2004). The Extent to which Psychology Students Read Textbooks: A Multiple Class Analysis of Reading across the Psychology Curriculum. *Journal of Instructional Psychology*, 31(3), 228-232.
- Marton, S., & Saljo, R. (1976). On Qualitative Differences in Learning - II: Outcome as a Function of the Learner's Conception of the Task. *British Journal of Educational Psychology*, 46(2), 115.
- Romack, J. (2010). 11 Strategies for Getting Students to Read What's Assigned. *The Teaching Professor*, 4-5.

References



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