Reflection on the Scholarship Module Experience

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Part 1:

1. **Reflective response**

**Research Questions**

My research is centered on the question: *How does a student’s perceived stress level affect their performance in college-level courses?* I am curious to discover how subjective stress, as perceived by students, correlates with their academic performance. Unlike objective markers such as assignment due dates, perceived stress is deeply personal, and understanding this could provide insights into how to better support students through their academic journey.

**Prior Research and Informing the Design**

To inform my research design, I will explore literature that delves into the relationship between stress and academic performance. Studies that utilize subjective measures of stress (like self-reported scales) will be especially pertinent. I will also look into educational psychology research that examines how external factors such as personal life, school, and work can heighten stress levels. I will use both qualitative and quantitative research methods to draw from best practices in measuring subjective experiences and performance outcomes.

**Plan of Action**

My plan involves creating or adapting a stress scale for students to record their perceived stress at multiple points during the semester: before classes start, at the first day of class, and before assessments. Their stress levels will be plotted against their academic performance, creating a map of how stress fluctuates and affects learning outcomes over time. To ensure ethical integrity, student participation will be voluntary, anonymous, and confidential, with support services made available to address any stress-related issues that arise during the study.

In terms of instructional strategies, by better understanding how stress impacts learning, I hope to implement teaching supports and supplemental resources from school services like the CARE team. These interventions could strategically improve student outcomes by addressing their stress levels in real time.

**Dissemination Strategy**

Initially, I will share my findings with students and faculty within the program to raise awareness about the importance of perceived stress on performance. This will help them recognize where and how stress impacts students and lead to more targeted support. I also plan to present the research to the CARE team and the Teaching and Learning department to encourage broader institutional support.

Expanding beyond the college, I aim to present the findings through various platforms, including academic journals, conferences, and perhaps government bodies, to advocate for systemic changes in how educational institutions address student stress.

In terms of innovative dissemination, I envision creating videos or TikToks that could reach students directly in a format they engage with daily, ensuring the results are accessible and relevant. Additionally, I plan to make a mini-presentation for the college’s pre-start activities to ensure students start their academic journey with this knowledge in hand.

1. Visual representation – where will I go from here



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