

# Teaching with the Teachers: Applying a Student-Educator Pedagogy to Support Student Learning in a Hand and Upper Extremity Certificate Course

Justine Ramos, OT/s, Janet Brooks Ed.D, OTR/L

## Introduction

OT practitioners with limited teaching experience report challenges in curriculum development, understanding student needs, inclusive teaching, & integrating evidence-based practice<sup>7, 13, 16, 17, 18, 19 23</sup>

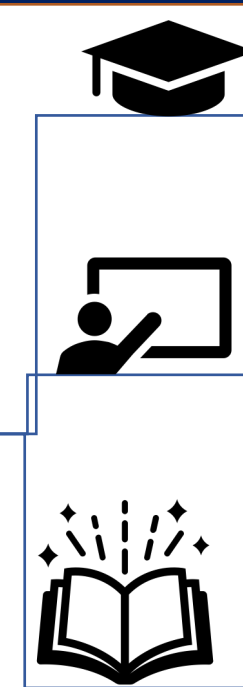
The student-educator pedagogy is a model that facilitates student & faculty as co-educators whereas the student has shared responsibilities in curriculum development & classroom management<sup>3, 5, 8</sup>

The Tufts Hand & Upper Extremity (HUE) Certificate is taught by OT clinicians with limited background in teaching, resulting in limited learning resources & understanding of student learning needs

Students who learn under the student-educator pedagogy are more likely to have increased satisfaction in their learning experience<sup>5, 8</sup>

## Purpose & Aims

**Purpose:** To apply the student-educator pedagogy to a Hand & Upper Extremity (HUE) certificate course to meet OT student learning needs & assess impact on satisfaction of student learning experience



**Aim 1:** Assess student learning needs

**Aim 2:** Implement & assess impact of Student-Educator Pedagogy

**Aim 3:** Create sustainable & inclusive learning resources

## Methods

### Assessment

Pre-Survey of the Course Experience Questionnaire

Analyze results, literature, material creation

### Analysis

### Creation

Post-Survey of the Course Experience Questionnaire

### Intervention

Implement Student-Educator Pedagogy & learning resources

## Participants

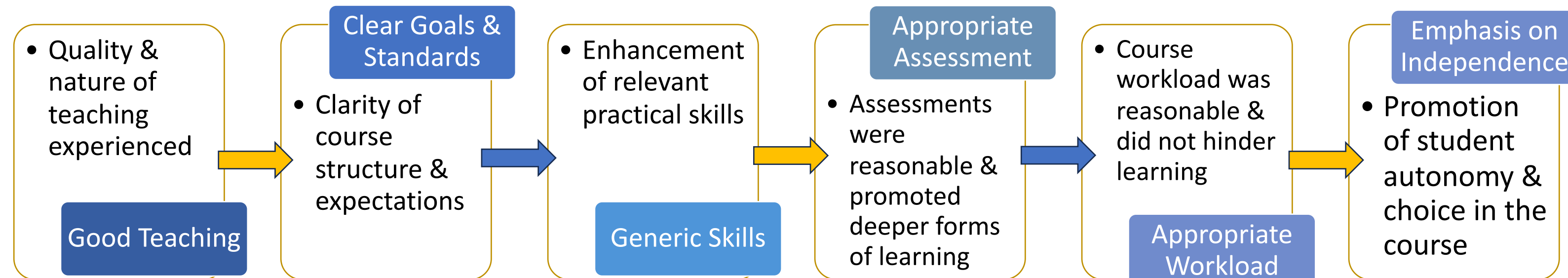
**Inclusion Criteria:** Entry-level & post-professional Tufts OT students enrolled in HUE Course II who have previously enrolled in HUE Course I &/or HUE Course III

**Pre-Survey:** n= 8

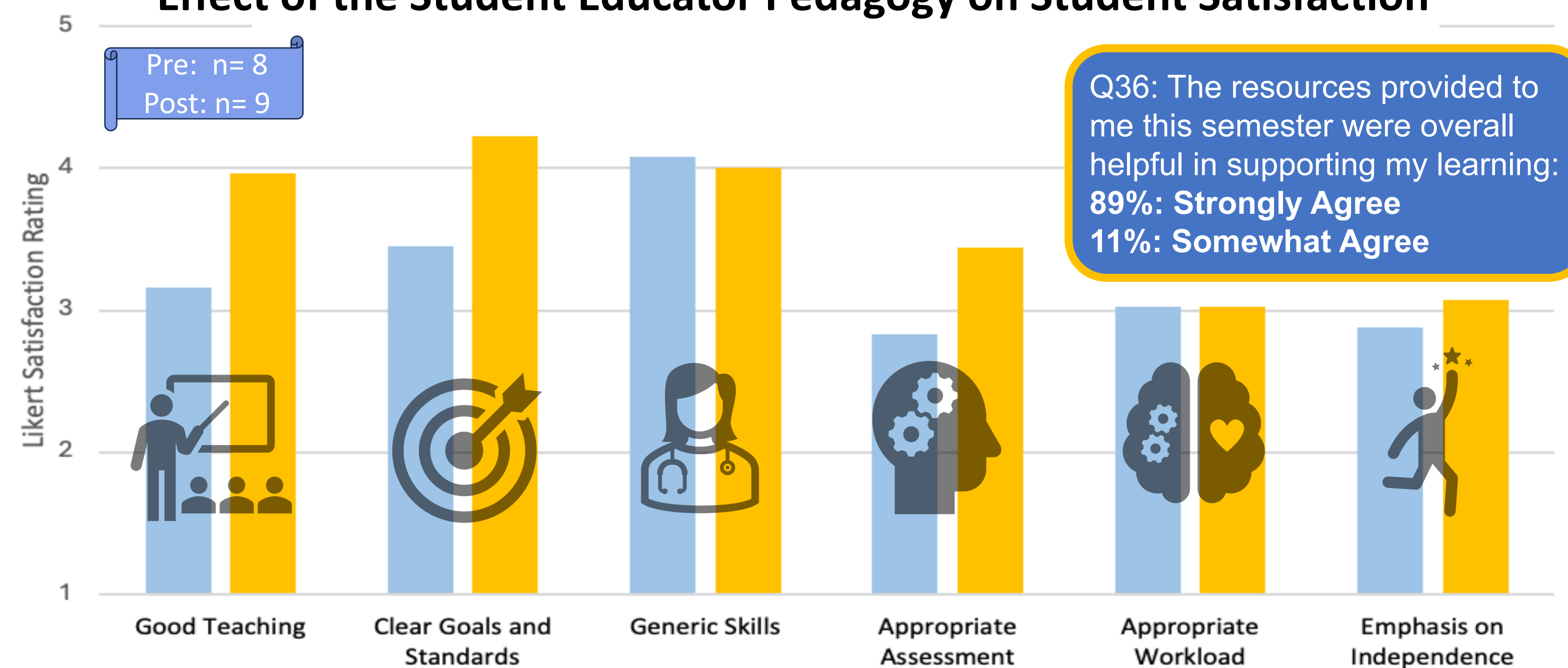
**Post-Survey:** n= 9

## Results

### Course Experience Questionnaire: Subscales of Student Satisfaction<sup>14, 22</sup>

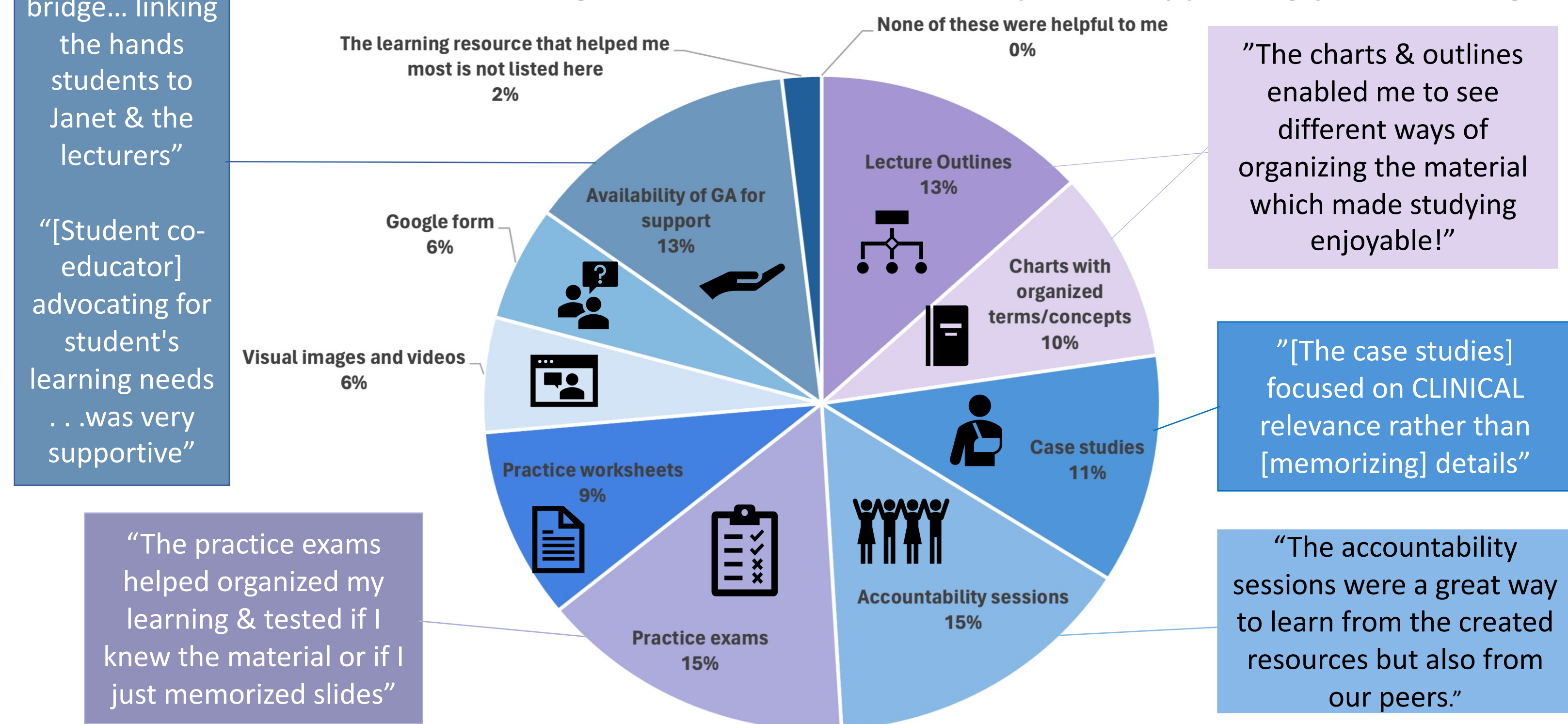


### Effect of the Student Educator Pedagogy on Student Satisfaction



Student Satisfaction Subscales of the Course Experience Questionnaire

### Q41: Which learning resource(s) were most helpful in supporting your learning?



"[The student co-educator] acted as a bridge... linking the hands students to Janet & the lecturers"

"[Student co-educator] advocating for student's learning needs... was very supportive"

"The practice exams helped organized my learning & tested if I knew the material or if I just memorized slides"

"Motivation & support is not to be underrated [the student co-educator] boosted us all up"

"...the resources each week really helped alleviate that overload of detailed information. Keeping these resources for future courses would be extremely helpful!"

"[Student co-educator's] resources, accountability sessions, & practice tests really facilitated my learning & I feel they were such an asset to this course!"

"The charts & outlines enabled me to see different ways of organizing the material which made studying enjoyable!"

"[The case studies] focused on CLINICAL relevance rather than [memorizing] details"

"The accountability sessions were a great way to learn from the created resources but also from our peers."

## Discussion

Overall, results suggest **increased satisfaction** for the following subscales:

- Good Teaching**
  - neither agree/disagree → somewhat agree
- Clear Goals & Standards**
  - neither agree/disagree → somewhat agree
- Appropriate Assessment**
  - somewhat disagree → neither agree/disagree
- Emphasis on Independence**
  - somewhat disagree → neither agree/disagree

These results imply that the implementation of the student-educator pedagogy may enhance students' satisfaction in their experiences of:

- Being able to benefit from quality instruction/teaching
- Clearly understanding the course expectations & learning goals of topics in the HUE Rehabilitation II
- Being appropriately & fairly assessed within examinations & labs
- Being able to substantially contribute & have a choice in how they achieve their learning outcomes

## Limitations

Post-test sample size may have affected results

Pre-Survey asked re: learning experiences in HUE course I & III vs Post-Survey only asked re: course II

Social bias towards person delivering intervention vs intervention itself

## Future Directions

Implement & assess the effect of the Student-Educator Pedagogy on student satisfaction in HUE Course I & III

Apply principles of the Universal Design for Learning in the resource materials and in the Student-Educator Pedagogy to increase accessibility

Assess the effect of the Student-Educator pedagogy on course grades/exams in all the Hand & Upper Extremity Courses

## Conclusion

**Conclusion:** The Student-Educator Pedagogy may increase student satisfaction in learning experiences surrounding quality teaching, clarity of course structure/expectations, reasonable ways of being assessed, & ability to have choice in the learning process in HUE Course II



### References Acknowledgements:

Scan QR Code

Contact: Justine Ramos OT/s  
jramos06@tufts.edu