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Accessing Poetry in a Global Age: Applied Pedagogical Assessment

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Accessing Poetry in a Global Age: Applied Pedagogical Assessment

Presenter: Amanda Bryars

Faculty Mentor: Jeraldine R. Kraver

Abstract: Students often dismiss poetry as a form of communication once they leave the structured classrooms of secondary schools, and yet historically poetry is an oral tradition that has been valued as far back as history goes. This suggests there is something about the essence of poetry that is critical for humanity and that a person cannot become fully literate without a comprehension of poetry's importance. This research assesses a course on global poetry designed to teach the exploration of the many world views presented through poetry for an individual transaction. The pedagogy differs from most poetry teaching approaches and may help students develop an appreciation for poetry through an increased understanding of themselves.

The research methods included a pre/post-test, which gauged students' experience with and knowledge of poetry and determined the effectiveness of the course. The pre/post-test combined a personal experience survey about poetry, answerable on a Likert scale, with a cumulative review of content. Results were compared quantitatively in the form of percentages for the pre/post-test where the class was compared against itself with respect to content and personal opinions. The results showed that students had an increased appreciation and knowledge of poetry. The data suggests that a correlation exists between course pedagogy and student growth. This may indicate that the pedagogy can be effectively used in secondary and college classrooms as a means of engaging students with poetry that allows for a better understanding of humanity and the global culture in which we live. This oral presentation will detail creation of the global poetry curriculum, methods of implementing the pedagogy, highlights from the poetry course, results – both quantitative and qualitative, and a discussion of the findings.