



Autoethnographical Storytelling to Engage Learners: Model for Experiential Learning, Community Engagement, and Service Learning

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Introduction

Autoethnographical storytelling is a systematic engagement with culture (ethos) and the lived experience of the community to inform others about diverse knowledge, practice, lived experiences, and voices.¹ The development of values over time informs a pedagogical method based on lived experiences, stories, and experiential learning. By including stories in the classroom, learning is taken to the learner.²

Key Findings

- **Relational**-share identity, position and connection, and 'value'
- **Engagement** in reflective thinking
- **Scaffold**, create points of commonality
- **Vulnerability** [bilateral-reciprocal]-partnership/safety

Methods

Honors college [HC] students who contracted the required Nursing Research course were offered the option of doing a community-based, service-learning [SL] project. The students' self-selected project included:

- **Reflections** [before, during & after]
- Literature review & Pinch table of relevant research or literature
- Synthesis of the literature
- **Community project** reflected actual needs of community-dwelling clients
- Instructor used **storytelling** based on a lifelong career of advocacy, community engagement, volunteerism, and career preparation for nursing /healthcare practitioners
- Storytelling was used with all in class

Framework



Results

- The review of themes from the **reflections** surrounded the following topic areas.
 - Connection of Service Learning [SL] with qualitative research/inquiry
 - Lifelong learning & connection with everyday life experiences
 - Help others where they are
 - Awareness of community-related issues to be resolved
 - Community residents' emotional insecurity/stress r/t food insecurity
 - Made mental observations & assessments of those being served- 'stressed', 'anxiety'
 - 'Value of serving and connecting with others'
 - 'Value of selfless joy'
 - 'Good citizenship'

Conclusions

Develop methodologies for storytelling as a pedagogical strand:

- Pique students' interest
- Foster career, and professional development formation
- Create a reference point for new ideas
- Integrate new ideas and build knowledge
- Cement learned experiences, and effectively communicate by inspiring others with 'voices' and 'lived experiences' of community members
- Spark a new interest in content-related to a core required course
- Help students learn comprehensively
- **Learner** grasped evidence of advocacy, policy, incorporating SDOH, and UN SDGs into practice delivery for the future
- **Storyteller** assisted to communicate impactfully, analyze the audience' need and reflect appropriate tone and style.

References

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