

Reflections of a Recovering “Sage on the Stage”

Beth Mineo Mollica
Center for Applied Science
& Engineering
Department of Linguistics & Cognitive Science



LING377: Clinical Principles and Procedures in Speech-Language Pathology

- Culminating course in the undergraduate communication disorders emphasis
- Prep for evaluating and treating communication disorders
- Transition into graduate work



This course...



- Is taught once per year
- Typically 10-16 students
- Functions as a litmus test of student competence, motivation, and suitability for the profession

My Goals for the Course

- **EXPOSE** students to most dimensions of professional practice
- Allow students to **EXPERIENCE** many dimensions of practice
- Help students **CONNECT** with themselves as well as with academic content



Optimistic & Ambitious Was I

- Opted for a significant retooling of the entire course
- Shifted to predominantly group work
- Replaced substantial exams with different kinds of knowledge assessments and many activity-based projects
- Significantly expanded “point-bearing” activities
- Inserted case scenarios as the genesis for PBL



Immersion in Authentic Scenarios

- Ethical dilemmas
- Test administration
- Oral-facial examinations
- Case reports
- Drawing on data from the published evidence base
- Tailoring content to the audience



I was most concerned about...

- Sacrificing breadth for depth
- Devising an adequate pre/post measure to gauge impact of course design
- Getting it all done!
(scenarios, rubrics, website...)



I was most concerned about...

- Sacrificing breadth for depth
- Devising an adequate pre/post measure to gauge impact of course design
- Getting it all done!
(scenarios, rubrics, website...)

I was most concerned about...

- Sacrificing breadth for depth
- Devising an adequate pre/post measure to gauge impact of course design
- Getting it all done!
(scenarios, rubrics, website...)

I did.

I was most concerned about...

- Sacrificing breadth for depth
- Devising an adequate pre/post measure to gauge impact of course design
- Getting it all done!
(scenarios, rubrics, website...)

I did.

Used several measures

Have loads of data!

I was most concerned about...

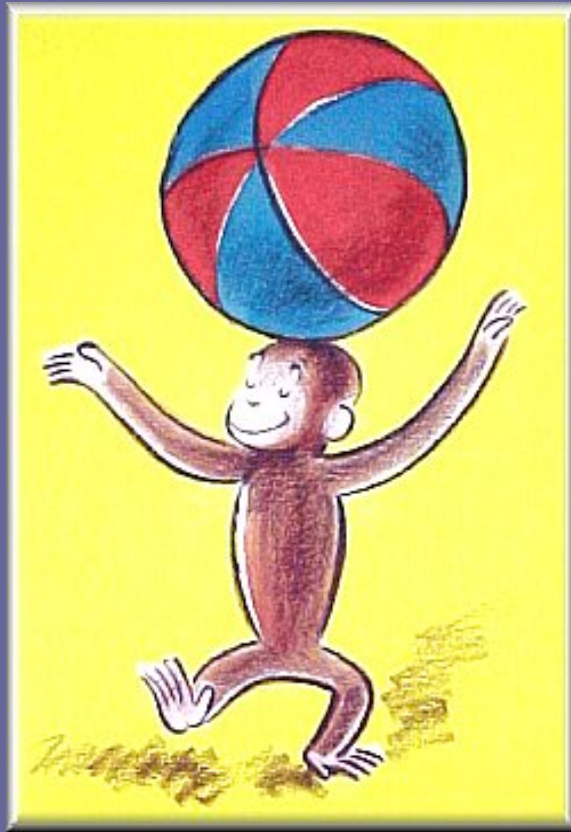
- Sacrificing breadth for depth
- Devising an adequate pre/post measure to gauge impact of course design
- Getting it all done! (scenarios, rubrics, website...)

I did.

Used several measures
Have loads of data!

Case-based work is worth the time
--it was effective and engaging.
Grading rubrics have numerous benefits

I was most curious about...



- Whether my approach to team composition worked
- Students' response to the format
- The impact of teamwork approach on student learning, self-awareness, and satisfaction

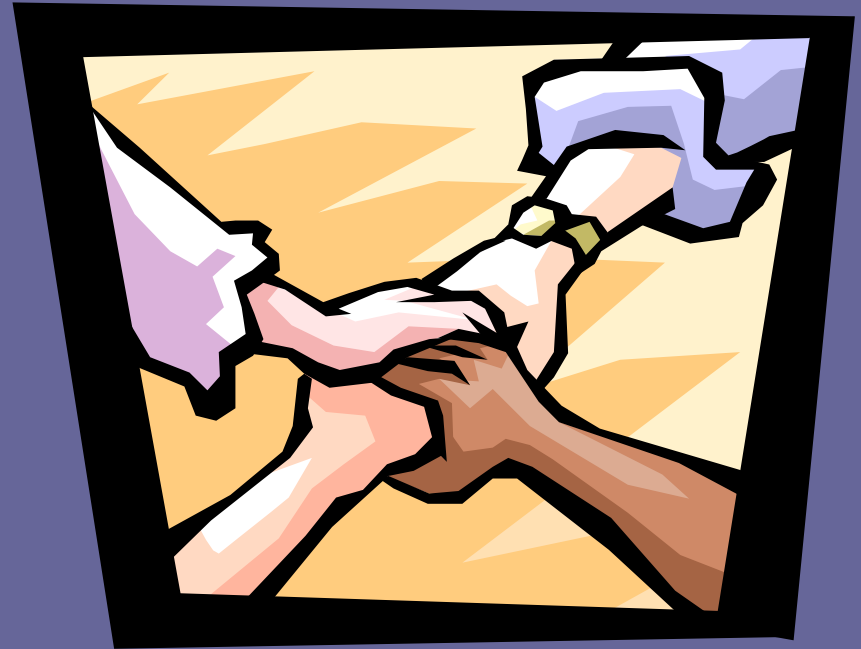
Team Composition

- Had the benefit of knowing the students
- Justified format from outset
- Strategies for team building
- Development of contracts
- Periodic evaluation of other members (that impacted grade)
- Addressed conflict resolution directly



Response to Team Format

- Initially very skeptical
- Most enjoyed it more than they thought they would
- Most felt that their teamwork skills improved



The most important thing
I've learned about myself in
the past 4 months is...

I do well working in a group and can express myself eloquently in a group setting

I work well in a group

I work well with others and I am a good team member

I'm a strong yet versatile person with a lot left to figure out and learn

My ability to work through conflict and deal with different people with different perspectives

I will genuinely miss my group members

I can graduate from college

I can produce better quality work if I only allow myself the time

Alyssa said...

- Group work afforded me the chance to listen to other people's points of view and create an end product that incorporated everyone's individual styles yet still exceeded expectations. Group work not only kept the class interesting but it taught me far more materials than I would have learned from trying to absorb every detail on my own.

Talia said...

- This class really opened my eyes to change regarding my learning style and preferences. Throughout college, I developed patterns of studying that I thought helped me achieve... This included careful note-taking, color-coding, flashcards, re-writing notes, and isolating myself in the library to really study certain material. However, I probably learned more valuable and applicable knowledge from [this course] than any other class, yet I did none of these activities.

Yelana said...

- I especially enjoyed working in groups on the different assignments particularly because I was able to research the objectives assigned and then teach it to my classmate. I feel that the best way to learn and really “know” the information at hand is to teach it to someone else.

PASSION!



Impact of the course transformation...

- Gives students a realistic perception of the profession
- Provides them with a sense of the fit between the demands of the profession and their aspirations, styles, and preferences
- Gives them a sense of “I can do this!”
- Promotes the evolution from “me” to “we”

Impact of the course
transformation...

It is a blast to teach!

Beth Mineo Mollica
1600 Rockland Road
Wilmington, DE 19803
302.651.6836
mineo@asel.udel.edu