

Enthusiasm Begets Evidence-Based Practice: Active Learning in an Augmentative and Alternative Communication (AAC) Course



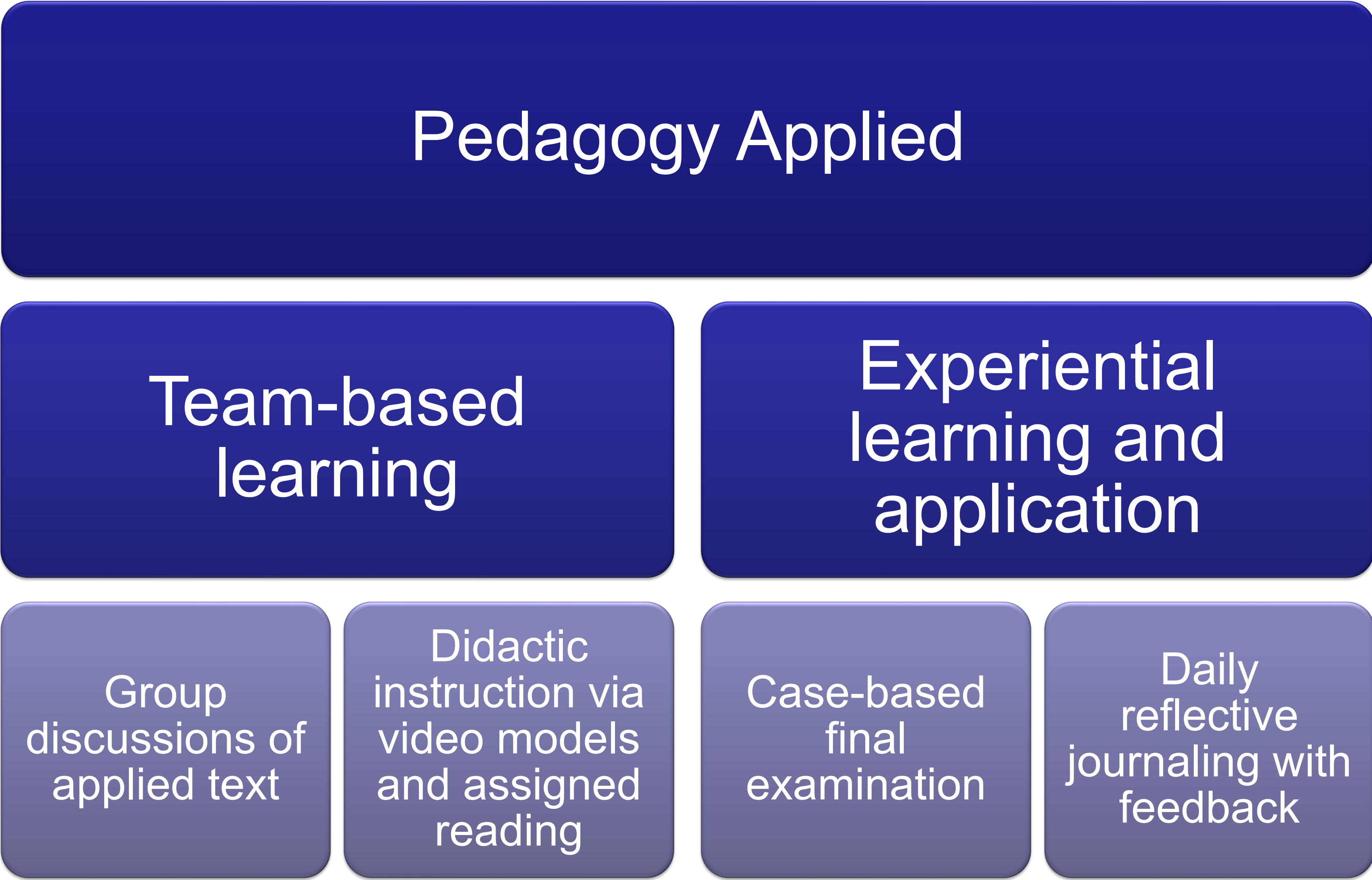
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INTRODUCTION

To adequately serve future clients, speech-language pathology graduate students must take coursework that specifically addresses different populations and communication modalities. This poster presents an application of active learning pedagogy to an augmentative and alternative communication (AAC) course over a two-week intensive summer instructional period.

Active learning pedagogies often increase student learning through opportunities to apply theoretical knowledge in a supported classroom environment. A variety of pedagogies can be used in one class period to enhance learning and encourage engagement. It is proposed that instructor enthusiasm for the content and learning activities may enhance student ownership of learning.

- Question 1 – What is the metacognitive change in understanding of AAC concepts from pre-party to after party knowledge surveys?
- Question 2 – How do students apply learning from this intensive instructional period to greater understanding based on comprehensive exam responses?
- Question 3 – Based on student feedback in course evaluations and 1-minute writing opportunities, what should be changed to increase student learning in the next course?



- WAKS Objectives and Mastery
- Define and provide an example of each of the following for AAC
- Strategic

- Operational
- Linguistic

- Social
- Critically analyze and assess communication modalities
- eye gaze

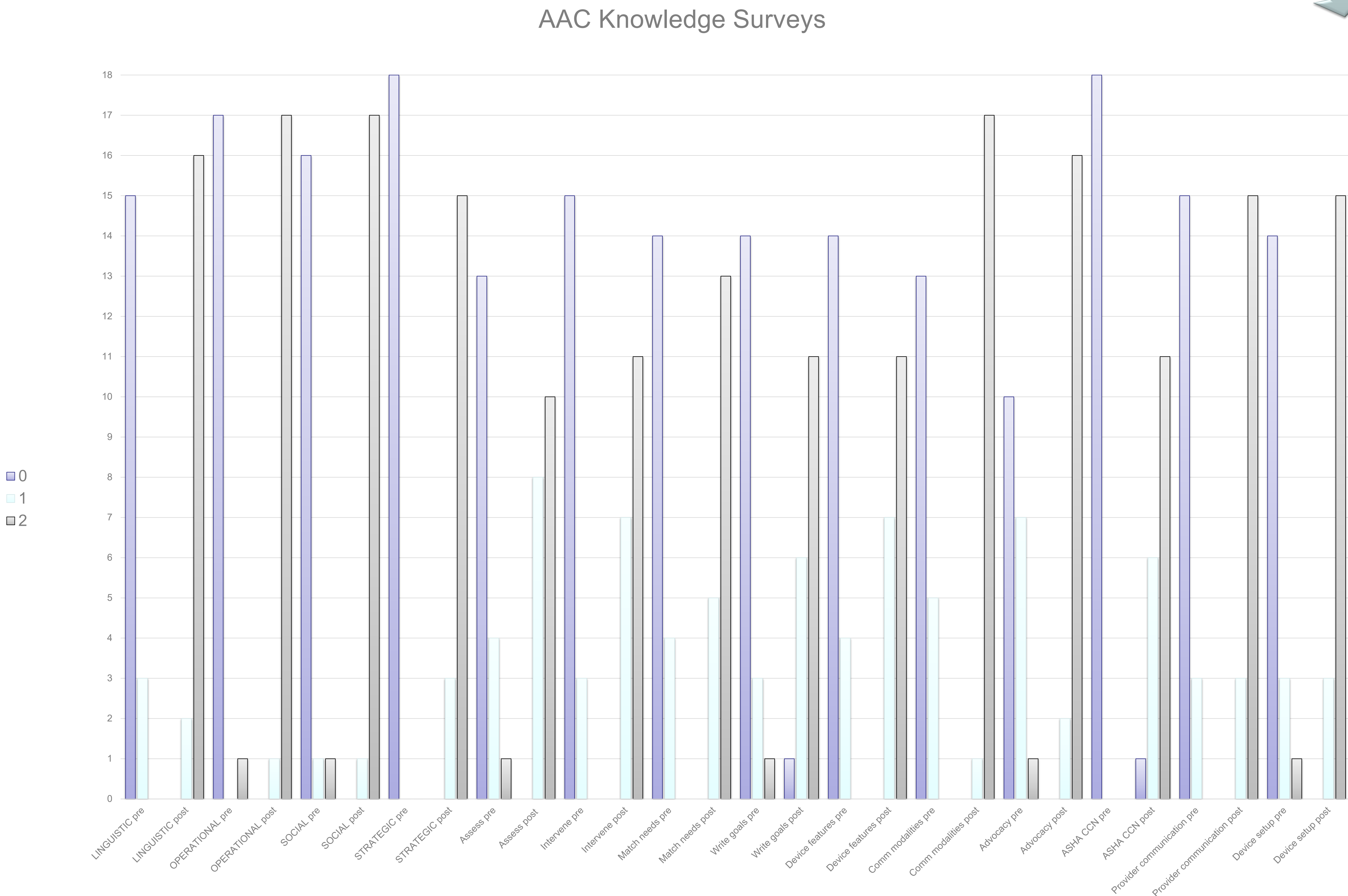
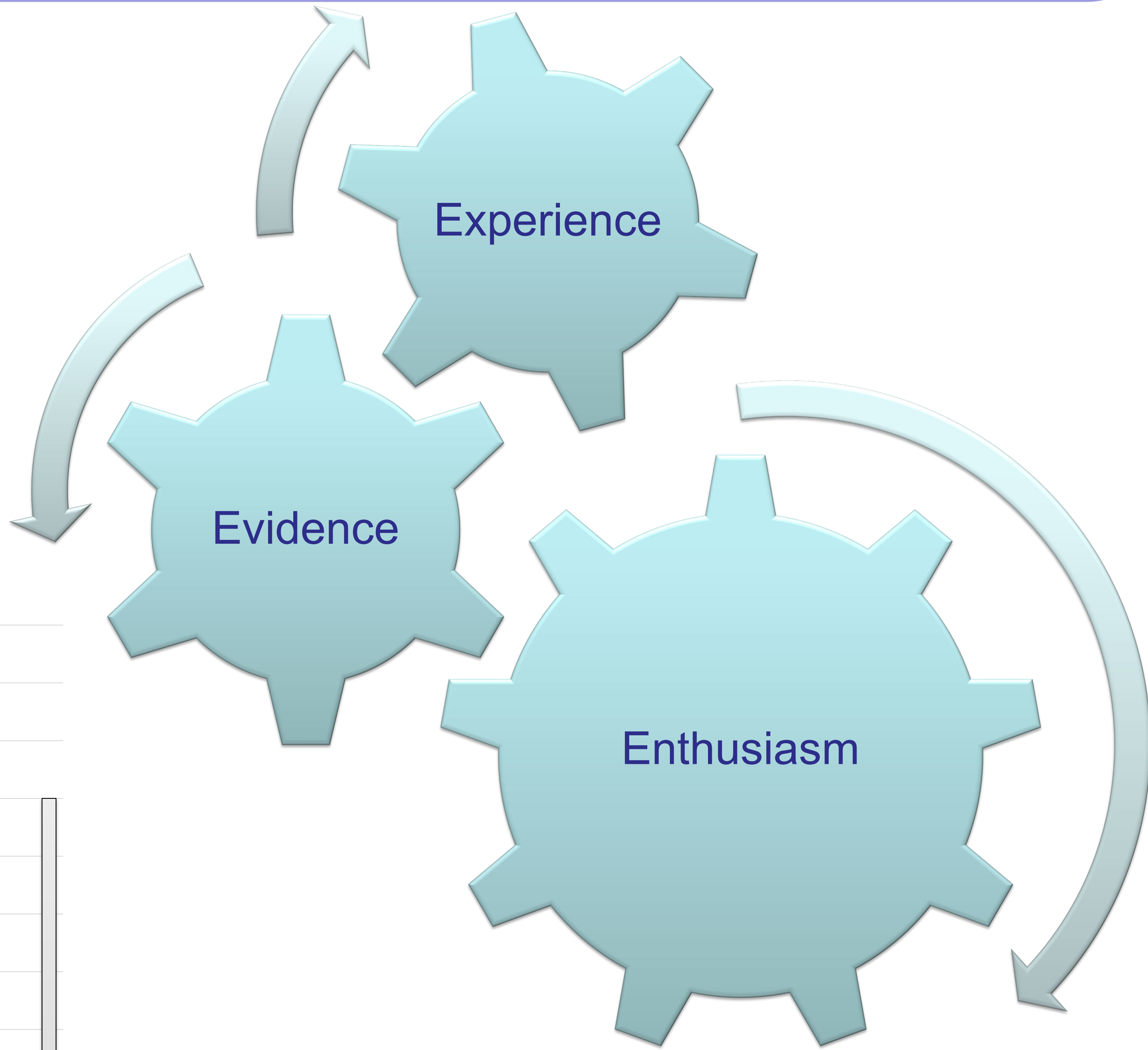
- high tech devices

- low tech options

- gestures

- verbal output

- direct vs. indirect selection



- NEXT STEPS
- Increased didactic feedback and instruction to better clarify concepts

- Students will use team-based learning for concepts in class

- Students will use problem-based learning and hands on experience to develop treatment and device plans for a client case