Techniques for Designing Courses, Examining Preferences, and Conducting Experiential Learning
SIG 10

INTRODUCTION

Pedagogical practices in communication sciences and disorders have grown thanks in part to innovative techniques from other fields. The articles in this activity each present models that can be successfully incorporated into our discipline. Slavych describes models of backward course design—course development that starts by focusing on learning outcomes before considering content or teaching methods. Squires and Squires introduce best–worst scaling, a method for examining group preferences, and reported on how it can inform admissions practices. Speights Atkins et al. describe models of mentoring undergraduate research experiences and their applications in two communication sciences and disorders research labs. Finally, Perryman et al. examine the effects of a mixed-reality simulation in which actors playing parents interacted through computer avatars with undergraduate students carrying out clinical procedures.

LEARNING OUTCOMES

You will be able to:

- design or redesign a course with the principles of backward design in conjunction with the Understanding by Design framework
- describe an area in which best–worst scaling could be used to measure strengths of preference
- analyze different models, approaches, and resources for mentoring undergraduate researchers
- summarize the value of using a mixed-reality clinical simulation to teach preclinical undergraduate students counseling and interpersonal skills

CONTENTS

Designing Courses in Communication Sciences and Disorders Using Backward Design by Bonnie K. Slavych

Exploring Best–Worst Scaling for Communication Sciences and Disorders by Scot A. Squires and Katie E. Squires

Enhanced Mentored Undergraduate Research Experiences: Successful Strategies Used in Two Laboratories at Auburn University by Marisha Speights Atkins, Lauren H. Allison, and Mary J. Sandage

Developing Interpersonal and Counseling Skills Through Mixed-Reality Simulation in Communication Sciences and Disorders by Twyla Perryman, Carlie Sandefur, and Chelsea T. Morris

ASHA Self-Study WEBS1021012
PROGRAM HISTORY and IMPORTANT INFORMATION

Start date: December 24, 2021
End date: December 24, 2026

To earn continuing education credit, you must complete the learning assessment on or before December 24, 2026.

This course is offered for 0.50 ASHA CEUs (Intermediate level, Related area).