Trial (& Error) of Integrative Learning in Communication Disorders
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Agenda
• How did I get here?
• What is integrative learning and why does it matter?
• General practices in speech-language pathology training
• My trials and errors
• Group Discussion

How did I get here?

What is Integrative Learning?
• “creating significant learning experiences” (Fink, 2003)
• Beyond discipline-specific knowledge
• Become professional educators rather than subject matter specialist
• Integrative Learning at EIU
  • http://castle.eiu.edu/~acaffair/IntegrativeLearning/EIUIntegrativeLearning.php
  • http://castle.eiu.edu/~acaffair/IntegrativeLearning/ILSummary11110.pdf

Why does integrative learning matter?
• Learning is a challenge!
• Brain Rules (Medina, 2008)
  • Short Term & Long Term Memory

Where do I begin? General practices in speech-language pathology training
• What are we doing already?
• Learning Outside the Classroom
  • Research, Service Learning, Conferences, Community Service, Practicum, Internships, Student Groups

Trial & Error
Tips for getting started
• Start Small
  • Choose a focus
  • Don’t change everything at once!
  • If possible, choose a small class
  • Use available resources
• Be Flexible
  • Let students in on the plan!
• Gather feedback
  • Be willing to make changes to the plan
• Document
  • Specific strategies to try
  • When you plan to use them
  • Your responses and student feedback
• Pitfalls to avoid:
  • Falling into old routines
    • Drifting back to content focus
  • Not revisiting your plan
  • Trying to make everyone happy
  • Too many changes
What can we do in the classroom to encourage integrative thinking?

- Reflection
  - Volunteer Experience & Log
  - ASHA Convention Reflections

Reflection Summary
- Balance between open and specific prompts
- Goal: student organization and articulation of ideas
- Share verbally and/or in writing

Making Connections
- Problem-Based Learning (Visconti, 2010)
- Shared Course Planning
  - Shared assignments with Assessment course taken concurrently with Language Disorders
- Individual and Group Pre-Test
  - Prior to lecture on a topic, students take a content pre-test: Individual & Group
  - Weight individual & group scores (e.g., 2/3 & 1/3)
  - Use results to guide lecture: Cover frequently missed concepts
- Paper Seminars (Barkley, Cross, & Major, 2005)
  - Presenter: overview of project
  - Respondent: primary responsibility for asking questions and facilitating discussion
  - Group Member(s): additional questions and comments for discussion
- Group Work
  - Think-Pair-Share
  - Assigned Groups
- Discussion Groups
  - Facilitator: moderates discussion, keeps group on task
  - Recorder: take notes, records information for written assignments
  - Reporter: Group spokesperson
  - Timekeeper: Keeps group aware of time constraints
  - Folder Monitor: Picks up and distributes assignments, etc.
  - Wildcard: Fills in for missing members or helps where needed

How do you implement integrative learning? (Group Discussions)

Textbook Resources


Online Resources
- ASHA Special Interest Division 10: Issues in Higher Education, *Perspectives on Issues in Higher Education* (online publication)
- Association of American Colleges and Universities (www.aacu.org)