Instructor's Manual

for

A Research Primer for Communication Sciences and Disorders

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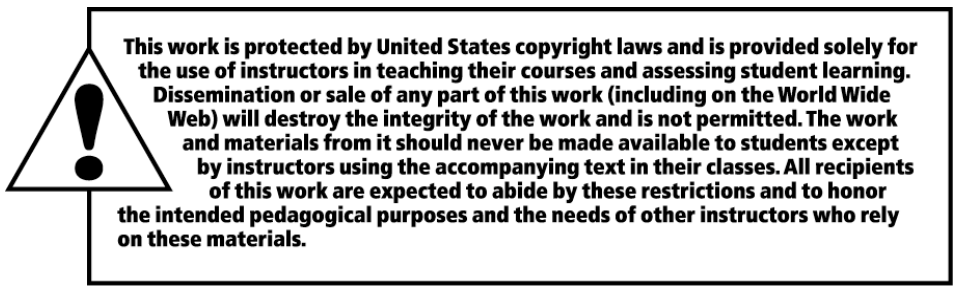

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PREFACE

The *Instructor's Manual* for *A Primer for Research in Communication Sciences and Disorders* provides overviews, objectives, key terms, and a bank of test questions for each chapter. The material in the *Instructor's Manual* supplements the Thought Questions, Case Studies, and Student Exercises that accompany each chapter of the book. Instructors are encouraged to incorporate thought questions, case studies, and chapter exercises throughout the course as active learning and formative assessment strategies.

Formative and Summative Assessments

Formative instruction occurs when teachers inform students in ways that improve their learning or when students engage in self reflection. Formative instruction works best when it occurs regularly throughout the course. Formative tests are usually not graded but are used as ongoing diagnostic tools. The instructor and students employ the results to modify and adjust teaching/learning practices. In contrast, *summative assessments* are tests such as those given at midterm or at the end of the course for the sole purpose of evaluation. Other examples of summative assessments are the standardized achievement tests such as the ACT, SAT, GRE, and the Praxis Exam. Black and Wiliam (1998) offered a culinary analogy to explain the difference between formative and summative assessments. When a cook tastes the soup, that is formative assessment. When the customer tastes the soup, that is summative assessment. Examples of formative learning and assessment techniques include: (a) focused listening, (b) opinion polls, (c) 2-minute papers, and (d) the muddiest point.

Focused listening measures what students do and do not know about the topic. It can be used at the beginning, middle, or end of a class period. When to use focused listening depends on the instructor's objective. If the instructor wishes to assess students' prior knowledge of a topic, focused listening is implemented at the beginning of a class period or prior to introducing a new topic. The use of focused listening in the middle of a lecture provides feedback that the instructor can use during the instruction. The use of focused listening at the end of a class measures: (a) students' comprehension of the material and (b) the effectiveness of the instructor's teaching methods. Focused listening is implemented by introducing a focal concept and providing instructions to students. For example, students can be instructed to write down as many words as possible in a minute that are related to a focal concept or a key term. The results may be reviewed in class for immediate feedback or collected and reviewed outside of class.

> Write down as many words as you can that are related to "scientific method."

Another formative learning/assessment strategy makes use of opinion polls. *Opinion polls* help to determine what students think about a specific topic including their misconceptions, attitudes, biases, and values. A quick poll can help instructors decide how best to present a topic. Alternatively, an opinion poll at the end of class can help assess whether students' attitudes have changed as a result of the instruction. A simple classroom poll would ask students to raise their

hands in response to a question. An alternative and more formal procedure is to cast ballots. These are synchronous instruction procedures. If the course is asynchronous (web based), the instructor can use discussion groups or ask for ballots to be cast online.

> Do you believe that clinical practice should be based on scientific evidence?

> Summarize the most important points from today's lecture.

A third formative learning/assessment strategy is the 2-minute paper. The *two-minute paper* is most appropriate at the end a class period. The instructor may ask students to summarize the day's lecture, state questions that remain, or list the most important things that they learned during the class period. To implement the two-minute paper, instructors typically reserve several minutes at the end of the class period. The instructor collects the students' responses and evaluates them outside of class. The results can be used to help plan the next days' lecture. If teaching is asynchronous, the students can submit 2-minute papers at the end of each week or at the conclusion of each assignment.

A fourth formative learning/assessment strategy is the muddiest point. The *muddiest point* technique is best used at the end of a class period. The students are asked to write down one thing about the day's lecture that they did not understand. The instructor collects the students' responses and uses the responses to help plan the next day's lecture or review. In asynchronous learning situations, students can offer muddiest points in discussion groups online.

> What is one thing about today's material that you did not understand?

Writing Assignments

Students benefit most from hands-on experience with research. Collaborative research projects encourage students to appreciate the excitement of discovery and the reward of scholarship (Mueller & Lisko, 2003). In the course of hands-on experience with research, students should be encouraged to practice their writing skills. Writing is a creative process, but instruction and practice help to teach style and the mechanics of writing. In addition to student-directed research, writing assignments might take the form of critical reviews of research reports. The rewriting/revision and editing stages of the writing process are opportunities for formative assessment and instruction. The material in Chapter 13 is a resource for developing writing

skills. Though the chapter is placed at the end of the textbook, instructors may find it useful to assign readings in Chapter 13 prior to writing assignments for the course.

Distance Learning

Reid (2009) says that "Online courses are a disruptive technology in the sense that it requires different pedagogical methods which may not yet be fully understood." According to Reid (2009), key features for the successful implementation of online courses include the student's familiarity with information technology in advance of the course as well as training for the online moderators (instructors). Whereas feedback in synchronous, classroom environments is almost immediate, the feedback in asynchronous learning environments is often delayed for days. Teachers of online courses can overcome this disability by incorporating feedback mechanisms at regular intervals that students can anticipate.

It may also be difficult to encourage discussion of key points among students who are disconnected by geographic distance and asynchronous time. This problem is overcome by incorporating a "water cooler" area in the online course for discussion and social interaction. The advantages of online instruction include the diversity of experiences and geographic dispersion of students. Students should be encouraged to share their different orientations and experiences as they relate to the research topic. For example, what are research questions that relate to your personal experiences and locale?

As Graham et al. (2000) point out, asynchronous conferencing is a key component of online instruction. To use asynchronous conferencing effectively, they recommend:

1. Make the grade dependent on the student's participation.
2. The instructor should provide a specific task to help focus the discussion rather than just asking students to discuss a topic. Sometimes it is helpful to assign roles (e.g. sides of an issue) to stimulate discussion.
3. The task is chosen to engage the student in the content.
4. Discussion should be evaluated based on quality of content and not length or number of postings.
5. Instructors should post examples of expectations for discussions, e.g. types of postings that are substantive.
6. Students should get feedback on discussions.
7. Discussion groups should be small enough to encourage meaningful discussion. If your online course includes a large number of students, you can assign students to different discussion groups.

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