

AAAAAH!

Authenticity | Accountability | Alignment |
Aspiration | Heuristics

The shaping of a new
Speech Pathology Program

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Learning for Life!

- Exploring the learning environment
- **Enhancing the Curriculum**
- Developing work-ready professionals

Purpose

- Promote and celebrate our teaching at ACU
- Explore the ways in which we use the physical and virtual learning environments to enrich the student learning experience
- **Reflect upon how we have enhanced and enriched our curriculum**
- Discuss how we can ensure that our students leave us as ‘work ready’ professionals

Learning outcomes

1. Critically reflect on the process of invigorating curriculum using the AAAAH! framework as a starting point of discussion
2. Identify and discuss with peers, opportunity you have to invigorate one or more aspects of the curriculum you teach
3. Construct a goal that is relevant to your individual or team effort to enhance curriculum at ACU



Authenticity

Accountability

Alignment

Aspiration

Heuristics

Context of the Speech Pathology Program

- Program commenced in 2013 in Melbourne and Sydney and 2014 in Brisbane
- As at July 2014, there are 12 permanent academic staff within the department and 350 students
- Speech Pathology as a profession has experienced a high growth rate of 50% in ten years
- This health profession is on the 2010/ 2011 *Skills Shortage Lists for Australia*

1. Authenticity

How do we design and deliver experiential learning opportunities located in settings that reflect complex, real world problems?

How will we utilise teaching and learning strategies that will enhance students' appreciation of and preparedness for real life contexts and professional practice situations?

How will we design and deliver authentic assessment opportunities matched to the real world skills and expectations of Speech Pathology graduates?

Our Reality

Enablers

- Clinical experiences embedded in program from 1st year
- Strong industry relationships across multiple sectors and specialities
- Competency based occupational standards and assessment, developmental approach

Challenges

- Being enveloped by the 'cloud of content'
- Matching teaching and learning experiences (knowledge, skills, behaviours, attitudes) with what is necessary and valued in graduate speech pathologists
- Competing demand for the same pool of 'authentic' industry experiences

Our Initiatives

- Case based teaching
- Industry designed blended learning tools
- Innovative models of professional practice education and experience
- Active support and facilitation of professional identity
- Strategic recruitment of staff and professional practice partners

Our Direction

Authentic Instruction:

1. Higher order thinking
2. Depth of knowledge
3. Connectedness to the world beyond the classroom
4. Substantive discussion
5. Social support for student achievement

(Newmann & Wehlage, 1993)

2. Accountability

How do we design and deliver a program that meets the expectations and accountabilities of the national peak body Speech Pathology Australia?

How will we ensure we are ready for accreditation of our program?

How will we ensure we are accountable to multiple stakeholders?

Our Reality

Enablers

- Experienced members of the SP academic team
- Developing community partnerships
- Unique nature of the Catholic Intellectual Tradition and ACU mission

Challenges

- A group of students who would not typically be in a Speech Pathology course
- English Language Proficiency
- Maintaining integrity of assessment; standards based assessment

Our Initiatives

- Accreditation training
- Explicit mapping of Competency Based Occupational Standards for Speech Pathologists
- Identification of English Language Proficiency Levels and provision of formative opportunities and targeted teaching strategies
- Active presence in local communities e.g. schools, SP service providers, support services
- Peer review of teaching practices

Our Direction

Student-Centred Learning and Accountability

- Purpose:



- Process

- identify student learning needs
- select target standards
- conduct frequent, timely, formative assessments
- generate useful feedback
- adjust instructional emphasis

(Greenleaf, 2008)

3. Alignment

How will we identify and align the knowledge, skills and experiences that our students need to become competent and valued members of the Speech Pathology profession?

How will we realise constructive alignment of Competency-based Occupational Standards, ILOs, learning activities and assessment within and across units?

How will we promote cohesive learning experiences for students through cyclical processes of knowing, doing, evaluating and reflecting?

Our Reality

Enablers

- New program undergoing evolution; rapid changes
- Comprehensive curriculum plan
- Discipline specific expertise
- Supportive teaching and learning community
- Facilitative leadership

Challenges

- New program undergoing evolution; rapid changes
- Yet to be consolidated pedagogical approach
- ‘Chasing the tail’ syndrome
- Opportunity for critical reflection on program outcomes

Our Direction

Constructive Alignment

1. Define the learning outcomes
2. Select learning and teaching activities likely to enable the students to attain the outcomes
3. Assess the students' *outcomes* and grade the students learning [using criterion referenced marking rubrics]
4. Evaluate effectiveness of alignment and respond to emergent influences

(Biggs, 1996; 2003)

4. Aspiration

What do we want our program to look like?

What do we want our program to be known for?

How can our program evolve to establish a point of difference that will ensure our graduates stand out in the profession?

What external aspirations will shape the development of our program?

Our Reality

Enablers

- New kids on the block!
- ‘Gap analysis’
- Invigoration and evolution of the program is expected, therefore we can respond to opportunities quickly

Challenges

- Vast degree of student diversity
- Combination of ‘high fliers and low fliers’
- Creatively meeting expectations of the SP profession and ACU ethos and mission
- Understanding the future landscape of the profession
- Understanding the future landscape of teaching and learning

Our Initiatives

- Multi-state, multi-campus program and delivery of a national curriculum
- Exploration of blended learning and simulation opportunities
- Embedding Community Engagement in academic programs
- Dedicated curriculum planning time

Our Direction

- **Inclusive Teaching and Learning**

“responding to the different individual on the basis of their differing ability levels, in ways which maximise achievement for all in a group” (Race, 2005, p. 3).

1. Wanting to learn
2. Taking ownership of the need to learn
3. Learning by doing
4. Feedback
5. Making sense (digesting)

Heuristics

How are we / will we make judgements and decisions in the context of uncertainty associated with a new program?

How will we provide opportunities for students learn through discovery by engaging in problem solving techniques, lateral thinking and best fit approaches?

What heuristics are we using to manage the complexities associated with evolving a new program? Are these effective?

Our Reality

Enablers

- “It has to happen, therefore it does”
- Creativity of staff
- Past experience of staff
- Adaptability of staff
- Complementarity of staff
- Willingness to embrace new initiatives

Challenges

- Uncertainty
- Complexity
- Not knowing what we don't know
- Expectations of students
- Obligation / accountability to students

Our Direction

- **Inductive Approaches to Teaching and Learning**
 - **E.g. Inquiry Based Learning (IBL)**
 - tackling real-world questions, issues and controversies
 - developing questioning, research and communication skills
 - solving problems or creating solutions
 - collaborating within and beyond the classroom
 - developing deep understanding of content knowledge
 - participating in the public creation and improvement of ideas and knowledge

(Prince & Felder, 2006)

Our Direction

- **Other Inductive Approaches to Teaching and Learning**
 - Problem-based learning
 - Project-based learning
 - Case based teaching
 - Discovery learning

(Prince & Felder, 2006)

Small Group Discussion

What opportunity to do you have to enhance an aspect of the curriculum you teach?

To what element of the AAAAH! model is this opportunity best aligned?

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