



Time to Grow

Flexible case-based teaching to
engage and support the forward-
facing student

Hannah Plumpton
Senior Lecturer in Speech
and Language Therapy



Cardiff
Metropolitan
University

Prifysgol
Metropolitan
Caerdydd

July 2016

Aims

- Reflect on the student skills that could be developed within teaching
- Have knowledge of case based teaching method
- Link ideas to areas of own teaching and identify any future opportunities



Background



- Clinical Background- Specialist in Speech and Language Impairments in Children
- Strengths
 - Authenticity
 - Interested and knowledgeable in practical application of subject
 - Interested in helping people to learn about subject
- Challenges
 - Did not consider self as 'expert'
 - Felt traditional lecturing style could be superficial
 - Experience of Academic and Clinical Divide



Started to teach

- Enjoyed the challenge of working with a different group of people
- Had control of the lecture content; could anticipate questions
- Settled into role
- Topics were led by tutor



Comfort Zone Learning

- Sit with friends
- Choose the place in the lecture theatre to suit their mood
- Listen but no requirement to ask questions
- Rely on the speaker and the hand outs



Cardiff
Metropolitan
University

Prifysgol
Metropolitan
Caerdydd



Missing Pieces



- Knowledge was targeted rather than application
- Teaching method was didactic and ‘expert’ model not encouraging students to learn and develop
- Main feedback of student learning was through assessment at the end of the module
- Missed opportunities...too late!



Missing Pieces



Reflected on:

- What knowledge students currently gain during the module
- What qualities/skills were 'missing' and needed to be developed in the students for their future learning and their careers



Cardiff
Metropolitan
University

Prifysgol
Metropolitan
Caerdydd

Future Facing Students in your Field

- Can you identify a couple of qualities/skills that you would like your students to have developed during the course?

Resist the temptation to think about the knowledge base and consider wider skills



How does your teaching currently support these?

What aspects of your current teaching do you feel are really effective?

- Reflect why this is...

Do you currently move beyond the focus on knowledge base? For example:

- Group work?
- Assessment of communication skills?
- Applied assessment?

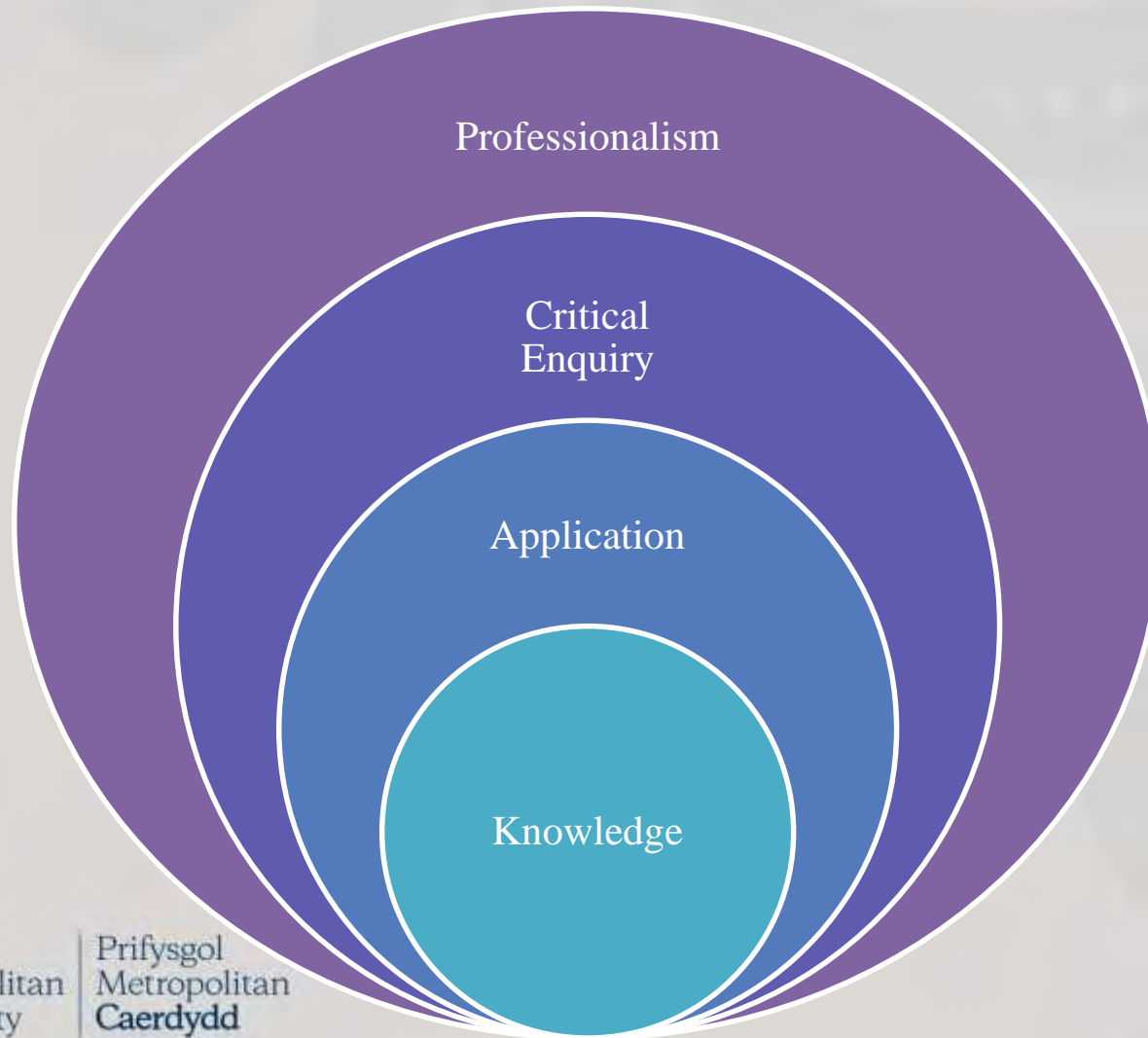
Could you identify any further possibilities?



Cardiff
Metropolitan
University

Prifysgol
Metropolitan
Caerdydd

Developing Future SLTs



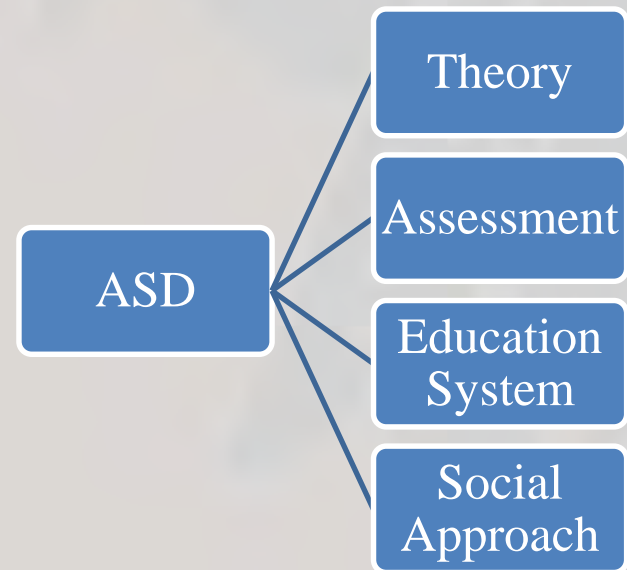
Cardiff
Metropolitan
University

Prifysgol
Metropolitan
Caerdydd



Case Based Teaching

- Rearranged core topics to be covered *within* cases e.g. a child or adult with a communication difficulty
- Rather than 4 hours on Autistic Spectrum Disorder, 8 hours were dedicated to an ASD case incorporating a range of other topics.



Case Based Teaching



All teaching was related to a clinical case study

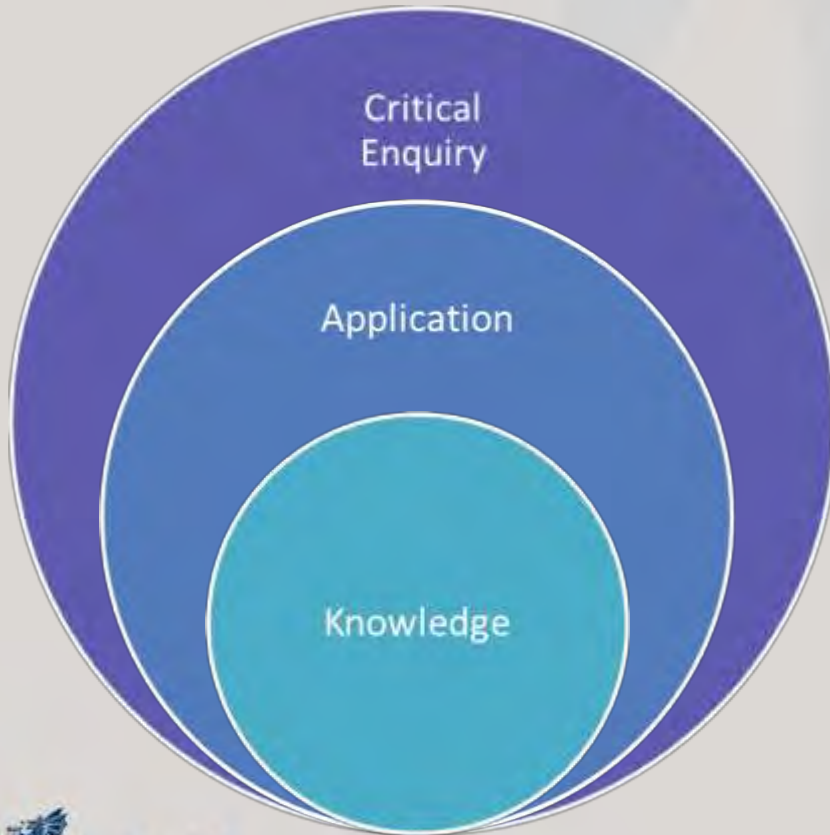
- Video footage, clinical data, parental reports, information from education and health professionals
- Case outcome was an authentic clinical activity e.g. patient treatment plan
- Content was still delivered but in short sections (30minutes)
- Students then had at least 30 minutes in groups to be able to integrate information in relation their case
- Tutor listens, facilitates...and stands back to monitor



Case Based Teaching

Not all the “answers” were in the teaching

- All followed the same case
- All had the same brief and task
- They could approach it differently
- Considered:
 - Clinical experience
 - Background reading
 - Lecture notes
 - Clinical assessments
 - Information from other modules
- Developed the skills to answer their own enquiry



Case Based Teaching

Group work and Class Feedback

- All students work in a group
- They assign roles within their groups
- Each had to upload information onto a wiki (online document)
- Tutor gave them time, space and trusted them to make the appropriate decisions
- At the end of each case the students were regrouped. Each new group had one representative from each original group. Classmates were relying on each other for useful and well thought through management



Challenges

- Inconsistency of engagement
- Variable group dynamics
- Possible inconsistency of attainment-
students have more control over learning
- Initial preparation can be time-consuming
- Flexibility required as the lecturer



Why does it work?

Tutor Perspective

- Allows time for difficult concepts
- Can adapt to the needs of each cohort
- All content is directly applied
- Enjoyable
- Assess student's learning and engagement throughout





Student Perspective

Good to learn in a different way. Makes it more interesting and can share the work and not worry alone about having to do it on own.

Application to 'real world' contexts.

Spot on!

Everyone had very different and appropriate ideas. Nice to learn from each other.

Found the module extremely relevant and have learnt a lot.



Cardiff
Metropolitan
University

Prifysgol
Metropolitan
Caerdydd

Tips

- Plan Well!!
- Careful thought at the outset allows for more freedom and creativity throughout
 - Prepare core material which will be delivered
 - Prepare additional material/articles/clips which *may* be used if applicable
- It is fine to change pace and order (although task deadlines stay the same)



Tips

- Be led by those around you and their learning styles/speed
- Appreciate the differences, and learn from your students
- Recap at the end of each session



Could it work for you?

- Consider what skills you would like to students to develop?
 - Do you have a sense of ‘missing pieces’?
- Does your current teaching allow time for these to develop?
 - Does it feel wall-to-wall content with limited time to think and develop?



Could it work for you?

- Are there activities which could be incorporated into individual lectures?
 - You can start small with bringing scenarios into teaching, or real life examples.
- Can any topics be restructured to develop knowledge *and* skills within the university teaching on your course?
 - E.g. designing an event, marketing a product, running a training session



Any thoughts?

Any questions?

Thank you for your time



Cardiff
Metropolitan
University

Prifysgol
Metropolitan
Caerdydd