

Web based Applications in Communication Disorders

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All participants introduced themselves and briefly described their involvement and/or interest in web-based technologies. Responses included the use of web technologies for:

- teaching applications – online and web-enhanced classrooms, online tutors, html based student portfolios
- clinical education – tracking of competencies and hours, websites for students in off-site practicum, clinic scheduling and communication with students

Approximately 20 % of participants indicated that they had little or no experience with web-based technology but where there to learn more. The following is a summary of the discussions:

Use of Videoconferencing

Ken Apel and Rosalind Scudder described the application of videoconferencing into PhD training program. Their project, *Global Interactions for Future Scientists in CDS*, is supported by a Wichita State University grant. The doctoral students participate in videoconferences with consulting researchers around the world. The initial impressions of the students have been very positive. The project is planning future videoconferencing opportunities.

Other participants shared their experiences with videoconferencing for supervision of students at off-campus locations and within clinical training clinics. One participant shared that her university used videoconferencing to provide translation services for deaf students within the public schools.

Online Teaching

The majority of participants with experience with online technologies for teaching indicated that they use the technology to enhance traditional class instruction. Few participants offer courses that are entirely online. Discussion included the benefits of WebCt versus Blackboard applications for course

delivery. They indicated that training and support was most effective when “just in time” and offered by fellow colleagues in the field. Uses of online platforms (WebCt and Blackboard) included tutorials on Praxis preparation, HIPPA and compliance training and a weekly newsletter for students.

Web-based Modules

Participants discussed the idea of producing web-based modules for student training. One participant was planning to develop a module for fluency training incorporating evaluation measures. Participant support for this type of application was positive.

Members discussed development of virtual learning projects at universities such as Purdue and University of Central Florida. These projects appear to require collaboration and financial support with other programs within the university. It was suggested that engineering and computer science programs are potential partnerships for development of projects related to communication disorders.

The discussion ended with the consensus that funding opportunities for web-based projects within communication disorders is limited. Interested individuals must become creative and resourceful in identifying funding opportunities. It was recommended the next CAP conference include a showcase and/or demonstration of the technologies being employed within various programs.