

	WHERE IS THE EVIDENCE-BASE FOR TEACHING?
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	HOW TO BEGIN?
	<p>“It is not so much having the answers as knowing the questions to ask.”</p> <p>Nickola Nelson (Some time long ago!)</p>

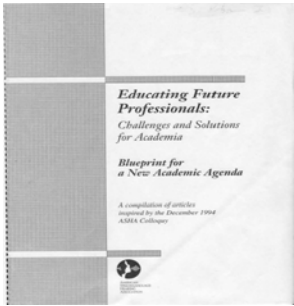
	WHAT ARE OUR QUESTIONS AND WHERE ARE WE HEADED?
	<ul style="list-style-type: none"> ■ How can we organize what others know, what we know, and what questions we should be asking? <ul style="list-style-type: none"> – Immediacy of need – Common areas of interest and exploration – Organizational strategies – Vision for the future – Other

	WHAT DO OTHERS KNOW?
	<ul style="list-style-type: none"> ■ Medicine and Health Sciences (as well as other disciplines) have paved the way in clinical education, evidence-based pedagogy, and educational technology.

	Health Sciences Pedagogy
	<ul style="list-style-type: none"> ■ Medicine ■ Nursing ■ Physical Therapist ■ Psychology ■ Occupational Therapist ■ Optometry ■ Journals, annual conferences, research grant opportunities

	JOURNALS ON PEDAGOGY
	<ul style="list-style-type: none"> ■ Innovative Higher Education ■ Journal of Educational Technology Systems ■ Pedagogy, Culture & Society ■ Radical Pedagogy ■ Educational Technology Research and Development ■ Research in Higher Education

	JOURNALS ON PEDAGOGY (cont.)
	<ul style="list-style-type: none"> ■ Journal of Excellence in College Teaching ■ Association for the Advancement of Computing in Education ■ The Journal of Critical Pedagogy (online) ■ And more (Google: Journals+Pedagogy = 1,740,000.

	WHAT WE'VE KNOWN (FOR QUITE SOME TIME)
	

	Identified By Academic Colloquy Working Groups:
	<ul style="list-style-type: none"> – Improve instruction: All levels and stages of instruction should be competency-based.... – Technology must be infused throughout the curriculum, regardless of the instructional environment, including classroom....

	MULTIPLE GROUPS, RESOURCES
	<ul style="list-style-type: none"> ■ CAPCSD – VP for Research and Academic Development, Annual Conference ■ ASHA – Strategic Initiatives, VP for Academic Affairs, website, Academic Researcher Town Meeting, focused issues in journals ■ Division 10 – Short Courses, <i>Perspectives</i>

	QUESTIONS WE ASKED (shortened list)
	<ul style="list-style-type: none"> ■ Are there gender, age, or other differences in learning? ■ How do we encourage critical thinking, use student portfolios, implement group learning? ■ How do we evaluate teaching? ■ How do integrate technology and teaching (tegrating)?

	POSSIBLE ANSWERS
	<ul style="list-style-type: none"> ■ Lily Conferences and university Teaching and Learning Centers (thanks, Celia!) <ul style="list-style-type: none"> – Are some better than others? – How is the information disseminated? – What is the time required to “sort and sift through information”?

POSSIBLE ANSWERS (cont.)	
	<ul style="list-style-type: none"> ■ ASHA Website <ul style="list-style-type: none"> – Section for Faculty, Researchers, PhDs – “Teaching Tools” <ul style="list-style-type: none"> ■ Teaching with Technology ■ <i>Online Nation: Five Years of Growth in Online Learning</i> ■ <i>Peterson’s Distance Learning Assessment</i> – Forum <ul style="list-style-type: none"> ■ Use it differently?

POSSIBLE ANSWERS (cont.)	
	<ul style="list-style-type: none"> ■ CAPCSD <ul style="list-style-type: none"> – Focused conference – Website space – Listserve – Charge to VP for Research and Technology ■ Division 10 <ul style="list-style-type: none"> – Focused issues at convention and in <i>Perspectives</i>

ADDITIONAL DIRECTIONS TO PURSUE?	
	<ul style="list-style-type: none"> ■ Task forces from Council, ASHA to look at curriculum and materials for sharing. ■ National courses (3 or 4 that could be shared) ■ Greater use of digital technology in clinical situations – shared information source

ADDITIONAL DIRECTIONS TO PURSUE? (cont.)	
	<ul style="list-style-type: none"> ■ New position in ASHA for VP for Technology ■ New ASHA journal on pedagogy ■ Council journal on pedagogy ■ Research grants ■ University teaching seminars for PhD students which include evidence-based pedagogy research

SEMINAR RESEARCH STUDIES	
	<ul style="list-style-type: none"> ■ Classroom Assessment Techniques (Angelo and Cross) ■ Web-based courses ■ Additional uses of Blackboard ■ Peer Review of Teaching <ul style="list-style-type: none"> – Formative and Summative – Validity?

OR, AS GLORIA WOULD SAY...	
	<ul style="list-style-type: none"> ■ Tegrating! ■ Research specific to SLP ■ Development of materials – simulation exercises ■ Web platforms to encourage collaboration <ul style="list-style-type: none"> – social networks – Facebook

	Geoffrey Norm’s Seminal Review of Clinical Education
	<ul style="list-style-type: none"> ■ Clinical Reasoning is a consequence of an extensive and multidimensional knowledge base ■ Acquisition of expertise comes from deliberate practice with multiple examples accumulated by feedback

	Thomas Friedman
	<ul style="list-style-type: none"> ■ <u>The World is Flat: A Brief History of the 21st Century</u> <ul style="list-style-type: none"> – Rapid developments in information and communication technologies have erased national borders and empowered individuals.

	Be Transformational
	<ul style="list-style-type: none"> ■ Leaders – Opportunity to turn our challenges into greater opportunities ■ Enhance collaboration ■ Use technology – it allows us to work with various learning styles ■ Kellum, “We have a window of opportunity where older faculty can provide knowledge gained from their experiences with newer faculty (and students) who have technological expertise”

	SELECTED REFERENCES
	<ul style="list-style-type: none"> ■ Bielaczyc, K. (2006). Designing social infrastructure: Critical issues in creating learning environments with technology. <i>Journal of the Learning Sciences</i> 15 (3), 301-329. ■ Norman, J. (2005). Research in clinical reasoning: Past history and current trends. <i>Medical Education</i> 39 (4), 418-427.

	QUESTIONS & DISCUSSION!