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SoTL and University Teaching Education in Communication Disorders PhD Programs

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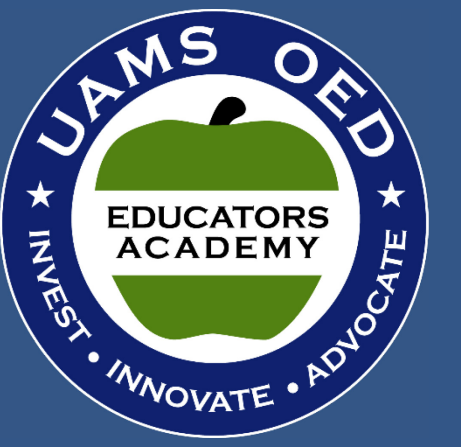
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Research Doctorate Teacher Training in Communication Sciences and Disorders (CSD) Programs

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BACKGROUND

This study was undertaken to describe how PhD programs in CSD educate students about college teaching and the scholarship of teaching and learning (SoTL).

ASHA (2016) surveyed 74/76 CSD PhD program directors and included the following, similar, questions to the current study

- 48% offer and 45% require a course on teaching
- 85% offer and 43% require teaching assistantships
- Students typically co-teach in 60% of programs; 30% of programs require co-teaching
- Students typically teach independently in 70% of programs; 26% require independent teaching

METHODS

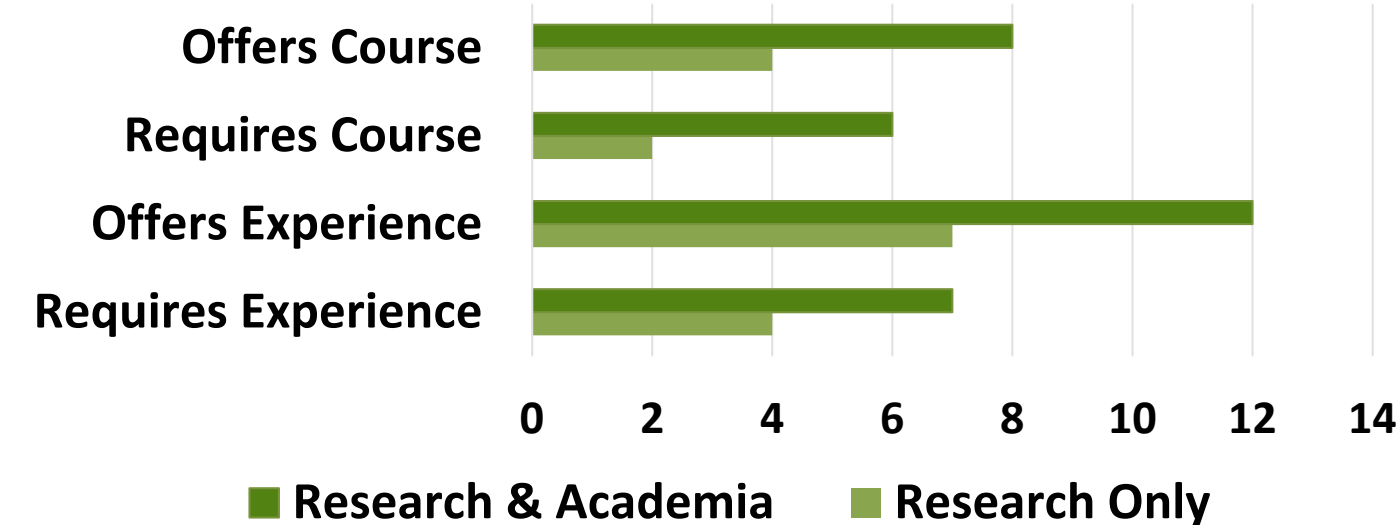
- A survey was emailed to the directors of the 69 programs identified on the ASHA website regarding:
 - Characteristics of the university
 - Public or Private
 - Carnegie classification
 - Open-ended questions for a description of teaching and SoTL (undefined in survey) activities
- Program websites yielded information on what roles students were being prepared for
 - Research only = 7
 - Research & Academia/Teaching = 12
- 21 surveys were returned, 19 with useable data, for a 27.5% return rate
- Quantitative & qualitative analyses were used

RESULTS

- There were no differences among programs based on university characteristics (data not shown)

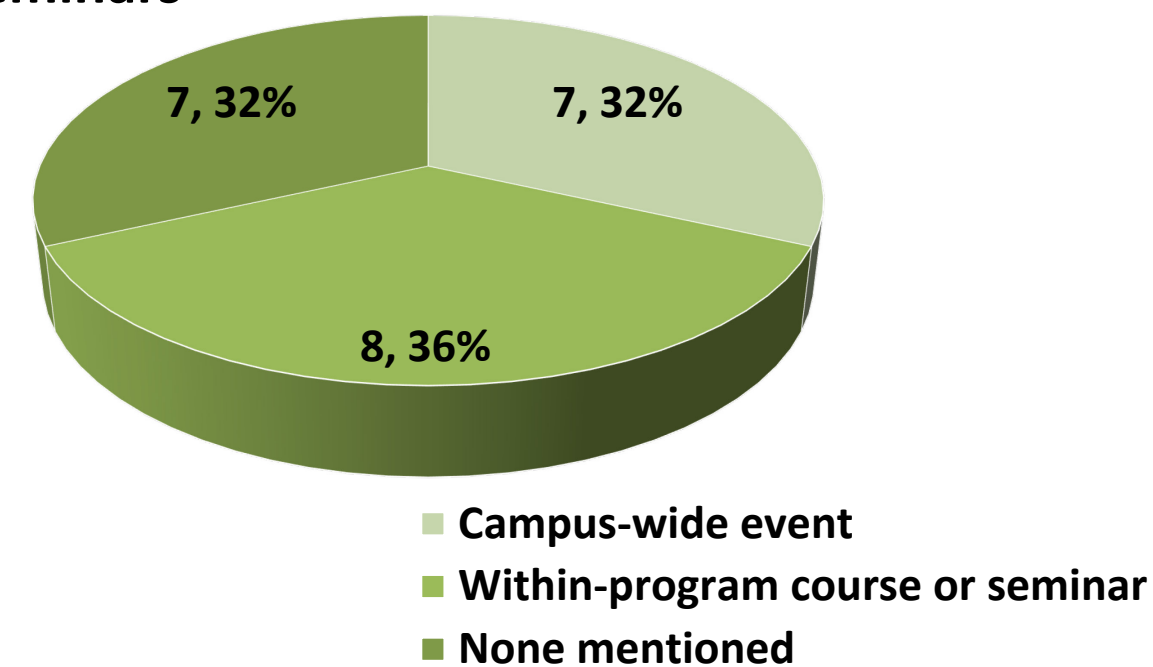
RESULTS

Offered vs. Required by Student Role

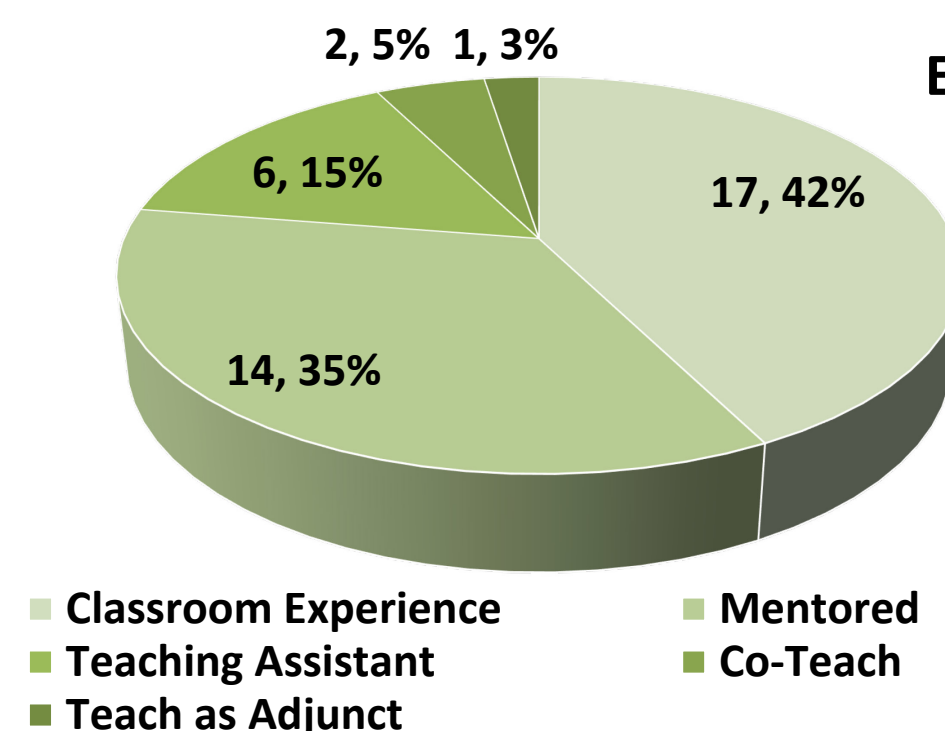


- 100% offer teaching experiences; 58% of *research only* and 57% of *research & academia* programs require participation by students
- 63% offer a course on teaching; 50% of *research only* and 75% of *research & academia* programs require enrollment in the course

Courses or Seminars

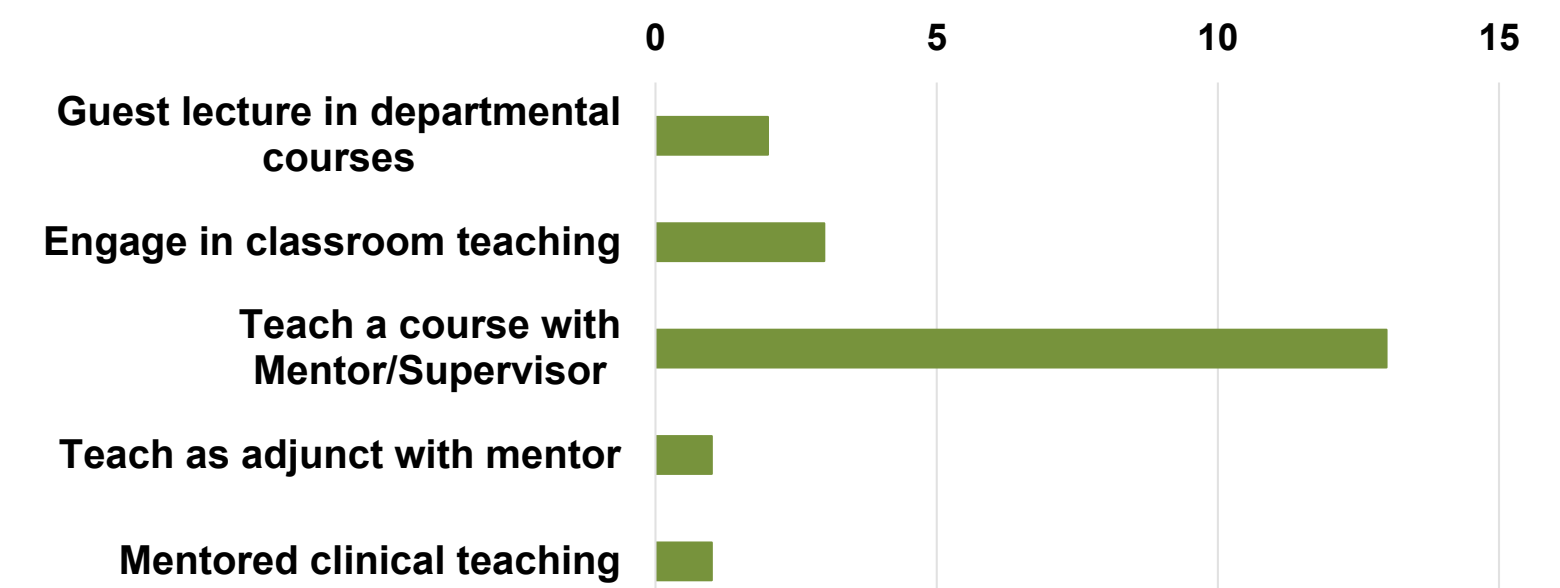


Experiential



RESULTS

Mentored Experiences



- 13 of 19 programs stated they introduce SoTL
- 9 cited a course on “pedagogy” or “teaching”
 - 4 cited activities related to teaching experiences

DISCUSSION

Programs identified teaching experiences, but none described teaching students how to conduct research on teaching (SoTL)

This sample of CSD programs addressed teaching training experientially, but the nature and quality of the instructional strategies is unknown

About 1/2 offer formal teaching instruction, suggesting a significant number of new CSD faculty begin their academic careers with a minimal knowledge of teaching

Future studies should:

- Include a definition of SoTL
- Examine student perceptions of course and experiential teaching offerings

REFERENCE

Academic Affairs Board. (2016). *PhD Programs in Communication Sciences and Disorders: Innovative Models and Practices*. American Speech-Language-Hearing Association, Rockville, MD.