

Becoming a voice therapist....

To become a voice therapist it is necessary to acquire a set of competencies (1). According to the constructivist theory of learning, knowledge cannot be transmitted from outside, but has to be developed within the learner. Biggs and Tang state in "Constructive Alignment" (fig. b) that intended learning outcomes, learning activities and assessment tasks are closely related to each other and influence another (2). This study investigated how teachers in German schools of logopaedics design lessons of voice therapy in order to enhance the acquisition of voice therapy competencies. Relations between educational objective, manner of examination, criteria for choosing didactic methods and factors influencing acquisition of competencies were the main focus.

Discussion

Communication between teachers and students

- 91% very important or important
 - Social involvement and feeling accepted and respected are essential premises for good study success (3)
 - Role model function
 - "Friendly interaction with one another" is very important (4)
 - Appreciative mistake culture and awareness for the importance of mistakes and feedback to develop own skills (5)
- Teacher's charisma** 82% very important or important
- Little motivation or indifferent teachers communicate that it is not worth listening (6)
 - Interest and enthusiasm are very important for the subject (4)
 - Teacher's presuming that every student can improve their performance supports this (6)

Educational goal/level: 100% very important

All respondents mentioned that the choice of didactic methods and manner of examination are related to the educational goal. In contrast to "Constructive Alignment" (2), no relation between the choice of the didactic method and manner of examination can be found. The fact that the didactic method and the examination of competencies influence each other seems less known than the relation to the educational goal.

Students' motivation/group size:

- Markowitsch et al. (7) list three reference points for didactic design:
- Educational goals
 - Students' learning dispositions (eg. learning biography)
 - Frame conditions

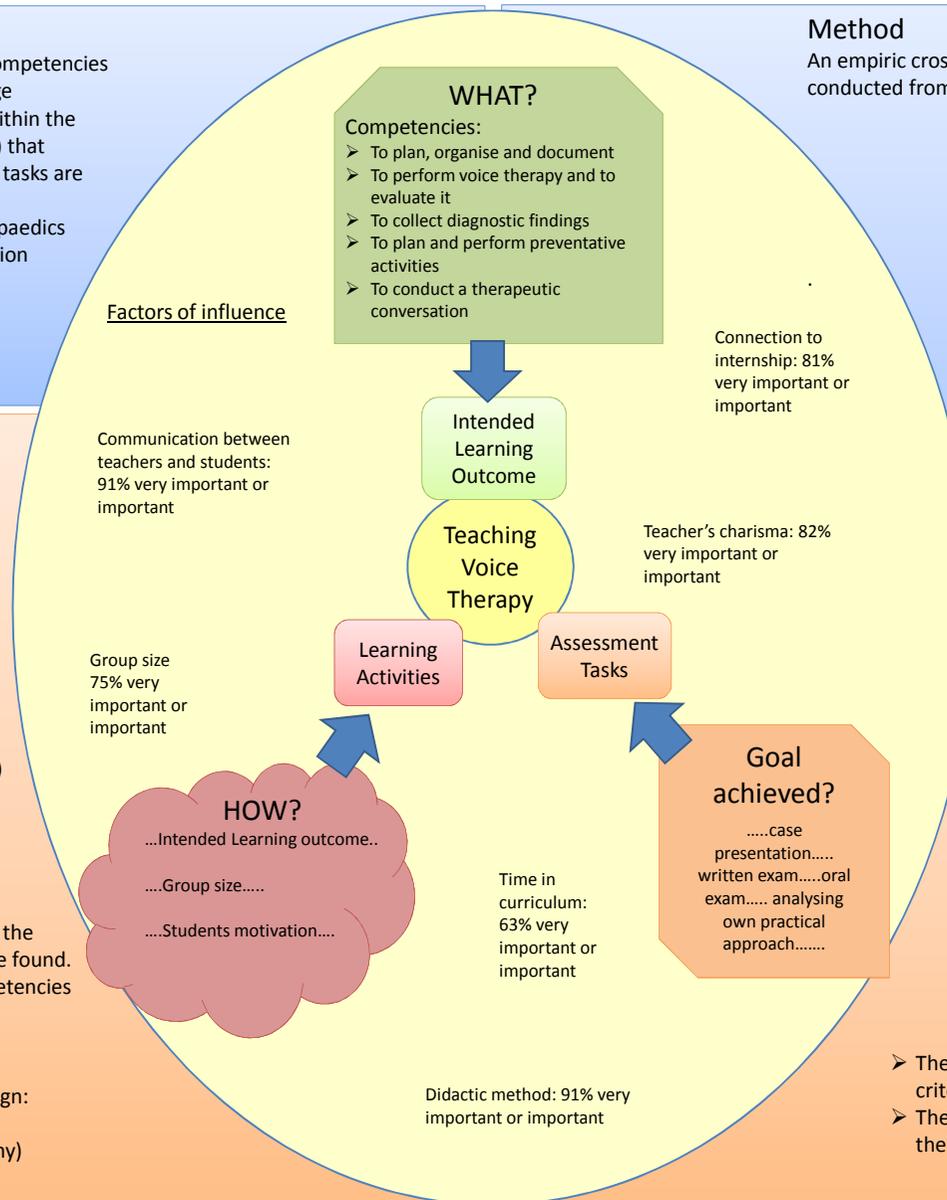
Method

An empiric cross-sectional study with partly standardised questionnaires was conducted from June to September 2013 in German schools of logopaedics in order to assess which didactic methods are suitable to impart competencies of voice therapy. 13 educational institutions, which had been awarded the seal of approval by the German Association of Logopaedics in 2012, participated in the survey. Teachers and students were asked about diverse aspects of competency acquisition.

		Answered questionnaires
Teachers	0-5 years of teaching experience	4
	10-15 years of teaching experience	5
	16-20 years of teaching experience	2
	Over 20 years of teaching experience	1
Total of teachers		12
Students		34
Total		46

Conclusion:

- Teaching-learning methods concentrating on students are above all perceived suitable
- Self-instructed and active learning enhances the students' intrinsic motivation
- Self-instructed and active learning enhances the connection of the newly learnt with existing knowledge and experiences
- Action and practice oriented teaching methods support the acquisition of competencies by connecting various skills
- Designing the teaching-learning situation is as important as the manner of achievement tests
- Didactic variety supports competency acquisition, since students experience diverse learning methods and are able to connect areas of competencies with each other
- Self-experience exercises and role play, group discussions, reflexion of contents of teaching and working on case studies are frequently used
- The respondents choose the teaching-learning form according to the criteria educational goal, learning dispositions and frame conditions
- The manner of examination is important, since this also influences the learning behaviour



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