



# Case Study: Speech Pathology

## Student teaching consultant for flipped classroom

Historically, the co-taught courses SPCH3102 (*The School-Aged Child*) and SPCH7823 (*Language and Literacy in Education*) have been delivered in a face-to-face lectures. The courses are heavily theoretical leaving little time for applying theory to clinical practice. I decided to offer a flipped classroom this year where some of the learning materials were set as pre-lecture learning activities which then allowed time in the lectures for hands-on experiential learning. Although this offered students flexibility in when they could learn, I was not sure the students wanted to experience the flipped classroom. I realised the risk of student disengagement resulting from the changes I was making was high.

The aim of my *Students as Partners* initiative was to invite regular student feedback throughout the semester on the changes I had implemented and to respond to such feedback by the next lecture. To implement my *Students as Partners*' initiative, I employed a Student Consultant (SC) from Human Movements/Education. The SC met with my students 4 times across the semester for focus group meetings and survey completion. This information was then fed back to me in a timely manner. The SC also attended one lecture and completed the pre-lecture learning activities to provide additional feedback. Having an SC from the School of Education was an added bonus as her involvement offered my students (who potentially will work in educational settings) opportunities for inter-professional experience.

Much of the feedback from students related to the reading and/or audio-visual pre-lecture materials (amount and identifying key points). The main outcome was that each week, along with the pre-lecture learning material, I provided a series of guided questions about the material. I then polled students at the beginning of the subsequent lecture to ensure understanding/correct application of learnt knowledge. I then clarified errors/misunderstandings as needed. I have benefited from the *Students as Partners*' initiative, and, based on feedback thus far, so have my students.

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