

INTERDISCIPLINARY, EXPERIENTIAL, COMMUNITY-BASED LEARNING ENRICHES GRADUATE STUDENT LEARNING



AUTHORS

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BACKGROUND

Interdisciplinary learning involves collaborative learning between related disciplines (Bronstein, 2003).

Experiential learning involves learning abstract concepts, applying them in real world experiences, and reflecting upon one's experiences (Miettinen, 2000).

Community-based learning involves applying concepts learned in the classroom to the community it most benefits (Cooper, 2000).

GOALS

- Graduate students in speech-language pathology learned early literacy development from the view point of an educator.
- Graduate students in education learned early language development from the viewpoint of a speech-language pathologist.
- Both groups of graduate students learned about the Dolly Parton Imagination Library

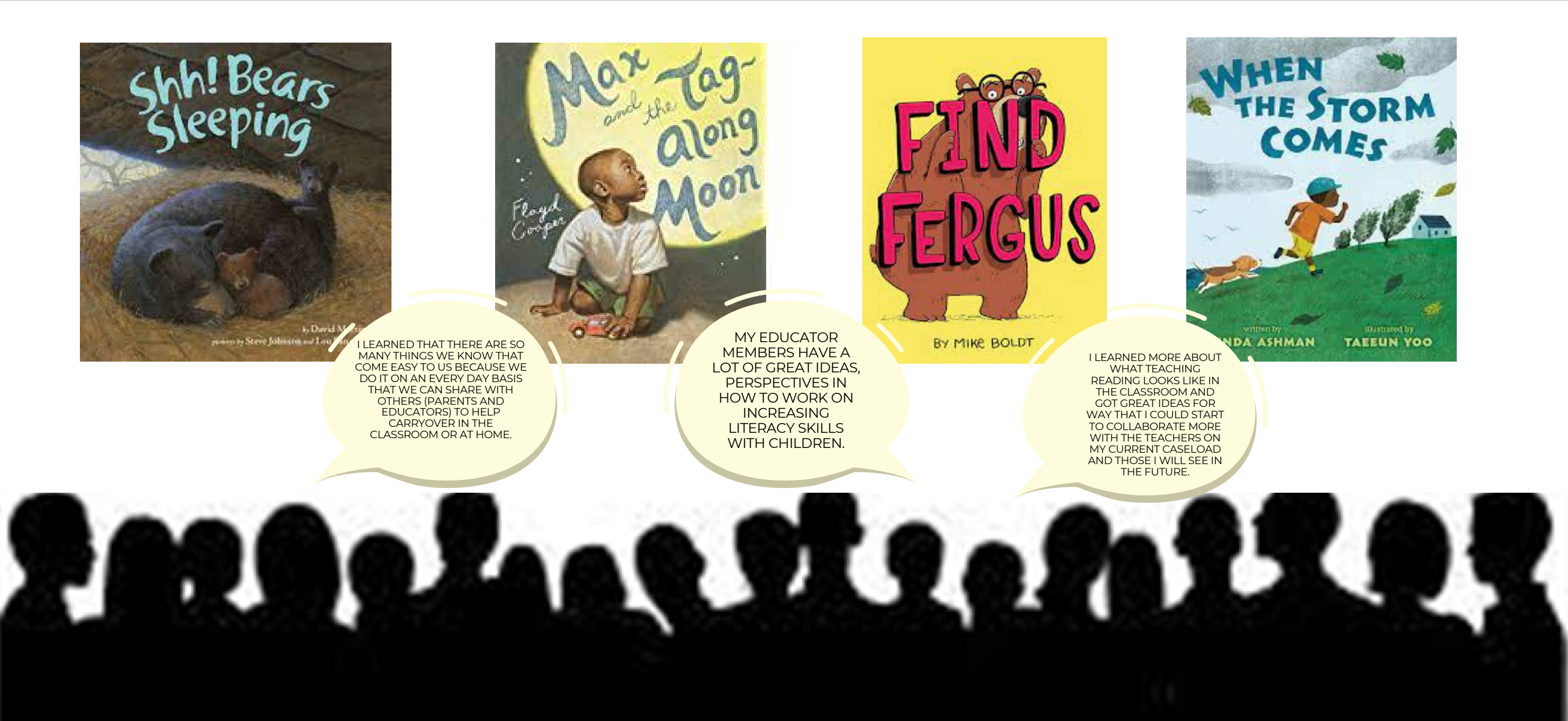
METHODS

Students learned about early literacy skills- vocabulary, comprehension, and phonological awareness.

Students collaborated to create extension activities for books children receive from the Dolly Parton Imagination Library.

Students hosted a book fair at a local preschool where they shared their extension activities with parents and their children.

Students completed a survey regarding their knowledge before and after the project.



SELECT SURVEY QUESTIONS

Respond to the following questions by selecting the words that most reflect your current knowledge: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), Strongly Disagree (SD)

- Children who have strong oral language skills develop literacy skills more easily.
- Children who have strong phonological awareness skills develop literacy skills more easily.
- Children who have strong listening comprehension skills develop literacy skills more easily.
- Children with well-developed vocabularies typically have a better reading and listening comprehension.

Answer the following questions.

- Define phonological awareness using your own words.
- Define listening comprehension using your own words.
- Explain how early vocabulary knowledge affects children's early language and literacy skills using your own words.
- Define expressive language using your own words.
- Define early/emergent literacy skills using your own words.
- Reading aloud to children affects their oral language development.

RESULTS

PRE-TEST

N= 16
AGE \bar{X} = 33.0

POST-TEST

N= 14
AGE \bar{X} = 33.7

PARTICIPANTS ANSWERED **AGREE-STRONGLY AGREE** ON QUESTIONS REGARDING KNOWLEDGE OF EARLY LITERACY AND ITS IMPACT ON LANGUAGE DEVELOPMENT AT PRE AND POST TESTING

PARTICIPANTS DEFINED **VOCABULARY** SIMILARLY AT PRE AND POST TESTING.

PARTICIPANTS' DEFINITIONS OF **PHONOLOGICAL AWARENESS** WERE SIGNIFICANTLY MORE APPROPRIATE AFTER COMPLETING THE PROJECT.

PARTICIPANTS' DEFINITIONS OF **LANGUAGE COMPREHENSION** WERE SIGNIFICANTLY MORE APPROPRIATE BEFORE COMPLETING THE PROJECT.

SELECTED REFERENCES

Bronstein, L. R., (2003). A model for interdisciplinary collaboration. *Social Work*, 48(3), 297-306. <https://doi.org/10.1093/sw/48.3.297>

Cooper, J. E. (2007). Strengthening the case for community-based learning in teacher education. *Journal of Teacher Education*, 58(3), 245-255. DOI: 10.1177/0022487107299979

Miettinen, R. (2000). The concept of experiential learning and John Dewey's theory of reflective thought and action. *International Journal of Lifelong Education*, 19(1), 54-72. <https://doi.org/10.1080/026013700293458>

CHARTS

