

Evaluation of a novel video-based learning tool (VBLT) for teaching a fundamental voice technique to student Speech and Language Therapists

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Aim: to explore whether a video-based, peer feedback learning tool (VBLT) can improve students' confidence and accuracy in producing diaphragmatic breathing technique

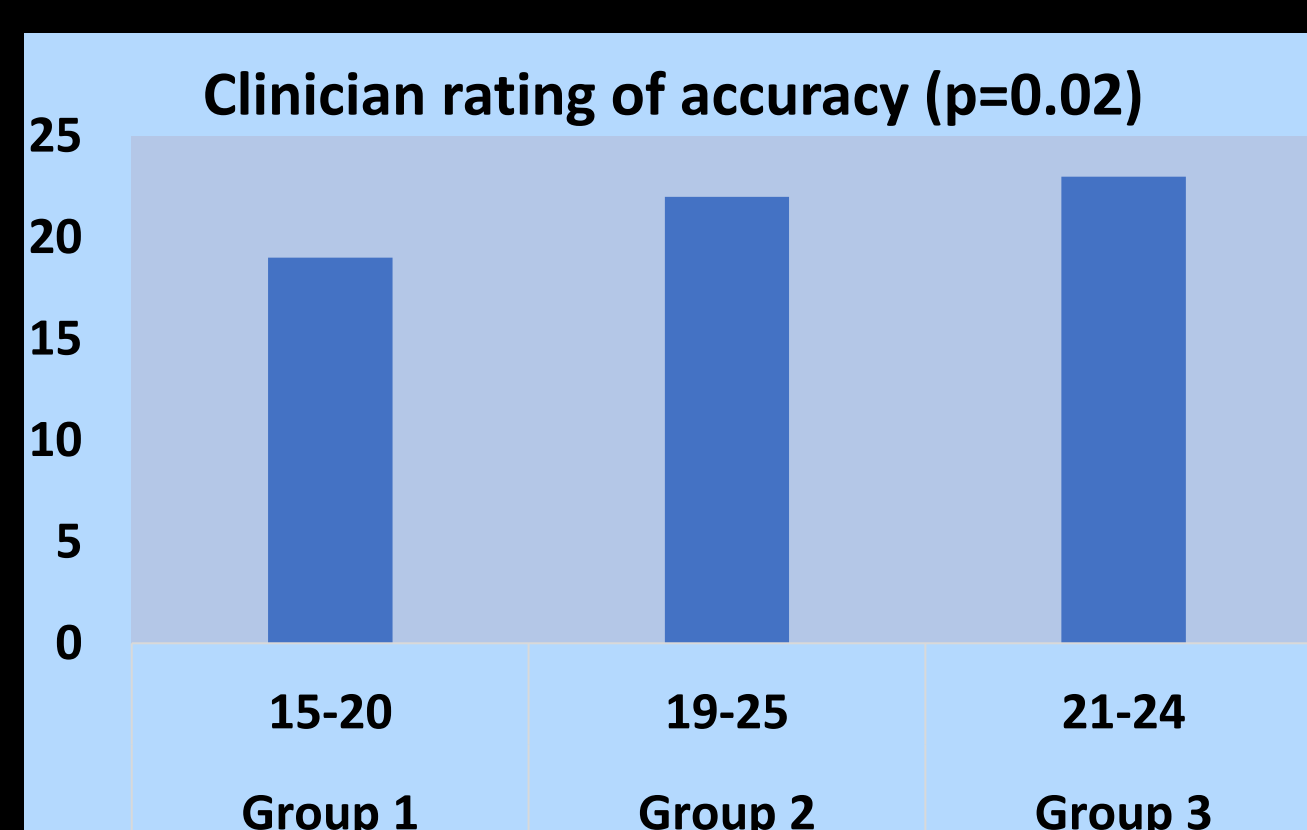
Problem

- Inaccurate student production of voice techniques on clinical placement (placement supervisor report)
- Low confidence among students (Teten et al., 2016)
- Large cohort numbers = didactic teaching method
- Lack of clinical opportunity to develop skills (rarity of voice placements)

Method

- Participants (N:21)
Randomised to 3 groups
Pre-intervention: self-rated confidence, knowledge and accuracy to maximise baseline homogeneity between groups
All received the traditional lecture followed by:
- Group 1: a refresher 'how to' handout
 - Group 2: Novel VBLT with a peer
 - Group 3: 1:1 session with a clinician
- Post intervention: Clinician rated participants' technique accuracy
Students rated confidence and gave qualitative feedback

Results



- Group 2 (VBLT) produced the technique more accurately than group 1 (control) (p=0.02)
- Group 3 (1:1 training) performed slightly better than group 2 but not significantly
- VBLT significantly enhances students' technical accuracy beyond traditional teaching method
- VBLT is relatively comparable to 1:1 facilitation in achieving participants' technical accuracy

Video-based learning tool



Qualitative results from group 2 (VBLT)

Very clear and provided a good framework that we could use in practice

Very useful, clear. Practice whilst watching video and in pairs. Fun

Really useful to find out what other people are seeing & adjust technique appropriately

Practical demonstration clearly explaining technique
Good feedback from peer to increase my confidence

helped me to reflect on my practice and consider practicing more techniques outside of lectures

Conclusion

- The VBLT in pairs improved students' technical accuracy compared with the traditional teaching method
- Accuracy of students' production with the VBLT was relatively comparable to receiving 1:1 facilitation from a clinician
- The VBLT is now used to augment students' technical accuracy alongside traditional teaching methods, addressing some challenges in teaching practical skills to larger cohorts
- Findings may be relevant to andragogical practice across various disciplines where learning outcomes include gaining practical skills