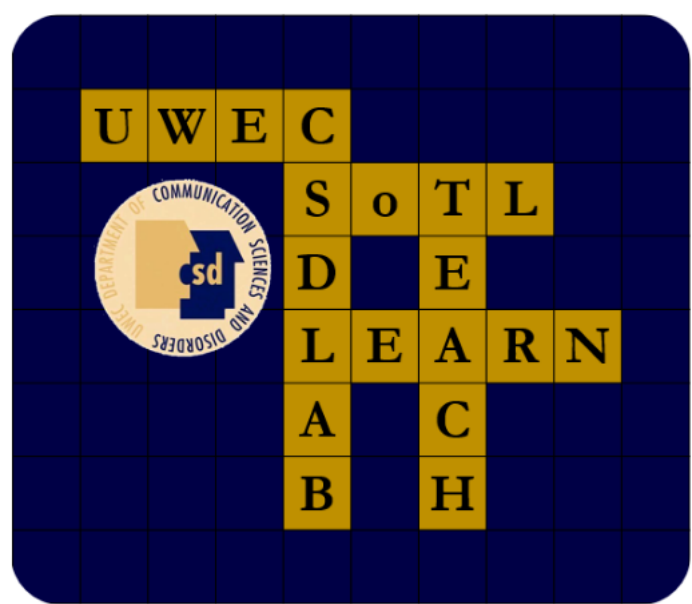
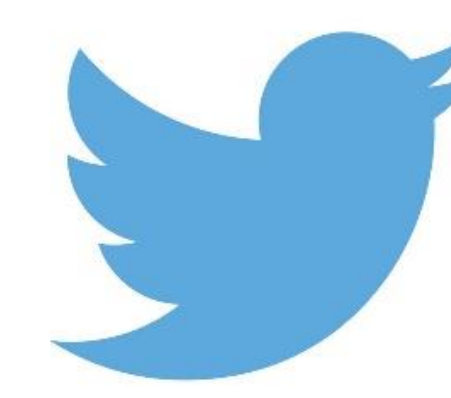


@educators: The Functionality of Twitter in an Online Graduate Aphasia Course

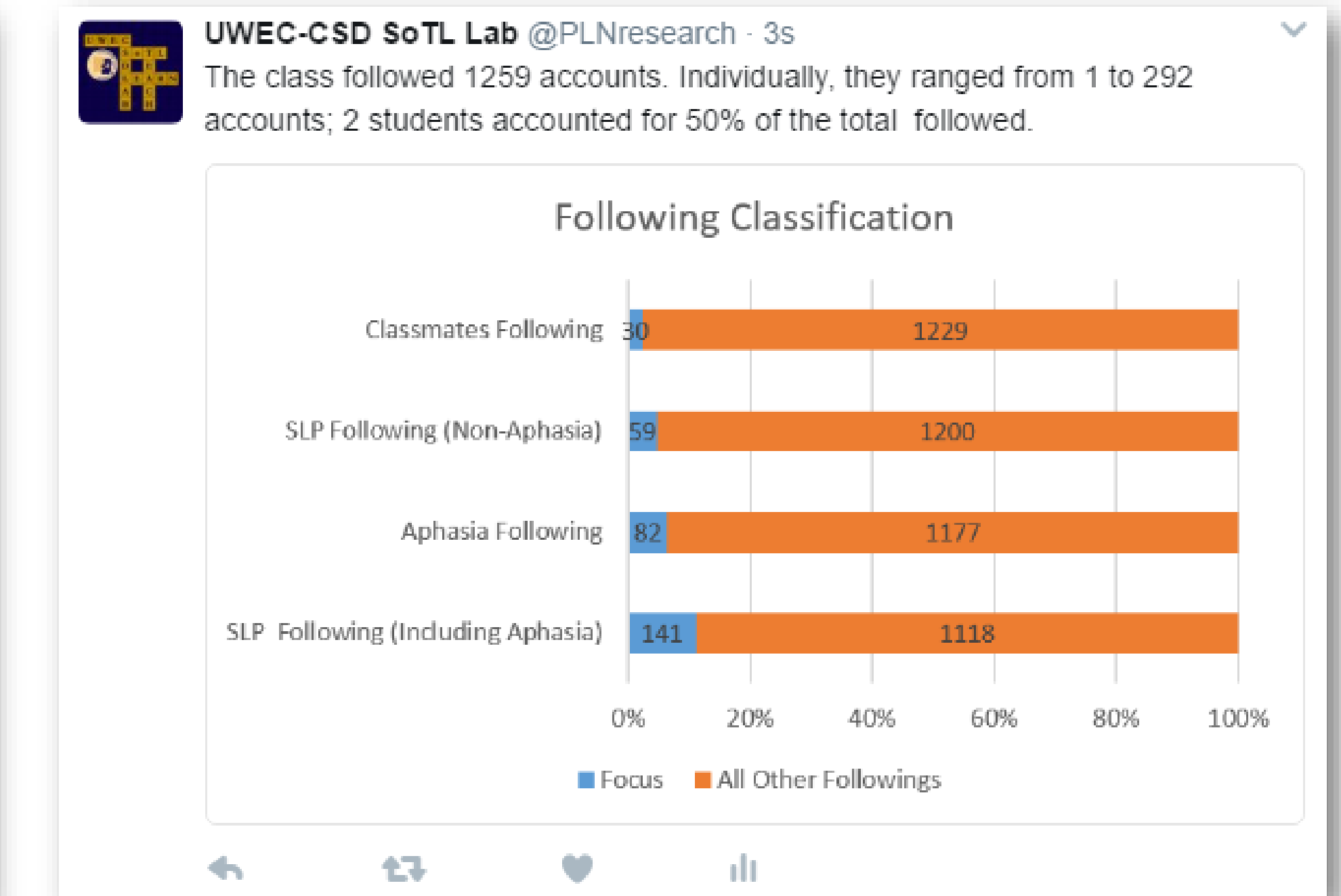
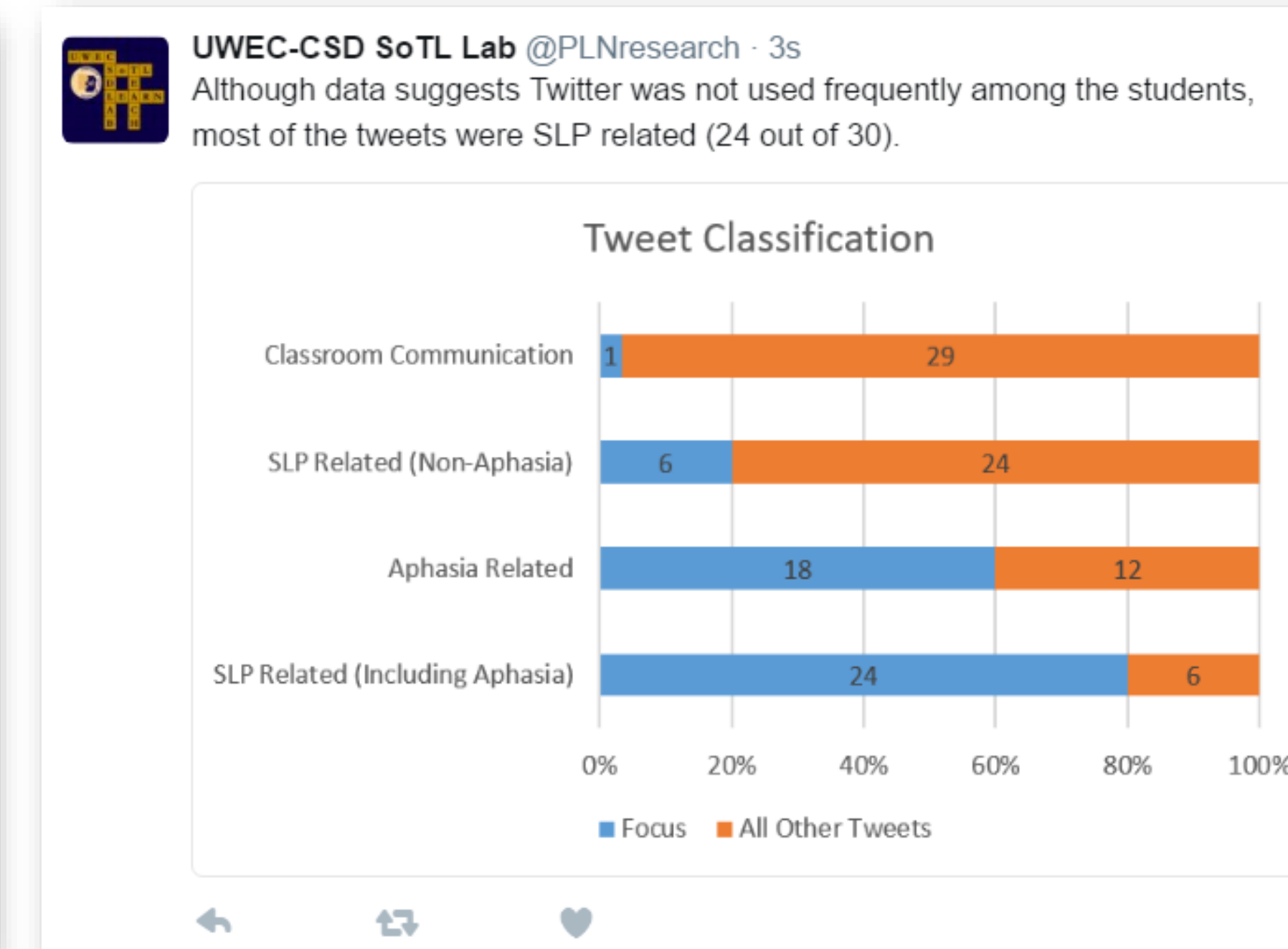
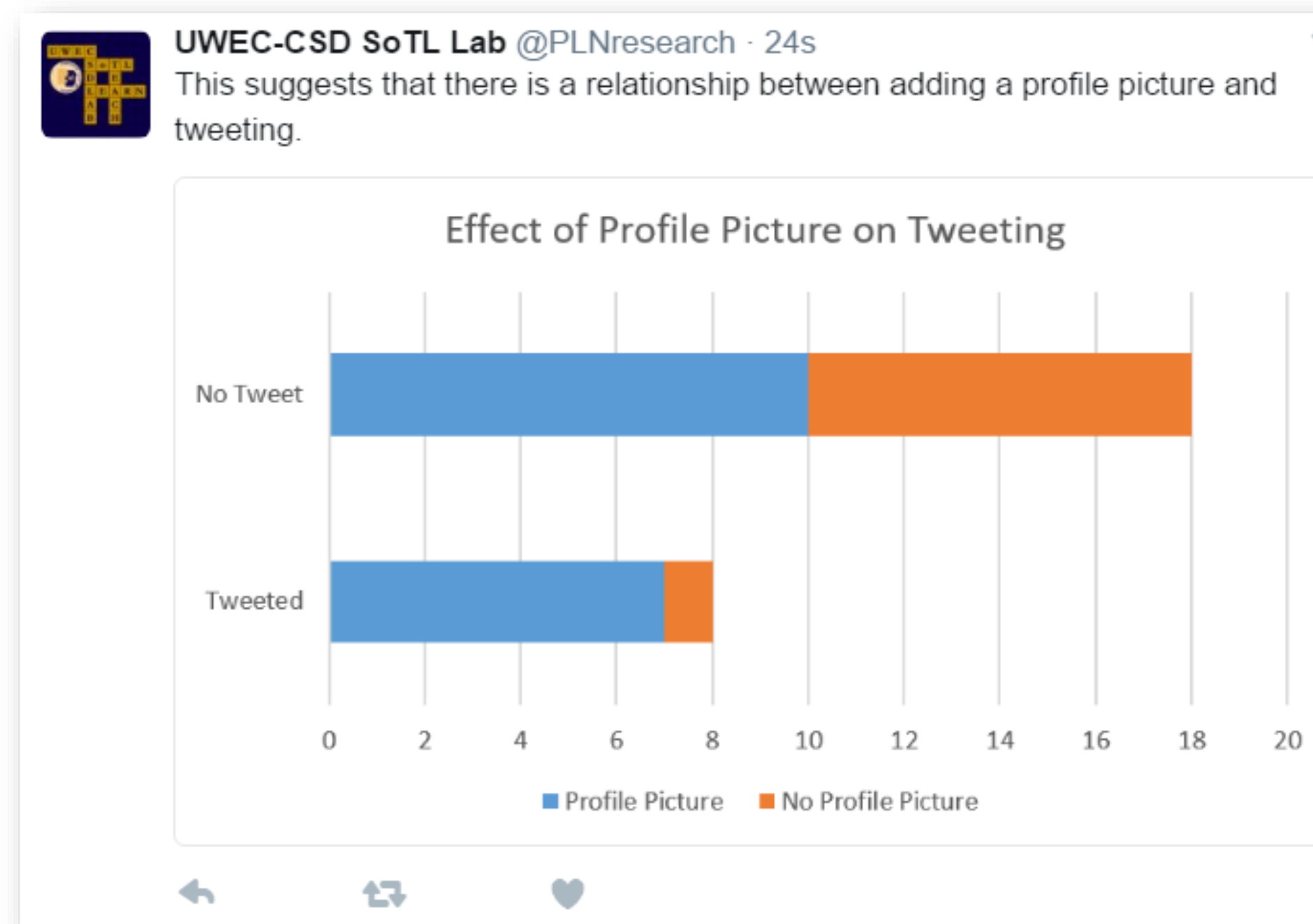


Torri Pulley¹ @thelunalovegood; Lian Arzbecker¹ @lianarz24, Dr. Tom Sather¹, PhD/CCC-SLP @TomSatherSLP; Dr. Joe Sanfelippo², PhD @JoeSanfelippofc
¹University of Wisconsin – Eau Claire Department of Communication Sciences and Disorders; ²Fall Creek School District

Background

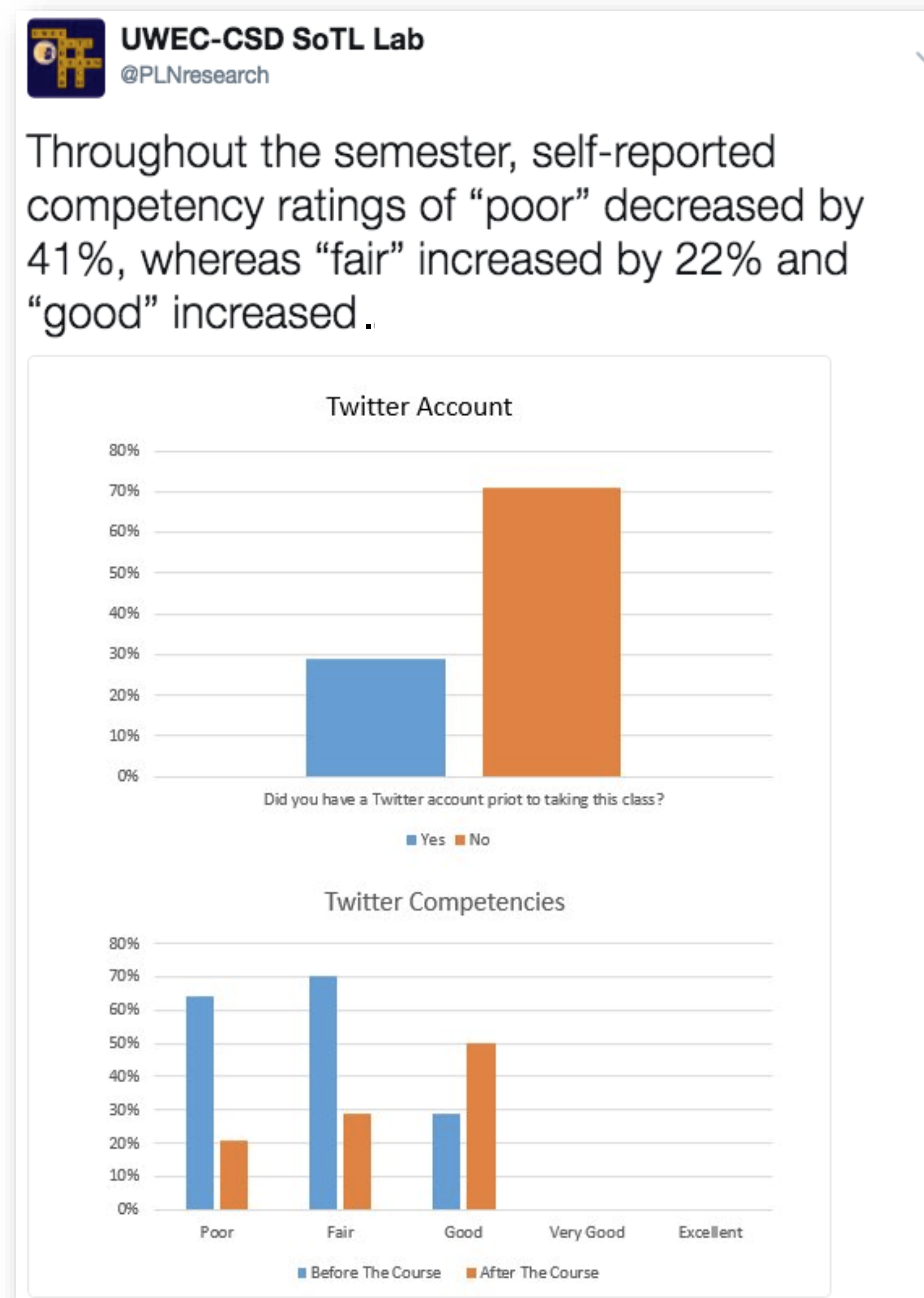
Since its inception in 2006, Twitter has emerged as a primary social network with a microblogging platform. Currently there is little research on Twitter use in the field of Communication Sciences and Disorders, specifically regarding online coursework. There is a preexisting "aphasia" hashtag that includes posts from clinical experts, researchers, individuals with aphasia, medical networks, and aphasia conferences, all of which may support student learning in an aphasia course. There are also several world-renowned aphasiologists who maintain active Twitter profiles. This investigation sought to examine the impact of Twitter use as an adjunct to an online graduate course in aphasia. The attitudes, behaviors and Twitter activity of 26 online CSD graduate students in the course were examined. Barriers, facilitators and future directions for Twitter use as a pedagogical strategy in the online learning environment were identified.

Twitter Activity



Of the 26 students who made Twitter handles, 31% tweeted. 80% of these tweets were related to the SLP profession, with 60% of the SLP relevant tweets pertaining specifically to aphasia. Students followed a variety of Twitter accounts; 11% of the accounts followed belonged to SLP entities, with 6% of those being specifically aphasia dedicated users. The number of individual tweets ranged from 1-16; one student accounted for over 50% of the total tweets.

Student Feedback



Relics

Student activity included interacting with other professionals in the field and embedding information found on Twitter in their course assignments. Despite the infrequent usage amongst the class, these relics support facilitators reported in student surveys.

D2L

Sharing a link_Lee
Oct 27, 2016 2:07 PM

The following link is from Aphasia Pathways and breaks down some aphasia assessments. It classifies them within the ICF structure. This may be helpful for those analyzing or interested in these tests. (BDAA, WAB, CAT, PALPA)
<http://www.aphasiapathway.com.au/?name=ICF-and-aphasia-assessments>
 BTW- I was introduced to Australian Aphasia Rehabilitation Pathway (a great resource) through #aphasia-Twitter

So I decided to look into this program. It is hosted by the Aphasia Center in St. Petersburg, FL (http://www.theaphasiacenter.com/). There are 3 different programs... 4 weeks, 6 weeks, and 8 weeks. All programs cost \$4,617.00 per week and include housing, outings, lunch, homework, OT, materials, assessments, TDCS, and an action plan. They also offered online therapy and detailed home program. Compared to what I've been reading about other intensive therapy programs in other discussion posts, this program seems relatively affordable, especially since it includes housing.

My great I kept forgetting to post about twitter, so here it is! I found a fabulous resource via twitter (actually even better than when I created "intensive aphasia therapy programs"), so that was awesome! The link takes you to a really great resource for families looking into intensive therapy for a family member with aphasia. Here's the link: <http://www.aphasiacenter.com/programs/>
 In case that doesn't work, here's the address: <http://www.aphasiacenter.com/programs/>
 And if you're interested, that might be a great find to follow!

The Aphasia Center is currently accepting applications for a 2017 intensive aphasia therapy program! It's free!
<http://www.aphasiacenter.com/programs/>

A GOAL WITHOUT A PLAN IS JUST A WISH

Twitter

Quality of Life for people with aphasia
 Inga Hameister @IngaHameister
 @MadelineCruise: Quality of life was widely neglected in the assessment of aphasia. This is about to change
 #IARC2016

How to Find a Stroke or Aphasia SUPPORT GROUP

Tactus therapy working to provide online support-good news for app users.
 Tactus Therapy @TactusTherapy
 #Stroke groups to trial virtual online support for #aphasia via EVA Park. Will it work out? ow.ly/hAAX9d4Jz2c

Barriers

- Assignment Design Flaws: "Unclear instructions regarding how we were to use Twitter."
- General Dislike: "No problems, just didn't particularly like it."
- Format Preference: "I prefer the discussion format of FB."
- Twitter Incompetency: "I don't really know how to navigate Twitter."

Facilitators

- Current: "Great links to current news."
- Concise: "I think it's a good way to find obscure information."
- Ease of Dissemination: "I like that it's easy to share information."
- Professional Networking: "Became aware of professionals in the field."

Implications and Future Directions

Based on the qualitative and quantitative data collected at the end of the semester, assignment design was the most limiting factor. For future implementation, students should be given greater frequency of explicit instructions on Twitter usage to foster utilization in and out of the classroom. Twitter use in this course was incentivized by extra credit. However, we expect that stricter course requirements related to Twitter would increase student competency and subsequently enhance perception and utilization.