

Using videos and case studies in a Professional Special Education teacher training course: A Hong Kong experience

(Funded by Teaching Development Grant, The Education University of Hong Kong)

Cici Sze-ching Lam, Hastings Tsim, Fuk-chuen Ho

Paper Presentation

1

Exercise

Paper Presentation

2

Background



The Education University
of Hong Kong Library

For private study or research only.

Not for publication or further reproduction.

Paper Presentation

3

Points for Discussion



- What interest you in the video?
- What kind of teaching strategies were shown in the video?
- If you were to do it again, what are the things did you will add/remove from the process?

Paper Presentation

4

What problems are we tackling?



- Professional Special Education training for in-service teachers in Hong Kong is usually arranged in the **lecture format**.
- Teachers have only **little information** of how the practicum will be conducted.
- Furthermore, the provision of such courses for in-service teachers were often limited by the **short duration** of time.

Paper Presentation

5

Aim of our project



- To optimize teachers' **experiential learning activities**
- To foster **collaborative discussions** among teachers
- To help teachers become **reflective practitioners** and improve their own pedagogy

Paper Presentation

6

Why video?



One of the goals of video learning is :

- To enhance teachers' awareness in **noticing** and **interpreting** key features of classroom interactions (van Es and Sherin 2008).
- Video learning, as **a form of professional development**, allows the teachers to **work collaboratively** on watching the excerpts of videos from each other's classrooms and **providing feedback** to one another.



The Education University
of Hong Kong Library

For private study or research only.

Not for publication or further reproduction.

Paper Presentation

7

Case Study - Sandra



- Sandra is 15 and diagnosed with ADHD.
- She has had a history of being in trouble in class and has had outreach support which appeared to be successful as she is aware that her behaviour can at times be inappropriate.
- She does want to do well at school and produces good work when she is interested in the subject.
- However, she often has bad temper when she becomes aggressive. When she is like this she cannot control her language and will carry on an argument until the other person gives up or she is removed from the situation.

Paper Presentation

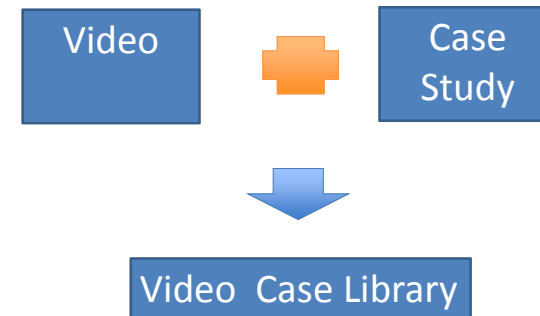
8

Why case study?



- By providing teachers background and the difficulties the case is facing, the teachers will develop their *interpretive skills*, skills which are not fostered by the traditional teacher-centered textbook methods.
- The case study approach foster the teachers to *collaboratively problem solve the case* together. These approaches can also be tailored to the needs of other groups of students.

Blend



Our Product



Case-based

The Hong Kong Institute of Education
香港教育學院

機密 Confidential
紅磡圖書館 SHH
電話號碼: (852) 2616 424

特殊教育與輔導學系
「支援有特殊教育需要學生」 - 行為、情緒及社群發展需要專題課程
校本支援：情緒及社交小組學生參與程度表

一 (學年: 14 / 15) 填寫日期: 2/1/15
二) 性別: 男/女 班別: 2C
職位: 教師 任教科目: 中常體藝科

2015年6月22日開始參與8節的情緒及社交的訓練。為更進一步了解學生的特質，現請老師協助填寫以下表格，助我們了解學生於課程前及課程後的行為表現。填表後請於 11/6 前交回 謝培英老師 結案收集，謝謝。



第一部分：請教學生的能力，圈出適當的答案。

(1) 自制/自我引導	選項程度及頻率 (0) 很少出現, (1) 經常出現
1 能持續參與安排好的課堂活動，並且持續至少達 15 分鐘或以上。	1 2 3 4
2 當被告知某項感興趣的活動即將完結時，能依指示停止而不抱怨。	1 2 3 4
3 當別人在比賽中犯現時，能控制好情緒。例如：不隨便發脾氣。	1 2 3 4
4 會盡量避免在學校引起麻煩。例如：作弄同學、不交功課。	1 2 3 4
5 遇上與同學意見不合時，不隨便亂發脾氣。	1 2 3 4
6 當喜愛的活動因特殊情況被取消時，能適當克制失望，不亂發脾氣。	1 2 3 4
7 當未能如自己的意願做事時，無法自我克制而情緒。	1 2 3 4
8 有時某組想法在極端呈現時，不管別人感不感興趣，也會立即跳出來。	1 2 3 4
9 當被分派做自己不喜歡的工作或職務時，仍會按指示完成。	1 2 3 4
10 當遇上困難時會主動尋求協助。例如：請教師長。	1 2 3 4
11 在參與某項學校活動前，會預先作準備。例如：整理所需物資。	1 2 3 4
12 即使面對困難的事情，也會堅持而不容易放棄。	1 2 3 4
13 會在預定並合理的時間內完成課堂工作。	1 2 3 4
14 能就自我檢查。例如：主動檢查自己的功課是否完成。	1 2 3 4
15 當答應在某時間內回到課堂，會準時回來。	1 2 3 4

姓名: 謝培英 職稱: 教師 日期: 2015/1/22

備註: 學生在課堂中表現良好，能專注聽講，並能與同學合作。在課堂中表現良好，能專注聽講，並能與同學合作。

Assessment to individualized instruction

整體計劃表

學生代號: LCK 學校名稱: 匯知中學 填寫日期: 20-6-2015

小組: 第AF期1組(TC-B-AF1)

督導員姓名: 黃瓊慧女士

Goal-setting

- 訂立目標
 - 相關的行為問題: 有時某個想法在腦海呈現時, 不管別人感不感興趣, 也會立即說出來。遇上與同學意見不合時或當別人在比賽中犯錯時, 未能控制好情緒而隨便發脾氣。
 - 長期目標: 提升與朋輩相處時的社交技巧
 - 短期目標:
 - 學會正面地接受失敗, 勇於改過
 - 合適的溝通方式, 如不問問題, 不衝口而出
 - 正面地表達對朋輩的感受
- 獎勵計劃
 - 具體的口頭讚賞
 - 物質獎勵: 零食, 小食
 - 非物質獎勵: 心意帖
- 成功準則: 在活動中, 若學生有良好表現, 例如合作守規, 服從指令, 積極參與等, 每次可獲得白色棋子一顆; 若有不良表現, 例如不必要的身體動作, 不友善的說話或行為, 沒遵守遊戲規則等, 每次則會獲得黑色棋子一顆。在完成四次活動後, 分別結算白色棋子和黑色棋子的數目, 若白色棋子的數目是黑色的三倍, 便作成功。
學生在活動中能克制自己的行為, 表現良好。



Paper Presentation

How we can best use videos for facilitating PD?



- Orienting the Group to the Video Analysis
- Sustaining an Inquiry Stance
- Maintaining a Focus on the Video and the Behavior of the student
- Supporting Group Collaboration

Reference:
Van Es et al. (2014) "A framework for the facilitation of Teachers' Analysis of Video" Paper Presentation
Journal of Teacher Education, Vol. 65(4) 340-356.

14

Teachers watching the intervention process in the video



The Education University of Hong Kong Library

For private study or research only.
Not for publication or further reproduction.

Paper Presentation

15

Discussion Session



Paper Presentation

16

Examples

- How did you feel about the video learning just now?
對於剛才的影片教學，你認為如何?
- What did you learn from the video?
你從剛才的影片及討論中學到什麼?
- How have the videos changed your understanding of the practicum?
剛才的影片怎樣轉變你對實習的看法?
- What did you find most valuable about these videos?
你認為 整個影片教學最寶貴的地方是什麼?
- What were the challenges you experienced before you go to the practicum? Did the video ease out some of your worries?
你在準備實習時有沒有挑戰? 哪些挑戰是什麼? 看完影片後能消除你的疑慮嗎?



Paper Presentation

17

Sample

• Sustaining an Inquiry Stance

姓名: Group 1
學員編號: _____ 日期: _____

影片 1 影片評論

1. 從影片中，發現甚麼特別的概念或技巧?
- 透過傳球方式，介紹配。
- 運用提問方式，了解學生興趣。
- 師生建立良好關係。

2. 這些概念或技巧，是否和你知道的學習或教學理論/概念有關? 請詳細解釋。
- 解乏活動。(運用提問技巧)
- 以小組形式學總效。

3. 這些概念或技巧有可能在哪些方面影響你的教學?
- 專注力。
- 先讓學生了解遊戲條件。(吃薯片)
- 運用影片吸引學生聆聽。
- 借著片去抑制自己，用感知功能表達。
- 透過感觀卡，讓學生抑制自己及說出想吃的薯片的感知功能。



• Maintaining a Focus on the Video and the Behavior of the student

- 解乏活動。(運用提問技巧)
- 以小組形式學總效。

- 專注力。
- 先讓學生了解遊戲條件。(吃薯片)
- 運用影片吸引學生聆聽。
- 借著片去抑制自己，用感知功能表達。
- 透過感觀卡，讓學生抑制自己及說出想吃的薯片的感知功能。

Paper Presentation

18

Practicum



The Education University of Hong Kong Library

For private study or research only.

Not for publication or further reproduction.

Paper Presentation

19

Reflection

觀察記錄			
老師在做什麼?	學生在做什麼?	達到目標?	反思
老師表示除社交訓練外，這活動還有領袖訓練元素。	學生聽聽即叫好，且坐得更直和更留心地聽著。	學生最後能再次說出各老師的稱謂。	加這次活動的期望，表示希望改善人際關係。他亦主動表示如表現良好，他渴望能獲得模型飛機作獎勵。這顯示學生會把握機會，積極爭取他希望得到的東西。
介紹表現評分準則：白色棋子代表良好表現；黑色棋子代表不良表現。老師問學生，試舉出不良表現的例子。	學生認為不良表現包括說「粗口」、發脾氣、踢桌椅、打架、不守規則等。	從回答中，估計學生會出現的行為問題。	當他回應時，可再探討多一點，如他曾否說「粗口」，在什麼的情況下他會這樣做？讓老師更了解學生的行為問題。
1名老師帶領小明數手指，其餘4名老師與學生作參加者	學生首先做小明動作，他未有留意小明最後「挽手」動作。在重覆示範，其他老師(參加者)也逐一完成並走開，他表現有點不服，且著急起來。最後，5位老師一起做小明動作，並誇張最後「挽手」動作，重覆兩次，他才	學生初時不理解自己未有冷靜觀察小明的動作，直至老師們作出誇張的提示，他才發現自己的不足。學生最後能說出冷靜觀察應包括由「開始」至「輪到你拉」。	這熱身遊戲能提升學生聽取老師指示的集中力。初時，學生覺得小明的動作簡單，沒難度似的，他根本沒留心其他老師能完成的關鍵，未知為何未能完成所以顯得有點不服氣，但礙於大家是初相識，他仍能控制情緒。輸了第一個遊戲後，第二個遊戲開始介紹時，他比較留心了。

What is the teacher doing?

What is the student doing?

Paper Presentation

20

Evaluation

1. How effective was the video case library?

- Perceptions of **interest**
- Perceptions of **instructional strategies learned**
- Perceptions of the **collaborative inquiry among the colleagues**



2. How the video cases be improved in future?

(1) Perceptions of interest in the video case library



- “The videos certainly **give me more ideas**. It helps us to think of more questions among our group. Why the student want the potato chips as a reward? Is it because of their student’s preference or other reasons behind? Can the teachers in the video use different approach to teach behavioral inhibition? Are there any limitation by using such method shown in the video?” (ID03)

(2) Perceptions of instructional strategies learned

- “I think it helps me a lot **in preparing** for the practicum. Before the videos, I have no ideas of what the practicum looks like. With the imagery, **now I understand** how the practicum is going to be conducted. I know **have a clearer understanding** how can set the classroom as well as divide our roles during the practicum.”

(ID09)

The Education University
of Hong Kong Library

For private study or research only.

Not for publication or further reproduction.



(2) Perceptions of instructional strategies learned



- “For example, in the video, **I can see how the teachers** do the initial assessment by using a game and passing a ball to each other. For example, when the music stops, the teachers have to share their interest and tell their preference when they hold the ball. In such a relax environment, the student also follows and tells his interest and even the difficulties in the school to the teachers. I also see how the teachers helped the student to inhibit their behavior. **My suggestion is to** give a timer to the student to give them a visual cue. **My other suggestion to** the teachers in the video is to give them a goal first before asking the student to get the rewards that is the potato chips in the video. After I watch the video, **if I am going to teach the student** behavioral inhibition, I would not do the same as the teachers in the video and I will carefully designed my intervention with more visual cues and clearer goals to the student.” (ID04)

(3) Perceptions of the collaborative inquiry among the colleagues

- “The videos that we just now was really effective. It gives us ideas of how the teachers can **collaborate** and work out strategies for the student with special needs. Moreover, it links us theories and the strategies of the actual practicum. It also gives me alternative perspective of other means that we can treat the student with special needs.”(ID04)



“The videos create a chance for our group to work together to **discuss** the interesting points that each of us has observed in the case. I found it interesting that different member may have a **different focus** even we watched the same video clip. The different perspectives allow us to find out **alternative ways** to handle the student in similar situation and most importantly, to figure out how to diverge our views into a concrete plan to help our student in the coming real practicum”. (ID05)

Paper Presentation

25

Room for improvement

- Continue the approach by asking the teachers to work as a team to watch the video cases and **problem-solve together** of the problems they have observed through the videos. In this way, teachers can **work together** to develop more **collaborative inquiries** towards the cases and also develop **further professional dialogue**.

Paper Presentation

26

Room for improvement



- Diversify by the **nature** of the cases, as well as showing **how different roles** of the teachers work as a team to deliver the strategy to the student in need. These materials could draw on the **kinds of comments** reported above and use those comments as stimulus for a productive discussion of teaching strategy for **students with special needs**.

For private study or research only.

Not for publication or further reproduction.

Paper Presentation

27

Room for improvement



- Investigate ways to **'monitor'** the progress of the teachers, including their out-of-class use of the teaching strategy learnt from the course on students with special needs. However, such a measure would involve a **longitudinal follow-up** and additional work in documenting students' progress for evidence.

Paper Presentation

28

Contact

Correspondence:

Ms. Lam Sze Ching Cici (cicilam@eduhk.hk)

Department of Special Education and
Counseling
The Education University of Hong Kong

