

Using Video Cases to Teach Classroom Management

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KEY IMPLICATIONS

- Video cases can be a good replacement for text cases in teacher education contexts to stimulate discussion and develop multiple perspectives about educational scenarios.
- Asynchronous online discussion platform can serve as avenues for rich platforms provided key considerations about their use are taken into account and the choice of pedagogical approach employed is judicious.

BACKGROUND

Traditionally, classroom management (CM) is taught to pre-service teachers using text-based cases. However, the feedback has been that the text cases are not sufficiently stimulating and authentic enough. Posting student teachers (STs) to different classroom settings for a more authentic experience before their practicum to mitigate this problem is not possible due to logistical issues. This development project explores the use of video cases depicting different classroom situations and asynchronous online discussion (AOD) to develop their capacity to analyze various CM issues and enhance their problem-solving and decision-making skills.

FOCUS OF STUDY

- To develop video cases as curriculum material depicting authentic CM issues commonly faced by teachers to provide

them opportunities to collaboratively reflect and develop multiple perspectives through the use of AODs.

- To evaluate the effectiveness of video cases and AOD platform in supporting and enhancing their acquisition of relevant CM knowledge and skills, and development of their CM-related problem-solving and decision-making skills.

KEY FINDINGS

- A total of 89% of the participants agreed that the video cases developed were “authentic” and “very realistic” depictions of their local classroom experiences. This indicates the benefits of using well scripted video cases based on real incidents spanning a good variety of issues.
- A total of 97.5% agreed that the video cases helped them envision CM issues and situations more vividly in comparison to text-based cases. This highlights the ability of video cases in depicting richer details.
- Almost 90% agreed that engaging in AOD allowed them to look at CM issues from multiple perspectives; 85.04% agreed that they gained useful knowledge and insights from their group members; and 86.61% agreed that it helped them think more critically about the issues depicted. This points to the potential of AODs as a means to promote multiple perspectives and critical thinking.

- While 51.97% agreed that the use of AODs was more advantageous than face-to-face discussions as it enabled them to have multiple and more focused conversations, 25.20% remained neutral and 22.83% disagreed. The latter groups felt that AODs lacked the immediacy and continuity of face-to-face discussions. This highlights important considerations when using AOD as a pedagogical strategy.

SIGNIFICANCE OF FINDINGS

- Using authentic video cases with asynchronous online discussion is a powerful strategy to teach classroom management skills and promote multiple perspectives, critical thinking, problem-solving and decision-making skills.
- The authenticity of cases and their relevance to the learners' needs are important when developing video cases.
- The ability of video cases to realistically and vividly depict classroom scenarios, and transport the viewer immediately into these scenarios are important affordances that can be tapped in similar pedagogical scenarios.
- When using AOD to develop learners' problem-solving and decision-making skills, the design of the activity and choice of platform plays a very important role in meeting the desired curricular goals.

PARTICIPANTS

A total of 127 student teachers from Postgraduate Diploma in Education (Secondary) (July 2016) programme participated in this project. They were

in seven classes. Each class, comprising 15 to 21 STs, was divided into three groups. For their group assignment, they were tasked to watch one of the three video cases and discuss two questions in an online forum over a period of four weeks.

RESEARCH DESIGN

Eight video cases were produced. Their scripts were based on actual classroom observations. Semi-professional actors played the role of teacher characters. Student characters were actual school students recruited from two secondary schools. Three of these video cases were used as curriculum material for this project.

A survey was administered to the 127 participants to get their feedback. To get a more in-depth explanation to their responses, semi-structured interviews were conducted with 12 volunteers. These interviews were audio-taped and transcribed. Content analysis was applied to the interview transcripts and the AOD log to generate findings.

REFERENCES

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- Pena-Shaff, J. B., & Altman, W. S. (2009). Case-based instruction using asynchronous online discussions: A synthesis. *The Journal on Excellence in College Teaching*, 20(3), 97-121.

These are just for general reading and not pertaining to any specific part of the article. We would like them to remain as general references.

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