



Using Authentic Classroom Cases in TESOL Teacher Education Courses




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610
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What level do you teach?

graduate level

undergraduate level

K-12

I am a student.

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Do you use cases in your program?

Yes!

NO

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Cases as Tools for Teacher Preparation

Final Semester of the Program

Case Study:
Traditional Research

Case Analysis:
Teaching Method

→ case analysis
discussion method
case method
case-based teaching
case instruction
case-based learning



The Use of Case Analysis for Professional Preparation

Historical Uses of Case Studies in Other Professional Preparation programs

- Case studies have traditionally been used in professional preparation for students of law, medicine, and business.

In Teacher Education,

- Late 80s, Carnegie Task Force in *A Nation Prepared: Teachers in the 21st Century* urged teacher preparation programs to include cases
- Case studies have been used to try and measure whether or not a prospective teacher will be successful in their teaching career (Harrington, 1995).
- Case studies have been used to frame specific school-related dilemmas that future teachers will likely face in their school or classroom (Harrington, 1995).

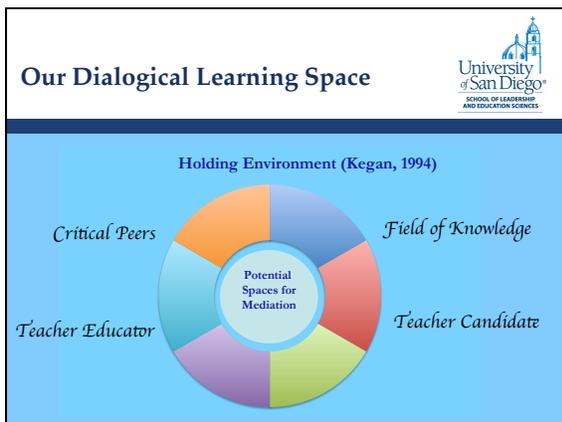
In TESOL Teacher Education,

- Relatively few TESOL specialists have ventured into case-based teaching (Jackson, 1997).
- Plaister, T. (1993). *ESOL Case Studies: The real world of L2 teaching and administration.*
- Richards, J. (1998). *Teaching in action: Case studies from second language classrooms.*



The Case for Authentic Cases in TESOL Teacher Education

- Bridge between theory and practice** - "Reading about problems or memorizing principles does little to prepare the practitioner to apply concepts and knowledge to the complexity of real-life problems" (Barnes, 1994, p. 3); "Narrows the Gap between Theory and Practice" (Jackson, 1998, p.154)
- Fine tunes analytical skills: critical thinking & problem solving**- Critical thinking can be invoked from teacher candidates through the use of case studies by allowing them to carefully dissect a specific case and find a new "solution" to the issue at hand (Harrington, 1995).
- Shift in identity from teacher candidate to ESOL practitioner** - Teachers as central decision-makers (Crookes, 2007); theory informing practice and practice in turn informing theory (Kumaravadivelu, 2012)
- Deepen reflective practice in a safe environment** - "The value of cases lies in their potential to create a safe forum for reflection that can help induct novice or experienced teachers into the real and often troubling world of professional ESOL practice" (Jackson, p. 13)
- Dialogical Learning Spaces** (Molina, 2015, 2017) "....mediation in this metaphoric space of potentiality is essential" (Johnson & Golombek, p. 6).



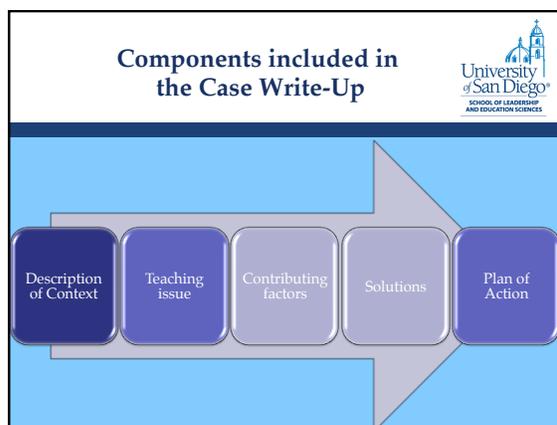
- ### Challenges when using Cases
- **Snapshot:** Using a case study provides a snapshot of a particular instance or lesson from a specific teacher, but cannot necessarily be extrapolated to every classroom environment or content area (Levin, 1995).
 - **Time:** Digging deeply into a case study can take a substantial period of time which many educators do not have the time for when they are required to teach a set amount of curriculum over the course of a semester; requires "more" preparation because it is student-centered - instructors need to know their students, the facts about the context, the research, anticipate responses, know how to give feedback, when to redirect discussion, all without being controlling and authoritative (Jackson, 1998).
 - **Unpredictable:** It can be challenging for teachers to release the reins (Jackson, 1998).
 - **Lack of Consistency:** There is no uniform way of employing the case method and facilitating the discussion.
 - **Lack of Research:** There is a lack of research on measuring teacher candidate reflective capacity, analytical skills, and how these case studies impact their instructional practice long-term.

- ### Considerations for Teaching with Cases
- Who** • Graduate Students / Novice Teachers
 - What** • Classroom issues from authentic classroom settings
 - When** • 4th semester of the program
 - Where** • Practicum course
 - Why** • Learn to frame teaching issues, listen carefully and respond constructively in a safe, open and trusting environment.
 - How** • Strategies for case analysis

Program Scope and Sequence

Coursework	Units
Psychological Foundations	3
Sociological Foundations	3
TESOL Specialization	12
Research Sequence	6
TESOL Practicum	3
Elective	3

*150+ hours embedded fieldwork / internship experience



Directions for case write-up

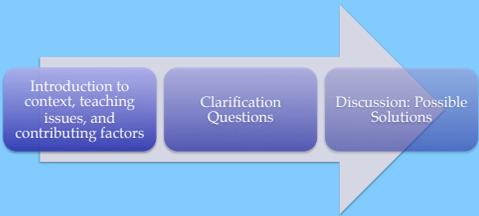


- 1) Description of the teaching context
- 2) Description of the particular case (e.g. teaching issue, classroom management issues, student learning issues)
- 3) Analysis of the factors that may be contributing to or influencing the case (theoretical, political, social, cultural influences)
- 4) Possible solutions and strengths and weaknesses of each
- 5) Conclusion – Plan of action and the rationale for the selection of a particular solution, implementation, and reflection.*



In the Seminar Class: Process





Description of a Case





Clarification Questions





Discussion: Possible Solutions





Concluding Thoughts: Benefits of Engaging in Case Method Teaching for the Teacher Educator



“In order to help another effectively, I must understand what (the student) understands. If I do not know that, my greater understanding will be of no help to (the student)...Instruction begins when you, the teacher, learn from the learner, put yourself in (the student’s) place so that you may understand what (your student) understands and in the way (your student) understands it...” - Kierkegaard, 1964.

“Teaching is a social art, necessarily involving a relationship between people; and the success of a teacher in the practice of his art depends upon his possessing that quality or attitude of mind which enables him to make the relationship between himself and his students a reciprocal one. Not all teaching should be done by the teacher. Not all learning should be done by the student (Gragg, 1940, p. 35).

Thank you



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