

---

## Research Reports

### **The Use of the Library of Video Excerpts (L.O.V.E.) in Personnel Preparation Programs**

*Ellen Trief and L. Penny Rosenblum*

A three-year, grant-funded program to create an online video clip library for personnel programs preparing teachers of students with visual impairments in the United States and Canada was launched in September 2014. The first author was the developer of the Library of Video Excerpts (L.O.V.E.) and collected over 300 video clips that were 8 to 10 minutes in length and demonstrated exemplary teaching by teachers of students with visual impairments. Over 100 video clips were selected for inclusion in L.O.V.E. These are accessible with the options of closed captioning as well as voice-over audio descriptions. They represent teaching for various age ranges—from early intervention programs through high school—and include such areas as literacy, braille reading and writing, mathematics, the Nemeth Braille Code for Mathematics and Science Notation, the abacus, technology, and science and social studies, as well as work with students who have severe and multiple disabilities. These topics were determined through a survey of personnel preparation programs in the field of visual impairment (Trief, Lengel, & Baecher, 2013).

The initial 300 video clips were peer reviewed by a team of 15 experts from across the United States and Canada. This advisory panel included leaders from personnel preparation programs as well as three administrators from programs that serve children with blindness and low vision. Each clip was reviewed by three members of the advisory

---

Special thanks to the Lavelle Fund for supporting this project.

board using a structured online questionnaire to evaluate content and usefulness for those in personnel preparation. The clips were reviewed online using a structured online Likert-scale protocol through the web-based tool Survey Monkey. The questions reviewers answered for each clip included rating the appropriateness of the subject matter, whether exemplary teaching skills were demonstrated by the teacher, the use of appropriate assessment strategies, rapport with students of the teacher, use of appropriate adaptations and modifications, and, finally, whether the evaluator would use the clip in one of her courses. If the clip received average ratings of 3 or greater on all of the questions by at least two of the three evaluators, it was saved and uploaded to the library.

Currently, the library has been accessed by 33 different universities, and one or more of the faculty at each university is using the video clips in courses for training teachers of students with visual impairments and in special education courses.

The use of video clips in personnel preparation programs can help to facilitate bringing theory to practice for teacher candidates who are beginning to learn how to work with students who are visually impaired. Although several other educational fields have used videos to show exemplary models to preservice teachers, such material has rarely been produced in the field of visual impairment (Atkins, 1998; Baker, 2005; Driver, Pullen, Kennedy, Williams, & Ely, 2014; Ling Wong, Wai Yung, Cheng, Lam, & Hodson, 2006).

The major reasons for using video clips are so prospective teachers can acquire pedagogical content knowledge and develop a deep understanding of specific kinds of learners. Most important is their exposure to many possible scenarios that can affect actual practice with learners (Eisenstein Ebsworth, Fenkous, Loyet, & Zimmerman, 2004; Wang & Hartley, 2003).

Another strong justification for the use of video clips for preservice training is that they offer instructors the ability to show their students many flexible teaching situations that can be presented during the face-to-face or online lectures in both methods and curriculum courses. The group analysis of expert teachers being viewed by prospective teachers provides a fertile ground for reflective discussion on best practices (Wang & Hartley, 2003).

This Research Report presents the findings from an online survey administered through Qualtrics to 55 participants who requested a protected password for the use of L.O.V.E. Approval to conduct the survey was received from Hunter College, City University of New York.

## **METHODS**

### ***Instrument***

The authors designed a brief survey that was available online for 8 weeks. It contained 11 questions designed to elicit information about participants' experience with the library. Four of the questions were forced choice and 5 were open ended. The survey questions are included in Box 1.

### ***Participants***

The participants were faculty from personnel preparation programs who had been provided access to the library by the first author starting in September 2014 through the start of the survey in January 2015. No demographic data was collected from participants, therefore, it is not possible to know which of the 33 universities where faculty had requested L.O.V.E. accounts were represented.

## **RESULTS**

Of the 55 participants who received the survey, 25 responded (45%). L.O.V.E. was used by 19 (76%) of the 25 participants. Seventeen participants reported two ways in which videos were used: sharing them in class (for

### **Survey questions**

1. Please indicate if you have used L.O.V.E. for your courses.  
Yes  
No
2. How have the students accessed the videos? Example: Through a link provided or in class?
3. If not yet, how likely are you to use the clips?  
Unlikely  
Very likely
4. Which courses have you used the videos in?
5. Which videos have you used in your courses? List by video number or type of clip.
6. Do the videos provide exemplary models of what you are teaching theoretically?  
Yes  
No
7. How many students from your program have viewed the videos thus far?
8. How have you used the video clips?
9. Please describe briefly how you are using the video clips and what prompts/questions you are asking for three of the videos. Include video number and/or topic.
10. A curriculum is being developed to go along with the clips. What would you like to see included in this curriculum? Example: Prompts such as identifying behavioral objective of the clip.
11. Would you be willing to pilot the curriculum next semester?  
Yes  
No

*Box 1*

---

instance, in a PowerPoint presentation) and providing a link to a video through a learning management system such as Blackboard. Nineteen (76%) of 25 participants reported they were very likely to use the video clips in their teaching, 1 participant (4%) was unlikely to, and 5 participants (20%) did not answer the question. When asked to report how many students in their programs have watched the videos to date, answers were provided by 18 participants (72%). Numbers reported ranged from 4 to 60 students, with 1 participant reporting 20 students from the “VI graduate program” and more than 100 students from “various special education majors learning about special education.” Several participants reported a range or a number followed by a plus sign. Thus, it is not possible to obtain the mean, median, or mode of the number of students who have viewed the video clips.

Participants were asked in which courses video clips have been used to date. Because each university has different names for their courses, and since participants were not asked to provide a list of content covered in the courses, grouping responses took careful consideration on the part of the authors. One participant indicated that she or he had not yet begun using the video clips, and another was not currently teaching because he or she became a program coordinator. Several participants listed topics, and others listed course titles. It is clear that the video clips have been used in introductory courses, methods or instructional strategies courses, augmentative and alternative communication courses, literacy courses, low vision courses, and courses focusing on children with multiple disabilities. When asked what video clips participants specifically used, there was variability in responses. Some participants listed specific video clip numbers, while most listed topics the video clips address. The video clips that were used with the highest frequency were focused on topics including braille, the

expanded core curriculum, and functional vision assessment.

When asked if the video clips provided exemplary teaching examples, 20 of 25 participants responded: 19 (76%) indicated yes and 1 (4%) indicated no. Of the 25 participants, only 1 participant (4%) used a video clip solely as an assignment, 12 participants (48%) used a video clip as a class activity, and 5 (20%) reported using video clips for both assignments and class activities. When asked to provide specific information on how they were using the video clips, 15 (60%) responded. Their responses are provided in Box 2.

## DISCUSSION

The purpose of the library was to provide teacher candidates with best practice examples for working with students who are visually impaired. The results of the survey indicate promising use of the video clips to enhance preservice training, not only in preparing teachers of students with visual impairments, but also for special education teacher preparation programs in general. Sharing the video clips outside of the field of visual impairment might help with recruitment of future teachers of students with visual impairment.

The most common ways in which respondents reported the video clips were being used was direct viewing during face-to-face class time; remote viewing through clips that were posted on a learning management system platform such as Blackboard; and direct viewing with the clips being embedded within a presentation—for example, embedded into a PowerPoint slide show. The three categories that were most frequently accessed from the library were braille, functional vision assessments, and the expanded core curriculum.

As an example of how a clip or clips might be used with prospective teachers, communication skills is a topic covered in a course on supporting students with multiple disabilities. For one discussion assignment,

---

## **Participant responses describing the ways in which they are using L.O.V.E. video clips.**

To identify one exemplary teaching technique to use in the student's practice. To identify one thing the student would do differently while teaching.

For this semester, I am just using them to augment class activities and topics. I wanted to see how the students might use them in their reflections and lesson planning activities.

I embed them in my class presentation and, if they are not exemplary, we discuss why I would do things differently.

Mostly we watch a video and talk about: (1) how the teacher modeled or provided instruction, (2) what they liked, and (3) what they might do differently or do next time to expand on the student's current abilities.

Since we are a distance education program, I haven't had the students watch the videos during our time together, but I had them view the videos so we could discuss them in class. . . The point of having them watch the video was for class discussion.

[Participant listed specific video clip numbers and the following activities:] (1) We complete Koenig & Holbrook sensory channels data collection forms, (2) We talk about routines, [and] (3) We talk about different tactile strategies including modeling and coactive signing.

We worked on objective writing with some. I used one to demonstrate tactile skills.

Will be used to show students images of students who are totally blind and who have low vision in TVI [teacher of students with visual impairments] sessions and identify ways to integrate O&M skills and concepts during TVI sessions to enhance learning in each area. My students frequently misunderstand the effects of low vision on learning and therefore struggle with developing lesson plans for students with low vision. My expectation is that viewing these videos will help with this.

Daily living: How does the presence of blindness impact independence in daily living skills. Multiple impairments: How does blindness with additional disabilities impact a student's ability for communication?

For the undergraduate class, I use the videos to show a population that most of the students are not familiar with (multiple disabilities) and provide examples of how teachers work with these students. For the graduate class (so far we have only had Eye Anatomy, though I plan to use the clips in other classes as well) the clips were helpful in watching pieces of an FVA [functional vision assessment] and providing students with examples of how the direct assessment of functional vision can occur.

Using as example of best practice and requiring my students to observe specific student behavior.

Braille videos . . . students need to list teaching strategies, materials, etc.

I'm using them as examples of how to conduct an FVA.

The videos are being used to demonstrate and show various skills/concepts that are discussed in class. A clip on daily living skills, for example, may be used to show how a TVI gives specific praise, shows modeling, and asks critical thinking questions or checking for student understanding.

*Box 2*

---

teacher candidates were asked to view a video clip from the library in which two students with dual sensory impairments participated in a mealtime routine. Using the course online discussion board, teacher candidates were asked to respond to this prompt: "What were your overall thoughts of the video? What strategies did the teacher use to facilitate communication and peer interaction? In addition, the students had a dual sensory impairment. How did the dual sensory impairment affect how the students and teacher interacted and communicated with each other?" Using the library's video clips to spark discussion that prompts teacher candidates to critically evaluate both student and adult behaviors and interactions is valuable. The video clips can also be used to allow teacher candidates to practice skills. The second author used a video clip in which a middle school student prepares a microwave pretzel in order to give teacher candidates in a methods course the opportunity to practice observing student behavior as they learned to complete a discrepancy analysis.

### **Limitations**

There are several limitations to this report. First, since the survey was anonymous it was not possible to know how many of the 33 universities whose 55 faculty members requested access to the library were represented in the study sample. Second, the library was open at the beginning of a semester, when faculty may have already selected materials to use for their courses. The survey followed at the end of the semester, so the faculty may not have had sufficient time to integrate the video clips into their teaching, especially since some courses are only taught once a year or even less frequently. Third, the survey did not gather information about why faculty who had not used the video clips had not done so. Finally, faculty were not asked to share their opinions about the quality of the video clips and the content of them as it

related to material covered in their personnel preparation program.

L.O.V.E. is being used by faculty who are preparing teachers of students with visual impairments in a variety of ways. Though still in its infancy, its impact is perceived as positive by the 25 individuals who completed the survey. As one respondent to the survey stated, "I am very satisfied with the variety of lessons being shown, the organization of the library, and the availability of these clips to show my class as the topics relate."

### **REFERENCES**

- Atkins, S. L. (1998). Windows of opportunity: Preservice teachers' perceptions of technology-based alternatives to field experiences. *Journal of Computers in Mathematics & Science Teaching, 17*(1), 95–105.
- Baker, E. A. (2005). Can preservice teacher education really help me grow as a literacy teacher?: Examining preservice teachers' perceptions of multimedia case-based instruction. *Journal of Technology & Teacher Education, 13*(3), 415–431.
- Driver, M. K., Pullen, P. C., Kennedy, M. J., Williams, M. C., & Ely, E. (2014). Using instructional technology to improve preservice teachers' knowledge of phonological awareness. *Teacher Education and Special Education: The Journal of the Teacher Education Division of the Council for Exceptional Children, 37*(4), 309–329.
- Eisenstein Ebsworth, M., Feknous, B., Loyet, D., & Zimmerman, S. (2004). Tape it yourself: Videotapes for teacher education. *ELT Journal, 58*(2), 145–152.
- Ling Wong, S., Wai Yung, B. H., Cheng, M. W., Lam, K. L., & Hodson, D. (2006). Setting the stage for developing pre-service teachers' conceptions of good science teaching: The role of classroom videos. *International Journal of Science Education, 28*(1), 1–24. doi: 10.1080/09500690500239805
- Trief, E., Lengel, J., & Baecher, L. (2013). A national video library for teacher prepara-

---

tion in visual impairment. *Journal of Visual Impairment & Blindness*, 107, 55–59.

Wang, J. and Hartley, K. (2003). Video technology as a support for teacher education reform. *Journal of Technology and Teacher Education*, 11(1), 105–134.

---

**Ellen Trief, Ed.D.**, professor, Programs in Blind and Visually Impaired and Severe/Multiple Disabilities, Department of Special Education, Hunter College, City University of New York, 695 Park Avenue, New York, NY 10065; e-mail: <etrief@hunter.cuny.edu>. **L. Penny Rosenblum, Ph.D.**, professor of practice, Department of Disability and Psychoeducational Studies, University of Arizona, P.O. Box 210069, Tucson, AZ 85721; e-mail: <rosenblu@u.arizona.edu>.