

## **Evaluation report on teacher training program in Hong Kong Institute of Technology (HKIT)**

The original plan of evaluation mechanism of teacher training program in HKIT involved the pre- and post-measures on teachers' attitude and knowledge on special educational needs (SEN) (see Appendix A to D). Since some of the teachers reflected that pre- and post-measures on their knowledge and attitude on SEN made them feel stressful; and the external educational specialists also commented that the "test-like" format of pre- and post-measures may discourage some of the teachers in participating the teacher training program, therefore, QESS project team evaluate the effectiveness of the teacher training program based on the perceived change in attitude and knowledge of the teachers. Although the current evaluation mechanism apparently less objective, it is more humanistic and help creating more harmonious environment in the teacher training program.

The sample of the evaluation form is attached in the current report (see Appendix E). The evaluation form were distributed at the end of the program. Four items (i.e. item 1 to 4) were related to course content. Three items (i.e. item 5 to 7) were related to the quality of the trainer. One item (i.e. item 8) was related to facilities. Two items (i.e. item 9 to 10) were related to schedule of the program. Two items (i.e. item 11 to 12) were related to the perceived change of the teachers after the program (i.e. knowledge and attitude on students with SEN). Three open-ended questions (i.e. item 13 to 15) were designed to obtain participants' detailed comments on the program. Mean score of each aspect were reported.

### Methods

The questionnaires (see Appendix E) were distributed to all of the participating teachers (i.e. 16) in electronic version or pencil-and-paper version. The content in electronic form and pencil-and-paper version is identical. Teachers were reminded to complete all of the questions in the questionnaire. 15 of the teachers completed and returned the questionnaire to the QESS team members. Data was collected in anonymous basis.

The raw data collected from the teachers were calculated into composite scores. Satisfaction of teachers on the training content was assessed by average score of item 1 to 4. Satisfaction of teachers on the trainers was assessed by average score of item 5 to 7. Satisfaction of teachers on the logistic arrangement

was assessed by average score of item 8 to 10. Perceived changes of the teachers was assessed separately by the individual score of item 11 and 12 respectively.

For the qualitative data, the data was analyzed by the common themes of the participating teachers.

## Results

### **1. Satisfaction of teachers on the training content**

It was assessed by average score of item 1 to 4 of the participating teachers, which was 4.2 in a 5-point scale. It reflected that the teachers have satisfied on the training content.

### **2. Satisfaction of teachers on the trainers**

It was assessed by average score of item 5 to 7 of the participating teachers, which was 4.42 in a 5-point scale. The composite score of this category is the highest among all of the categories. It reflected that the teachers have satisfied on the quality of the trainers.

### **3. Satisfaction of teachers on the logistic arrangement**

It was assessed by average score of item 8 to 10 of the participating teachers, which was 4.0 in a 5-point scale. It reflected that the teachers have satisfied on the logistic arrangement of the program.

### **4. Perceived change on SEN related knowledge**

It was assessed by the individual score of item 11, which was 4.0 in a 5-point scale. It reflected that the teachers can gain SEN related knowledge through the training program.

### **5. Perceived change on attitude towards SEN students**

It was assessed by the individual score of item 12, which was 4.27 in a 5-point scale. It reflected that the teachers have more positive attitude towards SEN students after the training program.

## **6. The element in the teacher training program that impressed the teachers**

Three of the teachers responded that coping strategies and teaching methods are impressive to them, as it can be used in mainstream classroom, on both SEN and non-SEN students.

Three of the teachers responded that the assistive technology introduced in the program, as it can facilitate students' learning and interactive delivery in the classroom.

Two of them has shown their appreciation on the general characteristics of SEN students, as they can have better understanding to the needs of SEN students.

## **7. Potential improvement of the program**

Three of the teachers reflected that more practical skills for dealing with SEN students is needed in the future workshops.

Four of the teachers reflected that the program delivery can be improved by using multiple resources, such as video, case sharing from guest speakers, examples; as well as using a better projector.

One of the teachers reflected that the duration of the program should be improved. However, he/ she did not mentioned whether the program should be shortened or lengthened.

## **8. Overall comments**

Two of the teachers has shown their general appreciation on the overall performance of the team and the program. One of the teachers has reflected that he/she cannot really catch the main point of each session.

## **9. Conclusion**

The teacher training program is successful regarding to the participation rate and the involvement of the teachers. Most of the teachers found that teaching methods and coping strategies are the most impressive for them. It is suggested that these parts can be reserved in coming training program in the future.

Most of the teachers commented on the program delivery and content of the program. They suggested that the program can be improved by adding more practical skills and delivering the content through multimedia. It is suggested that video can be added to illustrate the characteristics of the SEN

conditions, such as video of the study life of a typical students with autism spectrum disorders. Additionally, the duration of the part “coping strategy” can be lengthened to include more practical skills in the future workshop. The presentation of the program can also be improved through presenting the theme and the expected learning outcome of each session.

Appendix A

*Multiple choice questions for assessing teachers' knowledge on SEN (pre-test)*

Item Sample (Please circle the correct answer)
<p>1. The term “Specific learning disorders” .....</p> <p>(A) Includes cognitive deficit due to brain injury and car accident (B) Includes dyslexia and mathematical difficulty (C) Includes students who performs poorly in their examinations due to lack of schooling</p> <p>a. (A) only b. (B) only c. (C) only d. All of above</p>
<p>2. “All students with dyslexia writes mirror words”. This statement is.....</p> <p>a. True. “Writing mirror words” is the core deficit of dyslexia. b. True. As students with dyslexia like writing mirror words. c. False. Some, but not all, of the students with dyslexia write mirror words.</p>
<p>3. “Dyslexia is due to poor attitude in learning”. This statement is.....</p> <p>a. True. Students with dyslexia do not like learning and reading, that’s why they are living with dyslexia. b. False. Students with dyslexia grew up in families with poor parenting styles. c. False. Dyslexia has its neurological basis.</p>
<p>4. Students with autism spectrum disorders are.....</p> <p>a. Having deficits in social interaction b. Simply fear of social interaction c. Aggressive d. All grown up in families with high income and little parental guidance</p>

5. Students with autism spectrum disorders.....

- a. Can be cured through maturation, no intervention is needed
- b. Can be cured through appropriate interventions, such as medication
- c. Cannot be cured, but their situations can be improved through interventions like social skills training

6. Students with attention deficit/ hyperactivity disorders are.....

- a. Overwhelmed by hallucinations
- b. Simply naughty
- c. All running around the classroom or playing with mobile phone
- d. None of the above

7. Which of the following is the possible etiology of attentional deficit/ hyperactivity disorders?

- a. Abnormal development in brain
- b. Students' personal values (i.e. feeling proud of being naughty in the class)
- c. Poor parenting
- d. Students' attitude (i.e. feeling hopeless to their school-works)

## Appendix B

### *Multiple choice questions for assessing teachers' knowledge on SEN (post-test)*

Item Sample (Please circle the correct answer)
1. The term “Specific learning disorders” .....
a. Includes cases with brain injury in adulthood b. Includes cases with poor schooling in childhood c. Excludes cases with brain injury in adulthood
2. Which are the following is the major deficits in students with dyslexia in Chinese?
a. Morphological awareness b. Phonological awareness c. Visual impairment d. Hearing impairment
3. Which are the following is the correct statement of dyslexia?
a. Dyslexia can be cured naturally with maturation b. All students with dyslexia write mirror words c. Dyslexia has its neurological basis d. Dyslexia is due to poor parenting styles
4. Students with autism spectrum disorders are.....
a. Simply dislike interacting with peers b. All gifted at the same time c. Having deficits in social interaction d. All naughty
5. Students with autism spectrum disorders can be .....
a. Cured by medication b. Cured by social skills training c. Cured by naturalistic therapy

d. Treated by social skills training

6. For attention deficit/ hyperactivity disorders.....

- a. They are three types: Inattention type, hyperactive type and combined type, they are differ in symptoms
- b. They are three types: Inattention type, hyperactive type and combined type, they are the same in symptoms
- c. They are two types: Inattention type and hyperactive type, they are the same in symptoms
- d. They are two types: Inattention type and hyperactive type, students with inattentive type love running around the classroom

7. Attentional deficit/ hyperactivity disorders.....

- a. Is due to poor attitude
- b. Is due to co-morbid dyslexia
- c. Is related to poor parenting
- d. Has its neurological basis



## Appendix C

### *Questionnaire about attitude on working with SEN students*

Item Sample	
1. For students with special educational needs, studying in mainstream schools (e.g. HKIT) is more preferable than special school.	1 / 2 / 3 / 4 / 5
2. Students with special educational needs should be allowed to attend mainstream schools (e.g. HKIT).	1 / 2 / 3 / 4 / 5
3. Students with special educational needs are often unmotivated.	1 / 2 / 3 / 4 / 5
4. Students with special educational needs cannot really benefit from education.	1 / 2 / 3 / 4 / 5
(Note: 1 = strongly disagree; 2 = disagree; 3 = undecided; 4 = agree; 5 = strongly agree)	

## Appendix D

### Questionnaire about behavior change on teachers

Item Sample	
1. I tried to apply the skills that learnt from teacher training program in my teaching.	1 / 2 / 3 / 4 / 5
2. I showed empathy to the students with special educational needs.	1 / 2 / 3 / 4 / 5
(Note: 1 = strongly disagree; 2 = disagree; 3 = undecided; 4 = agree; 5 = strongly agree)	

## Appendix E

### *Questionnaire Sample - Teacher's level of satisfaction (at the end of the program)*

Item Sample	
1. I think that the content of the program is interesting.	1 / 2 / 3 / 4 / 5
2. I think that the content of the program is relevant.	1 / 2 / 3 / 4 / 5
3. I think that the content of the program is useful.	1 / 2 / 3 / 4 / 5
4. I think that the content of the program is comprehensive.	1 / 2 / 3 / 4 / 5
5. I think that the trainer in the program is knowledgeable on the field of special educational needs.	1 / 2 / 3 / 4 / 5
6. I think the trainer in the program had good preparation on the program (i.e. handouts and PowerPoint).	1 / 2 / 3 / 4 / 5
7. I think the trainer in the program facilitated a good atmosphere of learning and discussion.	1 / 2 / 3 / 4 / 5
8. I think the venue of the program is convenient for me.	1 / 2 / 3 / 4 / 5
9. I think the selection of the timeslot of the program is appropriate.	1 / 2 / 3 / 4 / 5
10. I think the length of the program is appropriate.	1 / 2 / 3 / 4 / 5
11. After the program, I feel that my knowledge on working with students with special educational needs has been improved.	1 / 2 / 3 / 4 / 5
12. After the program, I feel that my attitude on students with special educational needs became more positive.	1 / 2 / 3 / 4 / 5
(Note: 1 = strongly disagree; 2 = disagree; 3 = undecided; 4 = agree; 5 = strongly agree)	

13. What is the element in the current program impressed you the most?

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14. What do you think the current program can be improved?

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15. Do you have any other comments on the program?

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