



OSKAR-SpEd method to empower educators in teaching diverse-ability students

ABSTRACT

Knowledge is easier to intervene with than skills. **Effective teacher education requires mastery of both teaching knowledge and teaching skills.** However, mastering teaching skills is more difficult because it requires the implementation of knowledge and the ability to respond to immediate teaching situations. **In teacher training programmes, very often, the mastery of teaching skills is not emphasised until the final year of study, when it may be too late for the teacher trainee to acquire the teaching skills,** especially when they are required to teach students with diverse learning needs in the field of special education.

OSKAR represents Outcome, Scale, Know-How, Affirm-Action, and Review. McKergow and Jackson (2002) described it as a personal development coaching model. The OSKAR method has not yet been extensively implemented in education. OSKAR-SpEd modifies the original OSKAR method's guiding questions to assist special educators increase their knowledge and skills of teaching students with diverse abilities. The OSKAR-SpEd method permits lecturers to provide instructional feedback while students take responsibility for their action plans in a series of mock teaching.

The OSKAR-SpEd method was incorporated in undergraduate and professional development courses from **2018 to 2023**. Three studies involving community teachers from NGOs (n=141), undergraduate teacher trainees (n=91), and in-service teachers (n=89) were carried out. The results of all studies show that taking courses that integrated the OSKAR-SpEd transformative teaching method led to **statistically significant changes in knowledge and skills** in teaching students with special educational needs ($p < .000$), indicating modest to medium effects. Additionally, **73% of the teachers provided feedback that the courses were better than other courses** previously attended.

OBJECTIVE

- OSKAR-SpEd is a **transformative and engaging learning process**. The lecturers provide instructional feedback to the teacher trainees as they participate in **experiential learning**.
- OSKAR-SpEd provides the option of **situation-based teaching and learning** in the context of knowledge application in higher education, specifically in teacher training.



ADDED VALUES

rapport-building	being present	effective communication skills
displaying empathy	collaboration and facilitation	



USEFULNESS

OSKAR-SpEd is designed to help current teachers and future educators better serve students with a range of special educational needs. With a focus on the principles of quality, equality, availability, accessibility, affordability, and appropriateness, the implementation of OSKAR-SpEd method is in line with the mission to reform higher education for a sustainable tomorrow.



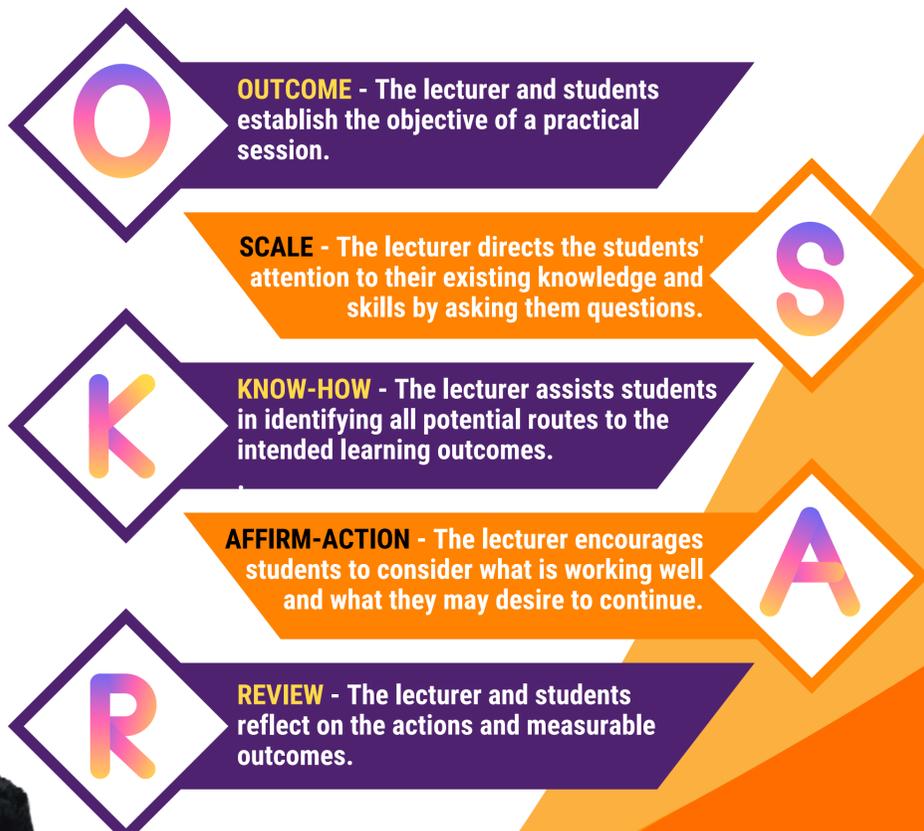
COMMERCIALIZATION POTENTIAL

OSKAR-SpEd method had been integrated in two large-scale teacher training programs from 2018-2023. More than 500 teachers were trained using this method and positive changes in knowledge and skills were recorded within one-month duration, supporting its time and cost efficiency. **One international grant and one national grant were received to support above-mentioned programs, with a total value of RM375,000.**



RECOGNITION

The programs which integrated OSKAR-SpEd method had received 7 innovation awards and 1 SSCI Q1 Publication.



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