

## Teacher Training and Professional Development in Special Education

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### ABSTRACT

The purpose of this study is to explore how special educators feel that their participation in workshop-based digital storytelling enhances their professional growth in relation to inclusive teaching. This study evaluates a US smart ecosystem learning and engagement platform to support teachers during workshop-based digital storytelling. We used a convergent parallel mixed-methods research design with a high school, which showed that the Seli smart learning platform showed good usability as a teaching aid during a workshop-based digital storytelling pedagogical process. In addition, two themes emerge related to workshop-based digital storytelling and driving change through digital storytelling to create a more inclusive environment. The teachers who participated in the interview were optimistic about the introduction of summer time. They expressed that the workshop used different ways of expression, listening and creating others stories and learning through DST. Teacher could reflect on their thoughts on the use of DST in relation to its potential impact on engagement in the classroom, promoting meaningful learning and effective practices used in the classroom.

**Keywords:** *Special educators, digital storytelling, inclusive teaching, research design, effective practices, promoting meaningful learning*

Inclusive education has long been discussed as the need to transform school assumptions, systems and procedures with new ways of thinking and working to support all learners rather than "the majority and some". A challenging question is how teachers can best prepare themselves to better work with an increasingly diverse student body. Therefore, continuous professional development opportunities for teachers focused on inclusive education are essential. In addition, innovative training opportunities for mid-career teachers through continuous professional development (CPD) can play a key role in promoting inclusive change in education systems. In addition, this study reflects the results of the recently completed international research project SELI (Smart Ecosystem for Learning and Inclusion). The aim of the SELI project was to identify the challenges in using ICT as a tool

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for learning and engagement and to initiate a broad stakeholder dialogue and consultation to find possible educational, technical and commercial solutions to the challenge.

### **MATERIALS AND METHODS**

#### **A) Research design**

In this observe, we used a convergent parallel mixed-technique design. a convergent parallel mixed-technique design.

#### **B) Participants**

Participants have been secondary faculty instructors running with college students with listening to disabilities in unique training schools. These instructors consisted of 38 ladies and 9 men of their mid-career (five to fifteen years' experience). In addition, in the qualitative a part of the studies, 3 girl and one male volunteer participated withinside the observe.

#### **C) Data series and analysis**

Firstly, the studies group dispensed the broadcast model of the USE questionnaire to instructors on the quit of the workshop procedure for quantitative statistics series. We then collected statistics in an internet document. The college moral fee furnished moral approval, and contributors gave knowledgeable consent at some point of the SELI clever getting to know platform to take part withinside the observe.

#### **D) Results**

Besides, the study explores the usability of the SELI smart learning platform and teachers' perceptions of using workshop-based DST for inclusive education. [1]

#### ***Usability of SELI learning platform***

The excessive outcomes of usefulness, ease of use, ease of mastering, and pleasure show that the customers be given the SELI clever mastering platform. The Smart Ecosystem for Learning and Inclusion (SELI) platform's usability for helping educators withinside the workshop-primarily based totally virtual storytelling system is the difficulty of this take a look at. With forty-seven secondary college instructors withinside the Dominican Republic who paintings with disabled students, we hired a convergent parallel mixed-approach studies design. According to the findings of this take a look at, the SELI clever mastering platform had proven exceptional usability in helping educators withinside the workshop-primarily based totally virtual storytelling pedagogical system. In addition, topics get up with regard to how studio primarily based totally automated narrating can upload to educator talented development for advancing complete training. The next subjects are communicating, tuning in, and mastering via superior narrating; furthermore, using alternate with superior narrating to set up extra complete conditions. Educators who partook withinside the conferences have been hopeful approximately DST execution. They communicated that the studio labored for diverse techniques of articulation, tuning in from and associating with unique stories, and mastering via DST. Also, educators ought to replicate their notion concerning regarding DST regarding its viable impact on attention withinside the homerooms for using alternate, constructing sizable mastering, and persuasive exercise whilst applied withinside the take a look at hall.[2]

#### ***Workshop-based DST as a way of enjoyment for driving change for inclusive education***

Data analysis resulted in overarching themes as a enjoyment of expressing listening and learning through dst and b driving change with dst to being able to create more inclusive

environments emotions and digital storytelling dst both play a significant role in the processes of learning and teaching feelings are likewise significant for dst there is at present a lot of interest in how feeling and dst are tended to together in training how relations are laid out how they are grounded and what the results are there is a requirement for an efficient survey concentrate on to track down replies to these inquiries and to provide guidance to new explores this efficient survey concentrate on presents an outline of feeling and dst research patterns regarding their socioeconomics research foci and issues in an instructive setting how they are hypothetically grounded and their results using a mixed-methods approach that combined systematic mapping and systematic review 70 research articles were examined in the examinations checked on dst serves close to home results as a learning plan multimodal instructional method educational strategy practice or device for understudies educators grown-ups and families dst provides a safe space emotional connection engagement and experience upholds the advancement of self-elements like self-reflection and mindfulness of feelings enables empathy and emotional sharing whats more creates close to home abilities in the mastering educating process whats more it is observed that there are lacks in the hypothetical structures of the examinations[3]

### ***Enjoyment of expressing, listening, and learning through DST***

It became exciting due to the fact you may specific ideas, now no longer always textually. A lady trainer stated: I recognized myself with the tale of inclusion, as that is what I enjoy each day in my center.” (P4) These non-public and expert memories made P3 connect to memories and assemble her know-how of inclusion: I want to see how to narrate what I like and don’t like and to apprehend the memories of inclusion. I recognized with my CONADIS colleagues’ memories (P3) Teachers can also analyze something associated with inclusive training at some stage in memories with the aid of using figuring out themselves with others’ memories as a particularly instructional enjoy “how something easy leads you to discover remarkable studying.” [4]

### ***Driving change with DST to create more inclusive environments***

Most of the lecturers highlighted DST as supplying an inclusive gaining knowledge of method. Trust constructed at some point of the tale circle allowed instructors a area wherein they might percentage responsibilities without feeling deficient, “I found out that it is straightforward for me to inform a tale to sell a gaining knowledge of method for the children” (P3). My tale is associated with what we do, what we need to do, and on the way to differentiate what's integration with inclusion, to assure a first-rate of coaching and gaining knowledge of. I found out I should manage ICTs higher to have them as handy tools.” (P4) The cost of DST for the gaining knowledge of method is emphasised with the aid of using instructors now no longer simplest that specialize in its virtual size however additionally growing an interactive, social, collaborative surroundings. DST workshop exercise furnished a area for building collective understanding and expert increase that instructors idea may be transferred to the lecture room. The instructors’ desire to switch what they found out withinside the workshop to the lecture room placing changed into clean whilst P2 spoke approximately her dedication to contributing to training: I actually have found out that it's far important to provide extra from ourselves to hold assisting and contributing to training in order that the training is interactive and generate a surroundings of collective understanding construction. I found out approximately new technology that may be implemented withinside the lecture room to innovate lessons.” (P2) It is viable to companion the inclusiveness of DST with the variety of formats, with content material furnished as each audio and visual. Most of the teacher’s noticed the capability of tales to boom recognition approximately inclusion. Indeed, there has been an unmistakable

experience of inclusion in all of the tales because the DST workshop constructed across the context of inclusion. It (DST) lets in us to apply our instance as a method for gaining knowledge of thru DST, and the testimony will function a version for others. I might now no longer alternate it due to the fact I just like the one I use, and I do now no longer see any trouble with it. makes it clean that all of us is different, and if we're aware about this, we are able to create extra inclusive environments (P4) However, maintaining the tale as it's far being now no longer usually the case due to the fact there are more than one tales one may inform withinside the context of inclusion, While those instructors found out the DST workshop method and product as a tale, widespread dedication fashioned their motivation to “force alternate” with DST to be “capable of create extra inclusive environments.” [5]

### **DISCUSSION**

Acknowledging short-time period academic workshops is a crucial a part of persevering with expert improvement. Participants loved sharing their memories, and that they felt influenced and empowered whilst paying attention to the memories of others pronounced that pre-carrier instructors located virtual tale advent makes a direction Differently from preceding research that had an emphasis at the development of virtual literacy abilities thru DST, on this look at, instructors perceived DST as a manner of the usage of ”new findings of the prevailing look at are in step with the research pronounced use of DST in inclusive methodologies as an tool of positive and experiential studying primarily based totally at the variety of every pupil) and a manner of taking off exceptional studying channels. Therefore, inclusive training become the primary subject matter of the DST workshop, which aimed to offer studying possibilities thru instructors’ memories. Although the Covid 19 instances found out inequalities in get admission to training as a result of get admission to era and on-line delivery, in which coaching techniques might not constantly cope with the pupil voice with an appreciation in their culture, DST may be an answer for instructors studying to make feel of inclusive training. Apart from this technical or technological aspect, imposing workshop-primarily based totally DST allows the cost of listening, because it affords a couple of approaches of expression, which lets in connecting with different memories in a selected subject matter which include inclusion. During the implementation of the DST workshop, members had a collaboration in phrases of deciphering signal language. Facilitators in small agencies joined the verbal exchange in an identical participation principle. Creating such studying environments and co-innovative behavior profits significance for each college students and educators. Teachers expressed open interest approximately every others memories by “identifying” themselves with the memories of inclusion associated with their paintings contexts. Sharing memories allowed collaboration with and studying from friends during sharing memories of inclusion which furnished a limitless possibility for instructors to align era with significant context for studying which may be referred to as a significant era-included approach. However, the lecturers withinside the the gift look at search for new approaches to extrade conventional practices. Conclusion to attain sustainability in inclusive training, name for in depth personnel schooling and persevering with expert improvement to sufficiently put together instructors for inclusive training. Our instance of the usage of DST to decorate instructors’ expert improvement demonstrates the advantages of sharing memories for reflecting and knowledge inclusion thru numerous memories from the Dominican Republic. When facilitating DST workshops, there are regulations and dangers as facilitators want to be assured with the system and technology to assist clear up technical troubles and guide members thru moral issues. This exercise allowed listening variations amongst diverse degrees of stakeholders for selling inclusive training

## CONCLUSION

To achieve sustainability in inclusive education, call for intensive staff training and continuing professional development to sufficiently prepare teachers for inclusive education. Our example of using DST to enhance teachers' professional development demonstrates the benefits of sharing stories for reflecting and understanding inclusion through diverse stories from the Dominican Republic. When facilitating DST workshops, there are restrictions and risks as facilitators need to be confident with the process and technologies to help solve technical problems and support participants through ethical issues. This practice allowed listening differences among various levels of stakeholders for promoting inclusive education.

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### **Conflict of Interest**

The author(s) declared no conflict of interest.

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