



Cap sur l'école inclusive
en Europe



Best Practices

Video Tutorial

Section R of the training module

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1/ Context

The best practice "video tutorial" was born to help the family of a pupil with pervasive developmental disorders (F 84.9) with math homework at home.

In this case, there were multiplications and divisions in columns.

This best practice has been successfully tested in the primary school of Basilicogioiano - Parma - Italy.

The involved child had learned how to multiply and divide in columns, but he was not sure of himself yet, so he had to be encouraged and guided at times by the teacher.

The family did not know how to do the same at home despite the fact that the teachers gave them guidance and advice. From this came the idea of creating video tutorials to be sent to parents in order to show them how the teacher works with the child so they can do the same at home.

2/ Goals

This best practice's goals are:

- 1) Helping the family with following the child in his/her homework.
- 2) Avoiding creating confusion in the child by giving him/her different and sometimes contradictory instructions.
- 3) Giving the child an opportunity to review his/her performance, analyse it and evaluate him/herself.

3/ « Best practice » conduct

Once the idea was proposed and approved by the family, the child is proposed to make a video to send to the parents, in order to show them how one poses multiplications and divisions in columns.

The teacher records the child (showing only his/her hands) while performing a mathematical operation such as a multiplication.

As the child performs the operation, he/she verbalizes each step and, in case of difficulty, is verbally guided by the teacher.

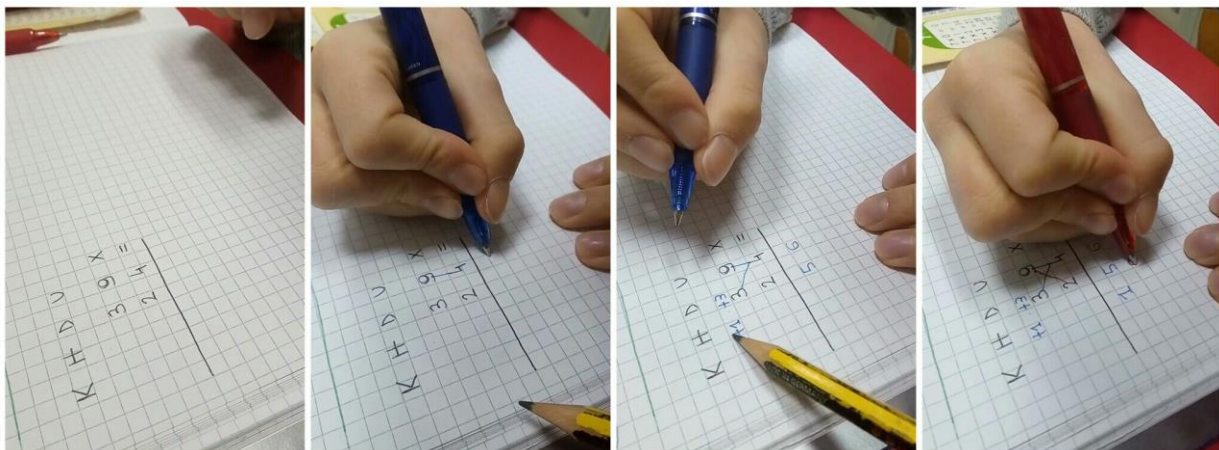
At the end of the video captures, the child and the teacher watch the video, examine it and comment on it together.

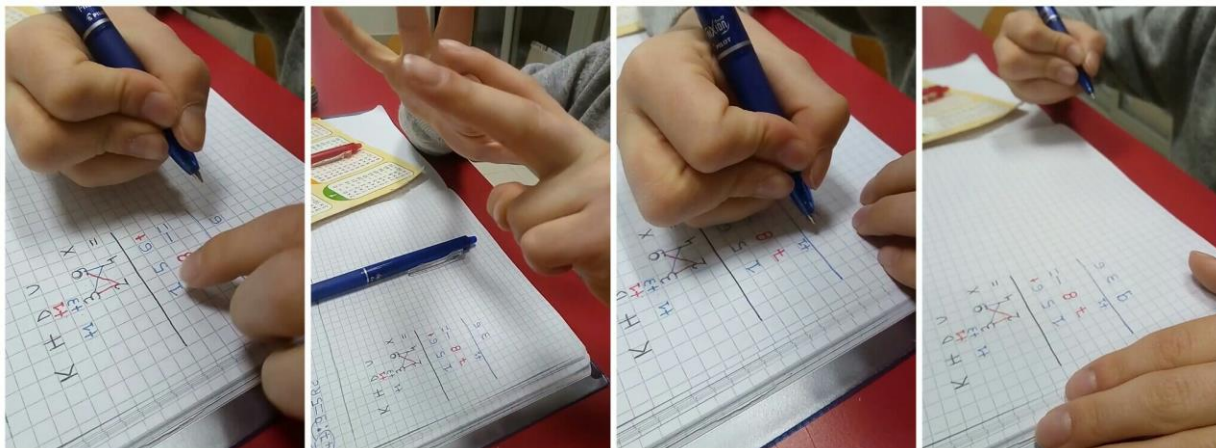
The video is finally sent to parents so they can see it and understand how the child should be guided.

In order to implement this best practice, several conditions are necessary:

- 1) Establishing a relation of trust and collaboration with the family
- 2) Accessing a video making tool and also an internet connexion in order to send it to the family.
- 3) The family should have an internet connection to be able to download the video and a computer, a tablet or a smartphone to watch.

Following are some pictures from the videotapes.





4/ Evaluation of best practice

This "best practice" had a positive impact on the family, on the pupil and also on teachers.

The family managed to follow the child in his homework.

The child successfully consolidated the calculation procedure, with a positive impact on self-esteem.

By examining the videos with the teacher, the child was able to observe and evaluate himself (metacognition).

The teacher had the opportunity to work on metacognition, to strengthen the relationship of trust and collaboration with the family and also to achieve the objectives more quickly.

The parents showed the videos to the neuropsychiatrist who took care of the child. The neuropsychiatrist was able to see directly how the child works in school and found it very useful; we can say that this best practice had another unexpected positive impact.

5/ Limitations