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Article 5

A Model of Pedagogy for Beginning Counselor Educators

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Counseling education programs throughout the country are preparing for a new standard from the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Section I, Standard W.2 requires faculty members to "have earned doctoral degrees in counselor education and supervision, preferably from a CACREP-accredited program, or have been employed as full-time faculty members in a counselor education program for a minimum of one full academic year before July 1, 2013" (CACREP, 2009, p. 6).

Counselor educators invest time creating their own counseling theoretical orientation and also take time to develop a pedagogical model. Knowing the process takes time, the author provides a framework to facilitate the transition from doctoral student to professor of counselor education. A flexible pedagogical model could ease the stress of teaching, soon after enduring the rigors of the dissertation. What a pedagogical model is or should be is not clear, but the need for diverse teaching strategies exists (Sacks, Earle, Prnjat, Jarrett, & Mendes, 2002). Using multiple teaching strategies is foundational to a learner-focused pedagogy. Granello and Hazler (1998) believe that a learner-focused pedagogy "allows for the less hierarchical and more flexible structure that would seem to fit counselor education students" (p. 93).

A Pedagogical Model

The integrative case study model supports beginning counselor educators. The model is flexible and accommodates an educator's teaching style and students' preferred learning styles. The amount of time spent on each teaching strategy or the variability of use of each technique is totally dependent on the focus of the lesson and the educator's teaching preference. The integrative case study teaching approach incorporates behaviorism, cognitivism, and constructivism considered the three most important theories in the field of instructional design (Shulman, 1996). The case study is the foundation of the model. Supportive instructional strategies intentionally alternate from active to passive learning activities that focus on and draw insight from the case study.

Instructional Strategies

Good pedagogy requires a teacher to have a broad range of strategies and an awareness of what creates student learning in a specific content area (Chapuis, 2003). "Highly accomplished teachers, first and foremost, have a mix of practical skills and theoretical understandings. In order to teach effectively, one needs both knowledge of content and knowledge of pedagogy" (Lovat & Mackenzie, 2005, p. 2). The integrative case study approach utilizes instructional sequencing of seven strategies and theories designed to address the various learning patterns of students. Beginning with the individual/independent homework on the case study, students progress through small group, large group discussion, mini lecture, video demonstration, role-play, and reflection/journal writing.

Individual Preparation of Case Study

Corey (1999) identified two learning objectives for an individual student's preparation: to contribute to the discussion and to be open to learn from other members in the group. "To maximize the benefit… of this group process it is extremely important not to skip or skimp on the individual [case] preparation beforehand…you will deprive yourself of the opportunity to practice the very skills that you wanted to obtain when you enrolled" (Hammond, 2002, p. 3). Case educators provide students with some general guidelines to help prepare a case. Hammond's (2002) recommendations are:

1. scan the case,
2. read the case a second time carefully and highlight facts and write marginal notes,
3. write out key problems or issues,
4. identify the relevant material,
5. do appropriate research analysis, and
6. develop recommendations with supporting data.

Hammond also elaborated on several of the benefits of advance preparation for the learner: 1) helps to engage in the discussion, 2) forces decisions, 3) promotes shared experiences, 4) connects the past, 5) builds foundation for future learning, and 6) enhances personal growth. The effects of advance preparation extend to the instructor and to the entire class. A weekly case study is assigned as homework.

Small Group Discussion

Harrington (1999) wrote:

> The knowledge of most worth is brought into being dialogically. It is said and heard in multiple ways - transformed in the sharing - enriched through the multiplicity. Dialogue allows students to become aware what they share in common, as well as the uniqueness of each of them as individuals. (p. 16)

Generally, effective small groups have three or four members. Instructors may assign groups or let the groups form naturally and may choose to keep the same groups together for a semester or rotate members.

Springer, Stanne, and Donovan (1997) conducted a meta-analysis on small group learning. The literature search produced 383 reports and only 39 studies met the empirical research design criteria. The results suggest that students "who learn in small groups generally demonstrate greater academic achievement, express more favorable attitudes toward learning, and persist through SMET [science, math, and engineering training] courses or programs to a greater extent than their more traditionally taught counterparts" (p. 7). Herreid (1997) added that participating in a small group gives learners an opportunity to test their ideas ahead of time before sharing in a large group. The time allotted for small group discussion varies from 15 to 20 minutes depending on the number of discussion questions assigned in the case study.

Entire Class Discussion

Case discussion fosters critical thinking; encourages student responsibility for learning; transfers information, concepts, and techniques; develops a command of specific material; blends cognitive and affective learning; enlivens the classroom dynamic; develops collaboration skills; and teaches, questions, and enhances self-directed learning (Boehrer & Linsky, 1990). To facilitate the group process create a positive learning environment by helping students get to know each other, setting an example of respect, and celebrating individual differences (Roehling et al., 2011). According to Golich, Boyer, Franko, and Lamy (2000), learning is more effective if students explore and create knowledge by being involved in intense interaction among students in a group.

Some advantages of classroom discussion are (Cashin & McKnight 1986):

1. provides feedback about student learning—interactions reveal students' understanding,
2. allows students to use higher-order thinking skills—exploration and refinement of ideas,
3. helps learner to reevaluate interests and values—assessment could cause change of attitude, and
4. promotes active learner participation—involvement increases motivation to learn.

Classroom discussions move quickly because students spent time in small group and are confident of their responses (10 to 15 minutes). Students rotate offering their small group's processed ideas, giving voice to each individual in class.

Mini Lecture

McKeachie, Pintrich, Yi-Guang, and Smith (1986), using research to compare the effectiveness of lectures and discussions, reported that there is no difference between lectures and discussions in knowledge-level learning acquisition but found that in measures of retention of information, transfer of knowledge, problem solving skills, thinking, attitude change, and motivation, discussion methods were more effective than lecture. Frederick (1994) found that classroom discussion is the second most frequently used method of teaching and he believes that it is also the most challenging teaching method for college and university teachers. Schapiro (2003) stated that students help the instructor through processing the group's perspectives and by challenging their own views, a process that lessens the burden of faculty's role as the sole catalyst.

Walker and McKeachie (1967) identified two strengths of the lecture approach: 1) the communication of genuine interest of the subject matter, and 2) the presentation of the latest developments. In this high-tech age, the lecture format not only provides the most current knowledge on the topic but also places the responsibility on the professor to filter and organize the massive data available on a daily basis. Research indicates that a slight modification during lecture (e.g., taking three 2-minute breaks for students to combine their notes) increases student learning (Ruhl, Hughes, & Schloss, 1987). Bonwell and Eison (1991) described two types of lectures:

1. The feedback lecture—give a mini lecture, break into small groups and discuss using a study guide, and follow with a second mini lecture, and
2. The guided lecture—lecture for 20 to 30 minutes, allow students to listen without taking notes, ask students to write for 5 minutes, and then, get students into small groups to clarify and expand notes.

A mini lecture of 20 minutes also enhances learning for the audio/visual learner.

Video Presentation of Case Study

Garvin (2003) sees the use of technology as "slowly infusing" the case method and enhancing and deepening cases by offering learners a greater sense of real world experiences. Some technology tools that help with case learning include video disc, CD-ROMs, multimedia/hypermedia, e-mail, and Internet. Videorecordings can enhance learning by stimulating discussion, engaging the senses, raising questions, maintaining the attention of the learners, and providing entertainment. The use of follow-up questions to stimulate discussion makes videos an excellent pedagogical tool.

The following are cited in Deubel (2003) as support for the use of technology:

1. help with conceptualizing of abstracts that are difficult to recall and relate to, with familiar ideas or concepts (Clark & Paivio),
2. enhance lessons by adding an audio/visual presentation containing concrete information and evoking images that are easier to understand and recall than lessons without these features (Vilamil-Casanova & Molina), and
3. facilitate transfer of learning by linking conceptual learning to real-life experiences through video (Cognition and Technology Group at Vanderbilt).

Draude (1996) provided the following benefits of the use of technology to implement a case study:

1. active participation in own learning and sharing of information with class members,
2. engagement in critical analysis of data to determine plan of action,
3. involvement with situations not available or practical in the clinical setting,
4. experience in the practical use of computers and in group presentation, and
5. interaction among members.

McAuliffe and Eriksen (2002) offered teaching strategies for the use of videotapes in counselor education in their book, *Preparing Counselors and Therapists: Creating Constructivist and Developmental Programs*. Corey and Haynes (2005), early pioneers in counseling, provided students with an opportunity to see a professional working with a client in their *Interactive Counseling* CD-ROM. The video presents

various theoretical models and techniques, mini lectures, interactive questions, exercises, topics for reflection, and group activities. The capability of using mashups including YouTube within Blackboard also increases the ease of using videos. Short 5 minute clips are recommended.

Torres, Ottens, and Johnson (1997) found empirical evidence for the effective use of the following activities in multicultural classes: role-playing, videos featuring professional counselors, assignments for cross-cultural interviews and cultural autobiographies, learning a second language, and working on values clarification.

Role-Play

"Similar to case studies, role-plays ask participants to think and act in a situation different from the current one of a lecture or tutorial. Through active participation in the scenario, students are in a better position to reflect upon similarities to their own practices" (Sorin & Klein, 2004). Role-playing can stimulate emotional responses that contribute to the learner's understanding of different points of view, concepts, and situational pressures. The vicarious experiences allow students to use skills and apply theory in a classroom environment. Tschannen-Moran, Woolfolk Hoy, and Hoy (1998) addressed the issue of self efficacy, as it is articulated in Bandura's (1977) theory, and state that the "more closely the observer identifies with the model, the stronger will be the impact on efficacy. When a model with whom the observer identifies performs well, the efficacy of the observer is enhanced. When the model performs poorly, the efficacy expectations of the observer decrease" (p. 7).

Practice through role-play reinforces learning by transferring information from working memory to long-term memory (Vilamil-Casanova & Molina as cited in Deubel, 2003). Research with counselor educators who participated in role-playing about potential ethical and sexual dilemmas in their counselor training were significantly more comfortable talking about these issues in a clinic or classroom setting. The findings suggest that counselors-in-training would benefit from role-playing scenarios that deal with ethical and sexual issues "to open options for later pedagogical range" (Downs, 2003, p. 11).

A role-play in introduction to counseling classes could be done using media. Videotaping or creating an Xtranormal video is an option for students who are not quite ready to do a live role-play in class. Consider the number of role-plays based on the number of groups in your class. The amount of time spent will vary from 15 to 25 minutes with discussion following.

Reflection/Journal Writing

Wilson as cited in Felder (1993) noted that "substantial benefits are cited for teaching methods that provide opportunities for reflection, such as giving students time in class to write brief summaries and formulate written questions about the material just covered" (p. 291). Creativity and reflection skills are developed as students take time to write about their experiences with knowledge in new contexts that relate to real life issues. McAuliffe and Eriksen (2002) talked about the use of praxis (action with reflection) as a process that can be explored in a human development or theories class by having students read cases and reflect on the developmental issues or the theoretical implications found in the case.

Mio and Barker-Hackett (2003) use journal writing as a technique for assessing resistance in a multicultural course. Mio, the second author, describes the assignment for students as a one to two-page weekly paper about anything (e.g., lecture, assigned readings, news on multicultural issues, and conversations about diversity). The student's paper is recorded as completed, but is not graded. The instructor gives each student feedback on their writing. Some of the topics that surface are racism, denial or disbelief about prejudice, stereotyping, defensiveness, resistance, pain, hurt, anger, and rage. The journals serve to monitor student progress throughout the course. Garmon as cited in Mio and Barker-Hackett (2003), provided a list of benefits of journal writing:

1. helps instructor to know and to understand students better,
2. encourages instructor to customize the class to meet the needs of students,
3. gives learner an opportunity to deal with issues presented in class,
4. connects learner with personal life experiences and values,
5. allows learner to construct personal meanings,
6. promotes learner's self-reflection and self-knowledge, and
7. enhances learning.

Summary

The integrative case study approach provides a framework for counselor educators with seven teaching strategies: independent study, small and large group work, mini lecture, videos, role-play, and journal writing. The National Panel Report of the Association of American Colleges and Universities (2002) concluded that the range of teaching methods largely determines what learning takes place. McAuliffe found in his research that students report that "experience" and "positive effect" are "among the most powerful influences on their development as an aspiring counselor" (McAuliffe & Eriksen, 2002, p. 10) and endorsed multiple teaching strategies and experiential learning activities. An integrative case study approach in counselor education is supported by the literature and classroom experiences. The author uses the model for teaching counseling courses and students make positive remarks about the use of case studies and associated activities on the end of course evaluations. The model also helps to keep students active and alert during the long evening classes. The author's teaching assistants find the model provides a good framework for developing lesson plans and makes it easy for them to deliver course material.

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