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Preparing Preservice Teachers for School Safety Incident Management: A Scenario-Based Training Approach in Teacher Education

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Abstract

This study presents a scenario-based training approach designed to prepare preservice teachers to manage school safety incidents involving student injuries. Grounded in teacher education, the study responds to the need for practice-oriented learning experiences that bridge the gap between theoretical knowledge and the complex demands of real-world school environments.

The training program is structured around a sequence of interconnected scenarios that reflect authentic school situations, including responding to injury reports, assessing classroom conditions, escorting students for medical care, communicating with school administrators and parents, participating in crisis management processes, and handling external communication. Through these structured and context-rich learning tasks, preservice teachers engage in decision-making and develop essential competencies such as professional communication, administrative coordination, and crisis response. To enhance the authenticity and interactivity of the learning experience, the approach incorporates an AI-integrated virtual reality environment that supports immersive participation and dynamic interactions. The design was informed by consultations with school practitioners and education experts to ensure alignment with real-world practices and professional expectations. The resulting approach offers a pedagogically grounded framework for strengthening practical competencies and professional readiness in teacher education.

Keywords: Preservice Teacher Education; Scenario-Based Learning; Teacher Preparation; Pedagogy; Professional Competencies; AI-Integrated Virtual Reality