

APPLICATION OF COLLABORATIVE TEACHING FOR MICROTEACHING

Dr. Mrs. Seema Vivek Damle

Modern college of Education, Pune

E-mail - seema3110@yahoo.com

Introduction

Experienced teachers often recall team or collaborative teaching experiences as their best and worst experiences in a classroom. Like any form of collaborative scholarship, successful collaborative teaching integrates the strengths of multiple viewpoints in a synthetic endeavor that no single member of the project could have completed independently. It also provides an expanded number of teaching styles that may connect with more student learning preferences.

At its best, collaborative teaching allows students and faculty to benefit from the healthy exchange of ideas in a setting defined by mutual respect and a shared interest in a topic. At its worst, collaborative teaching can create a fragmented or even hostile environment in which instructors undermine each other and compromise the academic ideal of a learning community.

Objectives

- 1) To implement Collaborative Teaching approach for learning Microteaching concepts.
- 2) To study the effectiveness of Collaborative Teaching approach for learning Microteaching concepts.

Research Methodology

SAMPLE

88 Students of Modern college of education, Pune-5 Method used for sample selection was random sample.

Experimental method was selected. Two groups pre-test, post-test design was used.

Tools of Research A) Pretest-Posttest B) Questionnaire-Students C) Interview – teacher

Yield of Research

Through this research researcher will try to find effectiveness of collaborative teaching,

Key words

- a) Collaborative teaching b) micro teaching

Part I

Theme: Innovative Practices in Teacher Education

Application of Collaborative Teaching for Microteaching

Introduction

For this research researcher implemented collaborative teaching for training of micro-teaching skills. Two groups selected experimental & controlled. Micro-teaching skills were taught by collaborative teaching techniques & results were observed by researcher.



Collaboration is a style of interaction professionals use to undertake shared responsibilities. Collaboration refers to HOW professionals interact. One of the earliest definitions for collaboration is as follows, “Collaboration is a style for direct interaction between at least two parties voluntarily engaged in shared decision-making as they work toward a common goal.” Collaboration is driven by the needs of the teachers.

Collaboration Models - Team Teaching

This involves both teachers simultaneously working together to teach a classroom of students. Either teacher who has the necessary background knowledge in the subject introduces new concepts and materials to the class. Both teachers work as a team to reinforce learning and provide assistance to students as needed.

Six approaches of collaborative teaching

1. One Teach, One Observe. One of the advantages in co-teaching is that more detailed observation of students engaged in the learning process can occur. With this approach, for example, co-teachers can decide in advance what types of specific observational information to gather during instruction and can agree on a system for gathering the data. Afterward, the teachers should analyze the information together.

2. One Teach, One Assist. In a second approach to co-teaching, one person would keep primary responsibility for teaching while the other professional circulated through the room providing unobtrusive assistance to students as needed.

3. Parallel Teaching. On occasion, student learning would be greatly facilitated if they just had more supervision by the teacher or more opportunity to respond. In parallel teaching, the teachers are both covering the same information, but they divide the class into two groups and teach simultaneously.

4. Station Teaching. In this co-teaching approach, teachers divide content and students. Each teacher then teaches the content to one group and subsequently repeats the instruction for the other group. If appropriate, a third station could give students an opportunity to work independently.

5. Alternative Teaching: In most class groups, occasions arise in which several students need specialized attention. In alternative teaching, one teacher takes responsibility for the large group while the other works with a smaller group.

6. Team Teaching: In team teaching, both teachers are delivering the same instruction at the same time. Some teachers refer to this as having one brain in two bodies. Others call it tag team teaching. Most co-teachers consider this approach the most complex but satisfying way to co-teach, but the approach that is most dependent on teachers' styles.

Benefits of collaborative Teaching

- Through formal and informal training sessions, study groups, and conversations about teaching, teachers and administrators get the opportunity to get smarter together.
- Teachers are better prepared to support one another's strengths and accommodate weaknesses. Working together, they reduce their individual planning time while greatly increasing the available pool of ideas and materials.
- Schools become better prepared and organized to examine new ideas, methods, and materials. The faculty becomes adaptable and self-reliant.



- Teachers are organized to ease the strain of staff turnover, both by providing systematic professional assistance to beginners and by explicitly socializing all newcomers, including veteran teachers, to staff values, traditions, and resources.
- More flexible and creative use of instructional time that advantaged students;
- Knowing more about all the students and seeing different student strengths given the opportunity to view them in varied learning contexts;
- Greater shared ownership of students and student learning;
- Increased reflection on individual and collective teaching practices;
- More learning from and with colleagues about students and about teaching and learning;
- Increased collective expertise resulting in greater effectiveness with a variety of students;
- Decreased teacher isolation, increased support and feeling valued by colleagues;
- Itinerant teachers experiencing varied collaborative designs and strategies then being able to share those experiences and ideas across classrooms; and
- Having more energy and greater enjoyment from teaching

Limitations of collaborative Teaching

- Loss of instructional and decision-making autonomy;
- Decreased flexibility and creativity given a set schedule for when additional instructional personnel would be present in classrooms;
- Increased communication demands given instructional interdependence among teachers;
- Role shifts and confusion about how to share instructional time (e.g., who leads, who follows, how to co-teach) and how to share responsibilities (e.g., assessment, reporting);
- Feelings of insecurity because teaching became public and teachers were expected to work with more diverse students than they had in the past; and

OBJECTIVES

- 1) To implement Collaborative Teaching approach for learning Microteaching concepts.
- 2) To study the effectiveness of Collaborative Teaching approach for learning Microteaching concepts.

FUNCTIONAL DEFINITIONS

- ❖ The general definition of co-teaching involves two equally-qualified individuals who may or may not have the same area of expertise jointly delivering instruction to a group of students.
- ❖ Co-teaching is typically perceived as two educational professionals working together to service a group of heterogeneous learners. The most common teams of educators found to engage in co-teaching relationships are:
 - special and general educators
 - paraprofessional and a special or general educator
 - two general education teachers
 - speech/language pathologists and a special educator or general educator
 - social worker and a special educator or general educator
 - other support personnel (volunteers) and special educator or general educator



- ❖ Microteaching is organized practice teaching. The goal is to give instructors confidence, support, and feedback by letting them try out among friends and colleagues a short slice of what they plan to do with their students. Ideally, microteaching sessions take place before the first day of class, and are videotaped for review individually with an experienced teaching consultant. Microteaching is a quick, efficient, proven, and fun way to help teachers get off to a strong start.

Scope and limitations

This research is applicable for B.Ed. students the scope of this research is restricted to Modern college of education, Pune B. Ed. Students.

Part II

Review of related literature

Researchers had gone through research work related to Collaborative teaching. Classification: Thesis, Books, Projects, Periodicals, Websites and Newspaper cuttings

Related Aarticles

- Co-Teaching: General and Special Educators Working Together
- The Benefits of Teacher Collaboration
- Maximizing the Impact of Teacher Collaboration
- Co-teaching: is it beneficial to all students, with or without disabilities?
- Co-teaching in urban secondary school districts to meet the needs of all teachers and learners: Implications for teacher education reform
- Improving Collaborative Teacher Education
- Interprofessional Collaboration within Faculty Roles: Teaching, Service, and Research
- Reflecting design learning in collaborative development – towards integrative teaching practices
- Benefits of collaborative action research for the beginning teacher
- Teacher professional development through collaborative action research
- Teacher Perspectives on Online Collaborative Learning: Factors Perceived as Facilitating and Impeding Successful Online Group Work
- Teacher Collaboration, Professional Communities Improve Many Elementary School Students' Math Scores

Part III

Research Methodology

Sample and Research Methodology SAMPLE

88 Students of Modern college of education, Pune-5 Method used for sample selection was random sample.

Experimental method was selected. Two groups pre-test, post-test design was used.
Tools of Research A) Pretest-Posttest B) Questionnaire-Students C) Interview – teacher

Procedure

After finalizing the research topic the researcher approached the college authorities for getting permission, Selection of sample, Pre-test question paper, questionnaire students as well as interview questionnaire for teachers were set. Two groups were selected one was controlled & other was treated by experimental method.for experimental group pretest was



given, microteaching concepts were taught by collaborative teaching. each skill was taught by Team teaching activity.

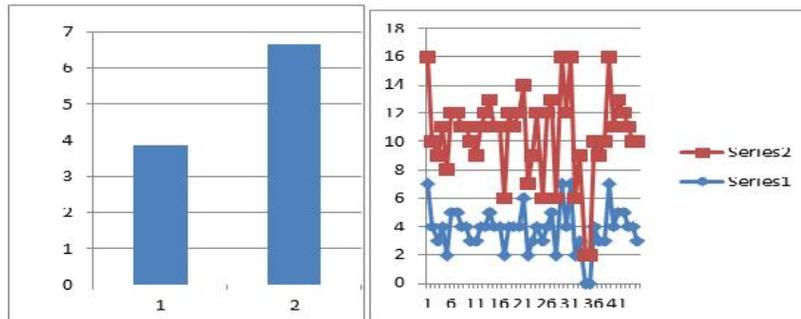
Pre-test was conducted for B.Ed. class depending on pre-test results, Post-test was conducted and Data was analyzed.

Part IV Data Analysis

Following students were selected as controlled group. pretest& posttest was given to this group. other group of 44 students was treated with traditional method.

Sr. No.	Name of the Students	Pretest	Post-test	Sr. No.	Name of the Students	Pretest	Post-test
1	AgnihotriPrajakta	7	9	23	KheradeSampada	4	8
2	AtalePoonam	4	6	24	LokhandeArchana	3	3
3	BhagadeMonali	3	6	25	ManoharJayashree	4	8
4	BhandAshwini	4	7	26	MenganeShreedevi	5	8
5	BhilareRohini	2	6	27	MuttalgiMadhulika	2	4
6	DaniKetaki	5	7	28	NarkeAparna	7	9
7	Desai Manisha	5	7	29	Nimje Swati	4	8
8	DeshmukhShailaja	4	7	30	PandeSmita	7	9
9	Dhole Preeti	4	7	31	PardeshiManisha	2	4
10	GalandeSnehal	3	7	32	PasalkarJyoti	3	6
11	GandhalJyoti	3	6	33	Pawar Swati	0	2
12	GawaliJyotsna	4	7	34	SabaneAshlesha	0	2
13	GawitVidya	4	8	35	SatputeSushila	4	6
14	Gore Awantika	5	8	36	ShelarPriya	3	6
15	GorlewarSnehal	4	7	37	ShintreShubhangi	3	7
16	Hole Varsha	4	7	38	ShitoleKanchan	7	9
17	JadhavPratiksha	2	4	39	SutarNeelambari	4	7
18	JawaleNeelima	4	8	40	Swami Jyoti	5	8
19	KanadePriyanka	4	8	41	Takle Bhakti	5	7
20	KasabeManisha	6	8	42	TambePriya	4	7
21	KhadeTrupti	2	5	43	VhankalasNutan	4	6
22	KhandareVibhuti	3	6	44	YeolekarRupali	3	7

Comparison of Pre-Test & Post -Test



Part V Conclusions

Root causes of problem

- Students were weak at basic concept of micro teaching
- Students were weak in memorizing the concepts.

Conclusions

- 33% students scored below average marks i.e. below 3.6 marks in the pre-test
- 4% students have scored zero marks in the pre-test.
- Teachers are bothered about progress of students
- Students are also aware of lagging behind but they don't know how to cope up.
- While taking pretest, it was observed by the researchers that students were restless and unstable and there was difficulties while remembering the things
- There is drastic difference in the averages of pre-test and post-test
- Using the collaborative teaching technique students got clear idea about memorizing the concepts of microteaching.
- By comparison of pretest and posttest researcher felt that use of collaborative teaching was much effective
- By using the collaborative teaching technique students' confidence level was increased.

References

1. <http://ncrve.berkeley.edu/CenterFocus/CF2.html>
2. <http://faculty.virginia.edu/coteaching/definition.html>
3. http://www.specialconnections.ku.edu/?q=collaboration/cooperative_teaching
4. <http://isites.harvard.edu/fs/html/icb.topic58474/microteaching.html>