How Collaborative Teaching Benefits Teachers, Students, and Programs

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How do we define collaborative teaching?

Collaborative teaching: “Any academic experience in which two teachers work together in designing and teaching a course that itself uses group learning techniques” (Robinson & Schaible, 1995).

Co-teaching: The traditional concept in which 2 teachers share or divide responsibility for planning, designing curriculum, teaching, and assessing the same group of students.

I developed a structure in an Intensive English Program (IEP) in which I was an administrator and coined this term to describe it: Collaborative Course Teams (CCT’s): A structure in which two or more teachers work together in designing and planning a course that each teaches independently, but simultaneously, in an academic term.

Teachers work together in designing and teaching a course that includes both direct content delivery and delivery of digital content provided by off-site teachers.

Collaborative teaching benefits students by:

- Fostering higher achievement
- Leading to greater retention/persistence
- Improving interpersonal skills
- Increasing regard for positive interdependence
- Contributing toward group goals increases students’ commitment to said goals and to the group.

Teachers who engage in collaborative teaching reap similar benefits.

What are Communities of Practice?

A term coined by learning theorist Etienne Wenger and anthropologist Jean Lave. "Communities of practice are groups of people who engage in a process of collective learning in a shared domain of human endeavor." These communities of practice “share a concern or a passion for something they do and learn how to do it better as they interact regularly” (Wenger, 1998).

Three parallel elements of communities of practice:

1. Members have a shared domain of interest.
2. Members take part in joint activities and discussions, help one another, and share knowledge.
3. Members are practitioners or professionals sharing resources and expertise over time.

How Collaborative Course Teams Work

The curriculum coordinator selects CCT Leaders, who:

- Start with a strong set of student learning outcomes (SLOs), objectives, and sample syllabi developed in conjunction with the curriculum coordinator.
- Work with the rest of the CC Team to decide which topics/chapters of the textbook(s) to cover to help students meet SLOs.
- Work out a calendar with dates of proposed quizzes, tests, and due dates for major assignments listed.
- Organize the effort to write assessments, develop rubrics, etc.
- Share ideas, materials, and lesson plans with the team as desired.
- Communicate with the appropriate administrator for support.
- Communicate with the rest of the team—especially new instructors.
- To make this structure work, these roles must be clearly communicated in multiple modes to all stakeholders.

How does collaboration benefit programs? How does collaborative teaching benefit teachers?

- Teacher collaboration can help programs achieve institutional, program, and curricular goals by making teachers better aware of best practices and practices that are best-suited for a particular context.

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  - Contributing toward group goals increases students’ commitment to said goals and to the group (Dorn nel).

The Future of Collaborative Teaching Approaches

With the widespread adoption of blended learning models around the world, new joint teaching models have emerged: (Yang et al.)

1. On-site leadership: On-site teachers organize course content that includes both direct content delivery and delivery of digital content provided by off-site teachers.
2. Off-site leadership: The off-site teacher delivers the content via two-way videoconferencing while the on-site teacher organizes student participation, provides face-to-face student support, and evaluates students’ performance.
3. Digital co-teaching: Two or more geographically distant teachers co-design activities which require student collaboration online.

References


