

## TITLE OF THE PRACTICE - COLLABORATIVE TEACHING

### **The context that required the initiation of the practice.**

The trainees were needed to give twenty lessons in the internship schools for their completion of forty lessons prescribed by the NCTE. Many teachers in schools were very unhappy about sharing so many of their class periods. Also, the faculty were looking for ways in which the quality of lessons could be improved and to help the weaker trainees to develop self-confidence and improve in lesson planning and execution. Collaborative teaching was introduced mainly to improve the quality of the practice lessons given in schools. In any given endeavor, two heads are better than one and together everyone achieves more.

### **Objectives of the Practice**

To improve the quality of instruction

To exploit the talents and expertise of the trainees

To develop a sense of joint responsibility among group members

To understand the importance of cooperation among group members

To make instruction more interesting

### **The Practice**

A general orientation to collaborative teaching was given to the trainees by two faculty members who explained the practice and gave a demonstration lesson. The faculty then explained the practice by conducting workshops for teacher trainees on collaborative teaching in their subject pedagogies. During the workshop the teacher trainees were given different strategies to be utilized in collaborative teaching such as monologue, role play or drama, visual aids, work sheets, quizzes, songs and games. The faculty would then provide a live demonstration of a collaborative lesson. Trainees were then grouped in pairs or groups of three according to the numbers available in their teaching pedagogies and internship schools. The groups were made of trainees with differing abilities, such as writing on chalkboard, acting, explaining, and preparation of instructional materials. They were given freedom to choose a topic, plan the lesson and execute and assess the students together. After jointly choosing a topic which lends itself to using role plays, songs and dialogues to teach them, they distributed the work according to their strengths and abilities. Practice time for collaborative lessons was scheduled to increase the effectiveness of the lessons. Evaluation criteria were specially designed for such lessons. The trainees were given practice for one such lesson on campus as a peer teaching lesson. The lesson would then be observed by the concerned faculty and feedback was given regarding the same. This served as a practice for the trainees to engage in collaborative teaching in their respective internship schools.

### **Obstacles faced if any and strategies adopted to overcome them**

There were a number of issues faced while implementing the practice. The main one was lack of cooperation among trainees. Trainees often complained about a group member not performing the duties given. Some trainees found it difficult to execute the lesson plans the way they planned as they were co-dependent. Continuous mentoring was provided to overcome the issues. Some students found it difficult to give lessons in pairs for which the concerned teachers provided redemonstration. Also, videos and previous lesson plans were shared with the students for ease of planning.

### **Impact of the practice**

The feedback taken from teachers and the teacher trainees found that the collaborative teaching method improved the quality of instruction. The weaker students when clubbed with other students, helped to improve the quality of their lessons. The trainees shared different strategies, knowledge and skills among the groups which led to improvement of skills of some of the trainees and learning of new methods and strategies. Since the collaborative teaching included lots of different techniques and methods like role play dialogues etc. it was found to have aroused and sustained students' interest in the lesson, students were found to be more eager and enthusiastic to learn when this method of teaching was used. Collaborative teaching improved the ability of the trainees to work in teams thus giving rise to teamwork. They felt motivated and challenged to do the best they could.

### **Resources required**

The resources required for the practice were limited. The college library was used for referencing work. The trainees referred to videos to improve the lesson. Teaching Aids were used as and when required. They also availed of songs for teaching and composed their own songs for the content they taught.

### **About the Institution**

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