

SUBJECT: TEACHER CENTERED INSTRUCTIONAL TECHNIQUES/METHODS (SEM 2)

Dept of Education

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2. TOPIC: Team teaching

Team teaching

Team teaching involves a group of instructors working purposefully, regularly, and cooperatively to help a group of students of any age to learn.

Teachers together set goals for a course, design a syllabus, prepare individual lesson plans, teach students, and evaluate the results.

They share insights, argue with one another, and perhaps even challenge students to decide which approach is better.

Teams can be single-discipline, interdisciplinary, or school-within-a-school teams that meet with a common set of students over an extended period of time.

New teachers may be paired with veteran teachers. Innovations are encouraged, and modifications in class size, location, and time are permitted.

Different personalities, voices, values, and approaches spark interest, keep attention, and prevent boredom.

The team-teaching approach allows for more interaction between teachers and students.

Faculty evaluate students on their achievement of the learning goals; students evaluate faculty members on their teaching proficiency.

Emphasis is on student and faculty growth, balancing initiative and shared responsibility, specialization and broadening horizons, the clear and interesting presentation of content and student development, democratic participation and common expectations, and cognitive, affective, and behavioral outcomes.

This combination of analysis, synthesis, critical thinking, and practical applications can be done on all levels of education, from kindergarten through graduate school.

Working as a team, teachers model respect for differences, interdependence, and conflict-resolution skills.

Team members together set the course goals and content, select common materials such as texts and films, and develop tests and final examinations for all students.

They set the sequence of topics and supplemental materials. They also give their own interpretations of the materials and use their own teaching styles.

The greater the agreement on common objectives and interests, the more likely that teaching will be interdependent and coordinated.

Teaching periods can be scheduled side by side or consecutively. For example, teachers of two similar classes may team up during

the same or adjacent periods so that each teacher may focus on that phase of the course that he or she can best handle.

Students can sometimes meet all together, sometimes in small groups supervised by individual teachers or teaching assistants, or they can work singly or together on projects in the library, laboratory, or fieldwork.

Teachers can be at different sites, linked by video-conferencing, satellites, or the Internet.

Breaking out of the taken-for-granted single-subject, single-course, single-teacher pattern encourages other innovations and experiments. For example, students can be split along or across lines of sex, age, culture, or other interests, then recombined to stimulate reflection.

Remedial programs and honors sections provide other attractive opportunities to make available appropriate and effective curricula for students with special needs or interests.

They can address different study skills and learning techniques.

Team teaching can also offset the danger of imposing ideas, values, and mindsets on minorities or less powerful ethnic groups.

Teachers of different backgrounds can culturally enrich one another and students.

Advantages

1. Students do not all learn at the same rate.
2. Periods of equal length are not appropriate for all learning situations.
3. Educators are no longer dealing primarily with top-down transmission of the tried and true by the mature and experienced teacher to the young, immature, and inexperienced pupil in the single-subject classroom.
4. Schools are moving toward the inclusion of another whole dimension of learning: the lateral transmission to every sentient member of society of what has just been discovered, invented, created, manufactured, or marketed. For this, team members with different areas of expertise are invaluable.

Team teaching requires planning, skilled management, willingness to risk change and even failure, humility, open-mindedness, imagination, and creativity.

Teamwork improves the quality of teaching as various experts approach the same topic from different angles: theory and practice, past and present, different genders or ethnic backgrounds.

Teacher strengths are combined and weaknesses are remedied.

Poor teachers can be observed, critiqued, and improved by the other team members in a nonthreatening, supportive context.

The evaluation done by a team of teachers will be more insightful

and balanced than the introspection and self-evaluation of an individual teacher.

Working in teams spreads responsibility, encourages creativity, deepens friendships, and builds community among teachers.

Teachers complement one another. They share insights, propose new approaches, and challenge assumptions.

They learn new perspectives and insights, techniques and values from watching one another.

Students enter into conversations between them as they debate, disagree with premises or conclusions, raise new questions, and point out consequences.

Contrasting viewpoints encourage more active class participation and independent thinking from students, especially if there is team balance for gender, race, culture, and age.

Team teaching is particularly effective with older and underprepared students when it moves beyond communicating facts to tap into their life experience.

The team cuts teaching burdens and boosts morale. The presence of another teacher reduces student-teacher personality problems.

In an emergency one team member can attend to the problem while the class goes on. Sharing in decision-making bolsters self-confidence.

As teachers see the quality of teaching and learning improve, their self-esteem and happiness grow.

This aids in recruiting and keeping faculty.

It also helps students see the interdisciplinary nature of subjects and to learn from teachers with different teaching styles that may better match their learning styles.

Upper-level and college students may benefit from observing teachers as they use different methodological approaches in debating a topic, while lower-level students can make academic gains through additional individualized attention and extra small-group time.

Disadvantages

Team teaching is not always successful. Some teachers are rigid personality types or may be wedded to a single method.

Some simply dislike the other teachers on the team.

Some do not want to risk humiliation and discouragement at possible failures.

Some fear they will be expected to do more work for the same salary.

Others are unwilling to share the spotlight or their pet ideas or to

lose total control.

Team teaching makes more demands on time and energy. Members must arrange mutually agreeable times for planning and evaluation.

Discussions can be draining and group decisions take longer.

Rethinking the courses to accommodate the team-teaching method is often inconvenient.

Opposition may also come from students, parents, and administrators who may resist change of any sort.

Some students flourish in a highly structured environment that favors repetition. Some are confused by conflicting opinions. Too much variety may hinder habit formation.

Salaries may have to reflect the additional responsibilities undertaken by team members. Team leaders may need some form of bonus. Such costs could be met by enlarging some class sizes. Nonprofessional staff members could take over some responsibilities.

All things being considered, team teaching so enhances the quality of learning that it is sure to spread widely in the future.

Team teaching, which is also called collaborative teaching or co-teaching, is an instructional strategy in which two or more teachers are responsible for teaching a course or a group of students.

Collaborative teaching can be used better at college-level or graduate courses.

A number of different methods of team teaching may be utilized, depending on the circumstances.

Team teaching can lead to serious conflicts if co-teachers have differing opinions regarding grading standards or evaluation criteria, or very different teaching styles and philosophies.

Team teaching also may require more work, since teachers must plan courses together.

Some teams may only consist of two teachers, while others may involve several, making it harder for teachers to coordinate with each other.

Collaborative Teaching in Higher Education

Traditional team teaching is when several instructors teach the same course simultaneously and engage in dialogue about the topic.

In another type of team teaching, instructors teach connected classes together as a unit.

In the third type, the linked course approach involves a cohort of about 20 students who take several courses that are linked by a common theme.

Once a week, the instructors provide a seminar in which they discuss how the subjects relate to one another.

One method of team teaching can be like two teachers deliver instruction together.

Second, the "one teach, one assist" method is characterized by one teacher who provides instruction while the other assists students.

In the "one teach, one observe" method, one teacher instructs while the other observes and collects data.

Using the fourth method, teachers divide the class into two groups to cover the same information simultaneously in the parallel teaching format.

The alternative teaching format is when one teacher works with the larger group while the other instructor works with individual students or small groups.

In the sixth method, called station teaching, two teachers divide the students into groups, and divide up the content to be taught. Each teacher provides content to each group, and if needed, a third station is used for independent work.

(Please refer to websites for concept, functions, skills and importance)
WRITE NOTES with diagrams and flow charts ON Team Teaching
NEXT CLASS WILL BE ON

1. SUPERVISED STUDY

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