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TEAM TEACHING AND COLLABORATIVE LEARNING PRACTICES FOR PROFESSIONAL DEVELOPMENT IN TEACHER EDUCATION

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ABSTRACT

The Team Teaching idea originated in USA in 1954 and it found its way to develop courses.It a good innovation in teaching strategies. In simple words, team teaching strategies are simplest form where all teachers of a subject collectively teach a class in that subject. There are some definitions by educationists. Team teaching is also called collaborative teaching or co teaching strategy. It is used for different subjects especially in middle grades with the help of different teaching method. To provide supportive environment, there are teams of two or four teachers working collaboratively to prepare lesson plans.Problem-based learning (PBL) is an educational approach whereby students learn course content by actively and collaboratively solving real-world problems presented in a context similar to that in which the learning is to be applied. In this paper we describe the evolution of the development of the challenges and we provide instructions on creating a challenge and using it in the classroom to enhance student learning. The collaborative learning practices provided the opportunity to not only give and receive knowledge among the participants but also view this exchange as a responsibility to create a collaborative culture within the university.

*Keyword:-*Team Teaching, Problem-Based Learning, Collaborative Learning, Professional Development, Teacher Education.

INTRODUCTION

Team teaching is a type of instructional organization involving teaching personnel and the students assigned to them in which two or more teachers are given responsibility, looking together, for all or a significant part of the instruction for some group students". Problem Based Learning was developed in the 1970s for use in medical education, and it teaches students content and enhances critical thinking through the collaborative solving of authentic real-world problems. Unlike project-based learning that requires students complete a project *after* they have mastered the material, in problem-based learning students master the material *in the process of solving a problem*. Students are active participants in their own learning, placed in a situation where problem parameters are not well defined and more than one outcome is possible.

Although PBL meshes well with constructivist views of learning, it did not emerge in response to educational theory (White, 2001). PBL provides students with opportunities to direct their own learning while developing critical thinking and evaluation skills through analysis of real life problems (Smith, 1995). "PBL's proponents emphasize that it improves thinking and learning skills and cognitive abilities in students. It has been reported that PBL-trained students are more frequent users of libraries and other information resources, which support independent learning. They acquire life long

study skills, especially in their early years of study, giving rise to sustained learning. PBL educated students have a more holistic approach to their subject, more readily integrate new information, adapt to change and work well as member of a team. Generally PBL appears to increase student interest and enjoyment to the subject and enhance their professional development"

KEY CHARACTERISTICS OF TEAM TEACHING AND COLABRATIVE LEARNING

a)   Team Teaching

It is traditional teaching, if a film is shown to six sections, it is projected six times. This method would organize one or two shows and thus economize use of projector, bulbs, electricity and energy of the teachers.

1. We teach those topics of the syllabus the best which we known bets and for which we have a liking. This enthusiasm of the teacher be structured by say factual lessons in few large senior groups with adequate follow up in smaller groups.

2. The deployment of teachers is done according to areas and methods in which they feel most at home.

3. It means realistic field work of all kinds is undertaken on some afternoons and two or more members of the staff are involved in one project.

4. The plan of team teaching is flexible.

5. In team teaching the entire responsibility does not fall on one teacher only but it is shared by others too. This method is based on collective responsibility.

6. Various aspects of any topic if one subject is taught by two or more teachers turn by turn.

7. The needs of the pupils, the schools and existing resources are considered.

8. It is an instructional arrangement.

9. It calls for team spirit.

10. It is a sort of pooling of expertise and resources such as experience, interest, knowledge and skills of teachers.

Collaborative Learning

1. **Problem-based.** It begins with the presentation of a real life (authentic) problem stated as it might be encountered by practitioners.

2. **Problem-solving.** It supports the application of problem-solving skills required in "practice." The role of the instructor is to facilitate the application and development of effective problem-solving processes.

3. **Student-centred.** Students assume responsibility for their own learning and faculty act as facilitators. Instructors must avoid making students dependent on them for what they should learn and know.

4. **Self-directed learning.** It develops research skills. Students need to learn how to get information when it is needed and will be current, as this is an essential skill for professional performance.

5. **Reflection.** This should take place following the completion of problem work, preferably through group discussion, and is meant to enhance transfer of learning to new problems.

TYPES OF TEAM TEACHING

1) A team from a single department

2) A team from various departments of single institution

3) A team from a single department of various institutions.

4) Interactive team teaching

5) Rotational format team teaching

6) Participant-observer team teaching

7) Team coordination

8) Lead and support teaching

9) Parallel instruction

10)　　Traditional team teaching.

KEY COMPONENTS IN PROBLEM-BASED LEARNING

The Problem-based Learning model involves the use of real problems to create an active, student-centered learning environment. The key components of the process are:

- Problem formulation
- Data collection
- Brainstorming solutions
- Evaluating and selecting solutions
- Implementing the solution

These components give the students direction and provide them with a format for completing the written part of the final product (Seifert & Simmons, 1997). Problem Formulation is a strategy composed of three questions that give students a format for beginning the problem-solving process.

- What do we know?
- What do we need to know?
- What should we do? (Stepien and Gallagher, 1993)

The data collection component is designed around the answers to the "What do we know? Questions and involves different methods of research. For example, it might involve, interviewing strategies, survey techniques, library research, and Internet research techniques. In the data collection component students are encouraged to use their imagination as they collect data by searching in places they would not normally search, view problems from many perspectives, listen carefully and be open to new ideas. The brainstorming solutions component involves the students immersing themselves in the problem by reviewing as many things as possible about the ideas. It may also require the students to rearrange the order of the parts, keep a list of ideas, and share ideas. Then there is the evaluating and selecting of the solution component. This is where students need to access the selected solution based on the data that they have gathered. It is important that the whole group come to a consensus before choosing a final solution. Implementing the solution is vital and reflects the cohesiveness of the group, because it is at this point that the group must defend their solution based on their data. The final component is product assessment. This is left up to the discretion of the teacher/tutor. Many times the tutors will decide to let the students develop their own assessment.Problem-based learning fosters a community of

learning through collaborative and engaging group interaction. In PBL learners depend on each other to accomplish their tasks. This means that members be responsible to each other and the group, be mutually respectful, and identify as part of the group. All members of the learning community must take responsibility for their accomplishments in PBL.

THE CHALLENGE: Learn about teaching Improve their own teaching skills Opportunities to socialize the graduate students into the world of teaching Step out of their comfort zone Opportunities for creative assignments Become informed and encouraged interdisciplinary research. Avoid the lonely, repetitive and fragmented experience of solo teaching. Gain new insights into their disciplines. Build collegial relationships. Foster respect. Deepen students 'analytical abilities. Build curricular coherence for .the students. Create greater sense of academic community. Provide explicit structure or academic and social engagement.Improve student-teacher relationship. Improve student learning outcome.Make class more interesting and challenging.

Modifying traditional instructional approaches and implementing new methods are often difficult tasks for teachers, and incorporating PBL is no exception. Along with the advantages of PBL come disadvantages and limitations, and these have been grouped into six categories by Jones (1996a): academic achievement, amount of instructional time required, role of students, role of teachers, appropriateness of problems, and appropriate assessment of student performance.

Costs and resistance to change among educators are other limitations to PBL that must be addressed through professional development of teachers (Dempsey, 2002; Smith, 1995). The role of teachers in PBL is to serve as mentors once a problem has been introduced to students, so teachers must learn to communicate with students at the metacognitive level, facilitating reasoning by asking questions and not giving too much information (Putnam, 2002).

CONCLUSION

Problem-based learning (PBL) is an emerging teaching approach which has taken its prominence in tertiary education in recent years (Yeo-2005)**.** PBL crosses a broad spectrum of instructional patterns, from total teacher control to more emphasis on self directed student inquiry (Barell-1998). Patterns of power and control of decision making are affected by what (Fullan-1993) calls "reculturing". It is a shift from the traditional didactic teaching where the core knowledge discovery process lies almost entirely in the hands of the learner rather than the teacher. PBL provides students with opportunities to direct their own learning while developing critical hinking and evaluation skills through analysis of real life problems and also help to improve thinking and learning skills and cognitive abilities in students.

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