



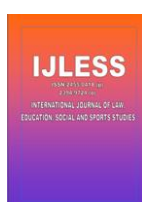
Team Teaching: A study on forms of Content

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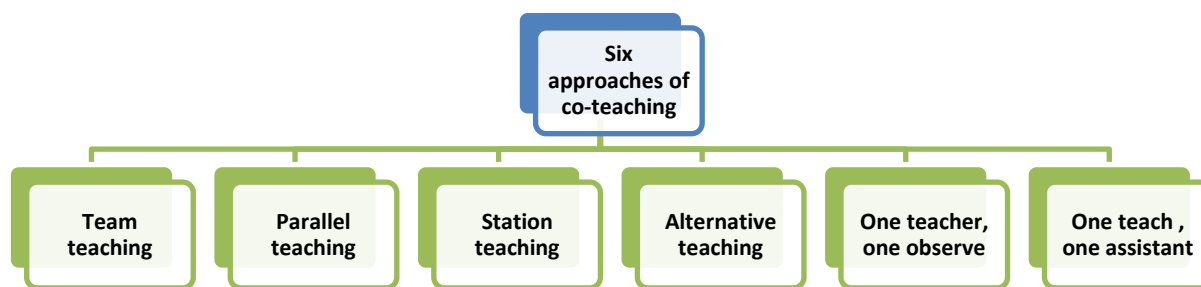


ABSTRACT

Teacher education a Teacher education as a programme intends to prepare effective classroom teachers. In this venture of preparing teachers, the student teachers are expected to understand the content prescribed for the secondary school. The content will be in different forms such as terms, concepts, facts, events, assumptions, generalisation, formula, laws, theories etc. To have thorough understanding of these, they need to have utmost clarity of the above specified terms. It is experienced that student teachers find it difficult to understand these forms of content because, the teacher educator will be expertise in their own disciplines, which makes difficult to attend diversified students with different subject disciplines. Even there is a need to understand the content wholistically by the teacher educators. Hence, the Researchers thought of helping them to overcome this by adopting team teaching, which paves way even for self-learning. Purposive sampling was adopted to conduct this study. t-test was adopted to find the significant difference among student-teachers when classified according to subject-discipline in their understanding when taught using team teaching. From the analysis of the interview, checklist and the t-test, the researchers found that, this strategy of teaching enhanced co-operation between the teachers and created an inclusive classroom environment fostering better learning among student teachers.

1. Introduction

There are many strategies of teaching adapted for creating inclusive environment in the classroom namely, Co-teaching, Peer tutoring, Mastery learning, and Blended teaching. According to Friend & Cook (2016) Co-teaching involves two or more certified professionals who contract to share instructional responsibility for a single group of students primarily in a single classroom or workspace for specific content or objectives with mutual ownership, pooled resources and joint accountability. (Co-Teaching Methods One Teach One Assist, Station Teaching, Parallel). Following are the six approaches of co-teaching.



Team teaching is one of the six approaches of co-teaching. *Team teaching is a type of instructional organization involving teaching personnel and the students assign to them in which two or more teachers gives responsibility, looking together, for all or a significant part of the instruction for some group of students*(SHAPLIN, 1964). There are two types of team teaching; one is *hierarchic team teaching* in which there will be hierarchy in the co teachers such as leader, middle teacher and normal teacher. The other type of team teaching is *synergetic team teaching*, where no differentiation exists among teachers only co-operation exists. The researchers have adopted the *synergetic team teaching* in the present study.

I. Literature Review

To understand the effectiveness of team-teaching following reviews were made. A study conducted by **Anwar, Asari, Husniah, & Asmara** revealed that students have professed highly on collaborative team teaching for teachers to team up with various external parties (especially with lecturers) and regarded advantageous on achievement motivation of students. (Anwar, Asari, Husniah, & Asmara, 2021)

A study conducted by **Swope, Siplon, & Jerald**, revealed that the team teaching provided opportunities to interrogate the weaknesses and strengths of their own approaches and enabled them to apply multiple strategies in confronting complex problems.(Siplon, Jerald, & Swope, 2011)

The findings of the study conducted by **Nixon, Helms, & Fletcher**, was that the students have been conversant across disciplines and benefit from the role models provided by the interaction and integration of faculty & Faculty were benefitted for cross-disciplinary research.(Nixon, Helms, & Fletcher, 1997)

The above studies revealed that team teaching proved to be beneficial both to the students as well as to the co-teachers involved in team teaching.

As researchers found no studies on team teaching conducted for B.Ed. students, and the researchers felt that the student teachers with diversified background were facing difficulty in understanding the concept of "Different forms of Content", the researchers felt the need to know the effectiveness of team teaching in teaching this content for B.Ed. students.

II. Methodology

Research Questions

- What is the experience of teacher's involved in team teaching in a B.Ed. college setting?
- How do the teacher educators perceive the benefits and challenges of team teaching?
- Does team teaching has any impact on student-teachers?

Hypotheses of the study

- There is no significant difference in the achievement of the student-teachers in their pre and post-test scores.

- There is no significant difference between the achievement of student-teachers with arts background and science background.

Research Design

The researchers have used one of the types of quasi experimental design i.e pre-post design which involves measuring the intended variable i.e achievement before and after the treatment.

Sample

Student-teachers of Tumkur University pursuing B.Ed. constitute the population and II Semester student-teachers of Sree Siddaganga College of Education constituted the sample for the present research using **Purposive Sampling technique**.

Data Collection tools

As it is mixed research, qualitative tools like unstructured interview and observation checklist were used along with an online testing tool to know their understanding of different forms of content quantitatively.

Unstructured interview was conducted to collect the data. Data was collected orally by interviewing the student teachers after the team teaching, asking them about the usefulness of the team teaching in understanding the forms of content.

An observation checklist was also developed to observe the team-teaching sessions where in it included the items related to students' facial expressions and their participation during team teaching by the co-teachers.

Online test- Google form: Pretest was administered before adopting the strategy, and after teaching post-test was administered online using Google form for 12 points.

III. Results and discussions

Interview: When Researchers interact with the student- teachers both with arts and science background, they expressed positive opinion about the team teaching. They revealed that if either of us took the class, the other group of students might not have received enough clarification in their subjects. But, in team teaching conducted by the teacher educators with both the background gave ample opportunities to them to clarify their doubts about the forms of content with suitable examples. They even wished to have such classes for all topics.

H₀-1: There is no significant difference in the achievement of the student-teachers in their pre and post-test scores.

TABLE-1: N, MEAN, STANDARD DEVIATION AND 't'-VALUE OF STUDENT-TEACHERS IN PRE AND POST-TEST

Variable	Groups	N	Mean	S.D	t-value	Level of Significance
Achievement	Pre-test	45	4	4.24	4.48	1.99 (0.05)
	Post-test	45	8	4.24		

From the above table-1, it can be seen that, obtained t-value 4.48 is greater than the tabled 't' value of 1.99 at 0.05 level of significance with degrees of freedom 88. Therefore, the null hypothesis that, there is no significant difference in the achievement of the student-teachers in their pre and post-test scores is rejected and an alternative hypothesis is accepted. It implies that there is a significant difference in

the understanding of different forms of content among student-teachers before and after exposing to team teaching.

H₀-2: There is no significant difference between the achievement of student-teachers with arts background and science background.

TABLE-2: N, MEAN, STANDARD DEVIATION AND 't'-VALUE OF STUDENT-TEACHERS BELONGED TO SCIENCE AND ARTS GROUP

Variable	Groups	N	Mean	S. D	t-value	Level of Significance
Achievement	Science Background	18	9.05	4.24	1.854	1.96(0.05)
	Arts Background	27	7.14	1.41		

From the above table-2, it can be seen that, obtained t-value 1.854 is lesser than the tabled 't' value of 1.96 at 0.05 level of significance with degrees of freedom 43. Therefore, the null hypothesis that, there is no significant difference between the achievement of student-teachers with arts background and science background is accepted. It implies that, there is no significant difference in the understanding of different forms of content by students with science and arts background after exposing to team teaching. This signifies that inclusive environment created in the class by using team teaching has made a similar impact on student-teachers belonging to science and arts backgrounds.

V. Conclusion

The researchers with different background of pedagogy subjects, obtained great opportunity to learn each other's content.

As both Researchers were involved in planning, execution and evaluation stages, Researchers could understand each other's resourcefulness and to express mutual respect.

II Semester student teachers learnt the content better from the team-teaching strategy adopted by the researchers without the impact/ intervention of their diversified background.

Delimitations

- Only two teacher educators were involved in team teaching
- The study was conducted only on II Semester student teachers.
- The focus area of the study was **Forms of Content**.
- The findings of the study are based on the student teachers experience and perceptions, and their performance in the test.

Educational Implications

- Team teaching in B.Ed. helps to create inclusive environment.
- It provides better environment for students understanding of concepts.
- It develops confidence in the students in the process of learning.
- Team teaching makes the teacher educators to understand the concepts comprehensively.
- Team teaching provides scope for developing confidence among the teacher educators and to maintain cordial relationships with the colleagues.
- It develops mutual respect among the teacher educators involved in team teaching.

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