






### Context of & rationale for study

- Two class groups of 400 **first year** BEd (primary) students (Revised 4 year programme)
- Carried out over a two-year period i.e. with two student cohorts
- Introductory module on special education / inclusion
- Concerns of lecturers
- Consideration of formative and summative **assessment**

One of 30+ teacher education projects within the Centre for **Collaborative Research Across Teacher Education** for the 21<sup>st</sup> Century (CReATE 21)

### Aim of Study




- To use co-teaching to create a platform for workshop based activities to increase **student participation, engagement, learning and voice**
- To **model** the practice of **co-teaching** for student teachers.
- To systematically **document and evaluate** our practice in this endeavour and add to the **scholarship of teaching and learning**.

### Methodology

Cohort 1 (Response Rate = 156/400 = 39%)	Cohort 2 (Response Rate = 171/405 = 42%)
<ul style="list-style-type: none"> <li>3 co-taught workshops                             <ul style="list-style-type: none"> <li>analysis of pupil profile</li> <li>analysis of child's work (diagnostic assessment)</li> <li>writing learning targets</li> </ul> </li> <li>Teacher educator reflections</li> <li>Samples of students' collected work and feedback provided in class and on Loop</li> <li>Student survey at end of module including questions related to co-taught sessions (Likert and open questions)</li> </ul> <p>Content analysis of data</p>	<ul style="list-style-type: none"> <li>4 co-taught workshops                             <ul style="list-style-type: none"> <li>as across except...</li> <li>2 sessions = diagnostic assessment</li> </ul> </li> <li>Teacher educator reflections</li> <li>Samples of students' work collected and feedback provided as across</li> <li>Student survey at end of module including questions related to co-taught sessions (Likert and open questions)</li> <li>Two peer observations                             <ul style="list-style-type: none"> <li>Colleague with expertise in co-teaching</li> <li>Colleague with expertise in T&amp;L at third level</li> </ul> </li> </ul> <p>Content analysis of data</p>

### Analysis of Peer Observations (with cohort 2 only)



Both observed the usefulness of co-teaching in relation to:

- Monitoring ... physical presence and proximity
- Supporting student engagement
- Focus on student learning
- Interjecting ... teasing out concepts
- Provision and management of formative feedback

**But ...**


- Need to consider meta-learning ... be explicit about the co-teaching strategy
- Extend the range of co-teaching strategies in use

### Analysis of videos

- ▶ 2 x 50 minutes

**Observations**

- ▶ Attention
- ▶ On task behaviour
- ▶ Our reliance on two co-teaching models ... *one teach-one assist and teaming*
- ▶ Person keeping time
- ▶ Body language
- ▶ Explicit explanation of co-teaching not present
- ▶ Movement of lecturers limited when teaming ... *greater movement when moving around room while students engaged in task*



### Student Participation & Engagement

Enables a more interactive session between teacher and students. More interaction amongst peers with the topic rather than consuming information all at once [with] no interaction

It's an effective methodology for teachers as it encourages interaction and keeps students actively engaged

Co-teaching can make the class feel less like a normal class – it becomes more interactive

I feel it was a success as they were able to get more done in the short time space e.g. one could be teaching while the other handed out sheets

### Student Learning


Each teacher has a different style of explaining something so it gives more people the opportunity to understand what is being taught'

'...it is very effective as it allows the students to benefit from the expertise and shared knowledge of the both teachers'

I learned that much more information is taught to students when co-teaching is used as both teachers remind each other of different things as well as adding additional information that may not be taught if there is only one teacher

### 1. What would you consider to be the key characteristics of co-teaching ?

**Think: Pair: Share**



What did you learn about co-teaching?	Cohort 1	Cohort 2
Gaining insights/opinions of two people	27 = 17.3%	39 = 22.8%
Teachers need to be very organised / good planning / good communication	23 = 14.7%	32 = 18.7%
Increases attention / participation of students	23 = 14.7%	26 = 15.2%
Amount and nature of content that can be covered	10 = 6.4%	32 = 18.7%
Teachers provide support to each other	13 = 8.3%	7 = 4.0%
Usefulness for large classes	11 = 7.0%	5 = 2.9%
Opportunity for teachers to help students / groups	18 = 11.5%	8 = 4.6%
Models the strategy	4 = 2.5%	7 = 4.0%
Good / bad – no reason provided	17 = 10.8%	18 = 10.5%

### Overall Conclusions

- ▶ Co-teaching allowed for workshop approach
- ▶ Small group work possible in the large class (Cooper & Robinson, 2000)
- ▶ Provision of formative feedback
- ▶ Importance of teacher educators being explicit with regard to their own work, teaching approaches etc. (Hallett, 2010)
- ▶ Opportunity to model co-teaching (Hallett, 2010)
- ▶ Increased participation and engagement ... provides a 'safe' method for students to volunteer suggestions / answers to questions without being embarrassed if response is 'incorrect'
- ▶ Need more effective use of technology
- ▶ Allows for more than one perspective ... sometimes we questioned each other
- ▶ Expectations of ability of first year students

### Overall Conclusions

- ▶ Allowed for direct link to be provided between formative and summative assessment
- ▶ Very supportive way of working with another lecturer ... need to be comfortable with each other from the outset though. Great learning context for us as teachers
- ▶ Students were able to identify key characteristics of co-teaching through observation
- ▶ Students asked questions of lecturers as they walked around the room during the tasks
- ▶ Provided opportunity to model specific skills such as diagnostic assessment of a child's work; writing learning targets and so on ... demystified the individualised approach to assessment in primary school ... illustrated how base planning and teaching on evidence and *how* and *why* the class teacher must assume responsibility for inclusion of all children (Florian & Rouse, 2009)
- ▶ Over time, lecturers increased mastery of the co-teaching approach ... much more skilful the second time

### 2. What might be the potential for co-teaching in your context?

Think: Pair: Share



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