



From individual teaching to co-teaching : a first attempt

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Geef je talent de sporen!



CONTENT

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- 4. Inquiry example: Koen
- 5. ... and now for the future.



1. IN THE BEGINNING...

5 teachers → starting from **individual practice**



developing **individual practitioner inquiry**



Final target : “How to improve the learning of our students”



2. PRACTITIONER INQUIRY

5 teachers → 5 inquiries
→ 5 topics / 5 strategies

- * How to increase students' intrinsic motivation for language?
(experimental placing of the tables in the classroom / feedback fellow teachers and students)
- * Roadmaps for students: how to stimulate their independence?
(interview fellow teachers / feedback students / filming oneself while teaching)
- * How to teach an important calculation rule to vocational education students?
(working with or without basic roadmaps, different types of roadmaps,...)



3. INQUIRY EXAMPLE: SAM

How to teach students to write a good argumentative text?

Why?

Hypothesis: - contact with colleagues
- experiences in the past
➔ **difficulty with the concept “argument”**

Method



3. INQUIRY EXAMPLE: SAM

**Respondents: Final year students general education
(2x2 experimental groups)**

Group 1: instructions on paper, no teacher present to help

**Group 2: instruction on paper, teacher gives an extra lesson on
writing an argumentative text**

**Group 3: instruction on paper, no teacher present to help,
additional time to work at home**

**Group 4: instruction on paper, teacher gives an extra lesson,
deadline at the end of the lesson (2h)**



3. INQUIRY EXAMPLE: SAM

Results: Point /10

	Mean	Standard deviation
Group 1 (n=21)	6,55	1,44
Group 2 (n=21)	6,52	1,68

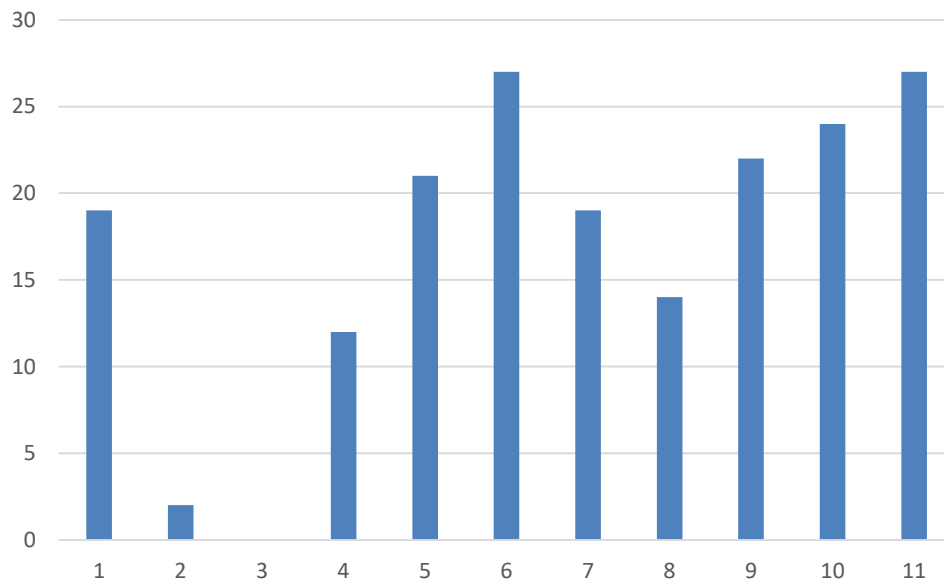
	Mean	Standard deviation
Group 3 (n=26)	7,12	1,21
Group 4 (n=19)	7,42	1,18



3. INQUIRY EXAMPLE: SAM

Results of the survey (N = 45)

What's important to write a good argumentative text?



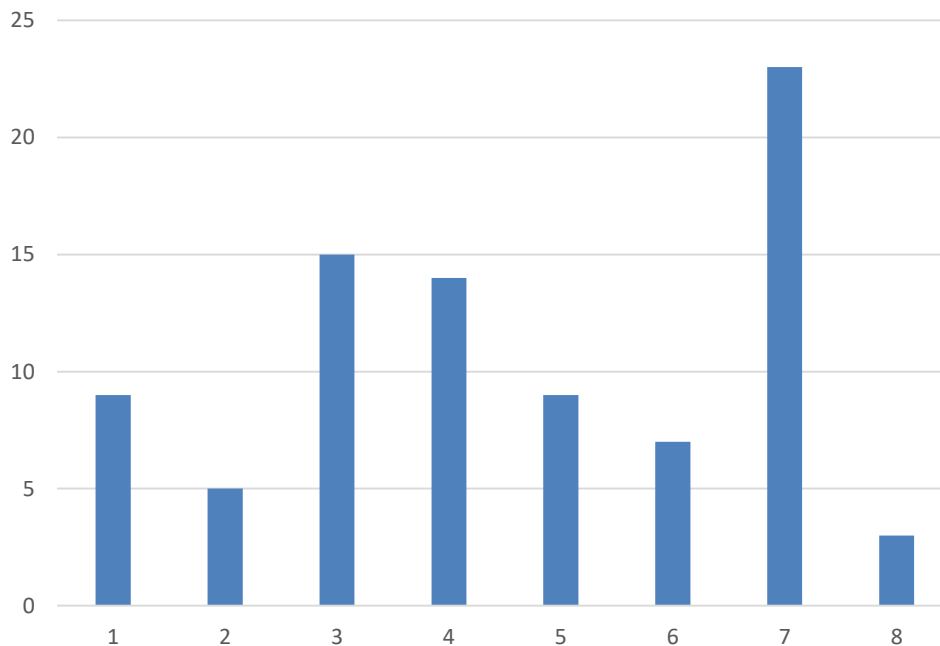
1. Subject teacher
2. Dutch teacher
3. Any teacher
4. PC and Internet
5. Textbook
6. Enough time at school
7. Extra time at home
8. Consultation other students
9. Someone to revise
10. Additional examples of argumentative texts
11. Hints on structure



3. INQUIRY EXAMPLE: SAM

Results of the survey (N = 45)

What may help in the future?



1. Extra practice
2. Explanation on writing
3. Explanation on arguments
4. Explanation on content
5. Reading argumentative texts
6. Extra debates
7. Hear different opinions
8. Nothing can help



3. INQUIRY EXAMPLE: SAM

Different conclusions and evaluation

- * Presence of a teacher?
- * Additional time to the deadline?
- * Additional explanations on argumentation?
- * ...

Hypothesis

Future research questions



4. INQUIRY EXAMPLE: KOEN

How can a role play stimulate students political awareness?

A) Method and target group

* online survey : 10 questions (first 8 **closed** / last 2 **open**)

* students from 3 classes (final year human sciences)
that just had finished a political role-play (8 lessons)



7 political parties / taking a stand towards proposed legislation /
to discuss current topics in a parliamentary setting



4. INQUIRY EXAMPLE: KOEN

How can a role play stimulate students political awareness?

B) Response to the online survey

47 of the 55 students filled in the questionnaire



4. INQUIRY EXAMPLE: KOEN

How can a role play stimulate students political awareness?

C) Conclusion

- * **Knowledge** and **appreciation** of the **content** and the **job** of a politician increased enormously after the role-play
- * The role-play slightly **increased the readiness to follow the current political news**



4. INQUIRY EXAMPLE: KOEN

How can a role play stimulate students political awareness?

C) Conclusion

- * The role-play is unanimously considered a **pleasant** and **efficient** form **to learn about politics** (more than the usual face-to-face-lessons)
- * The **session** in which the students had to **negotiate** in order to convince the other political parties to **support** and to **vote** for their **proposals**, is considered **the most interesting** but also **the most difficult session**. This means that 'the real political life' fascinates them but they realise how difficult it is.



5. ...AND NOW FOR THE FUTURE?

5 Teachers



individual teaching



further individual inquiry



teaching community



co-teaching



examples and
experiments



5. ...AND NOW FOR THE FUTURE?

Examples and experiments:

- * **with 2 or 3 teachers in a classroom**
- * **a team of 8 teachers teaching simultaneously** (different classrooms next to each other)
- * a teacher **specialises** in a **component of a school subject** and **teaches** this component **several times** to various students during a school year
- * sharing & networking in a **professional learning community**
- * **self-managing team** in vocational education
- * **Innovation team so ...**

