



1st International Conference on Multidisciplinary Academic Research (ICMAR-2018)

Sydney, Australia

ISBN :978-0-6482404-1-9

Asia Pacific Institute of Advanced Research (APIAR)

www.apiar.org.au

A STUDY OF PROFESSIONAL DEVELOPMENT IN TEACHERS WITH USAGE OF COLLABORATIVE TEACHING STRATEGIES

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Abstract

Collaboration is a method of teaching and learning. Teachers learn new instructional techniques from one another to expand their teaching competencies. Teaming up allows more opportunities for students to understand and connect with content, thereby maximizing individual learning potential. An action research study was designed to test the effect of using Interdisciplinary/Cross Curricular teaching structure in a fifth-grade classroom in a rural school in Telangana, India. The research was in three stages, focusing the designing of co-teaching. Before stage one started, a questionnaire was given to treatment and control groups. The stages are, how to implement specific co-teaching strategy, to know its effect on student achievement, and how well the teachers and students adapt. Interdisciplinary teaching can increase students' motivation for learning and their level of engagement. Another questionnaire was answered by students after the strategy, to compare the findings. The participant teachers were interviewed personally and as a group to share the outcome of the research study. The treatment group displayed an interesting motivation toward learning.

Keywords: Collaboration, Cross Curricular Teaching, Educational Change, General Education, Professional Development, Team Learning, 21st Century Learning.
