Collaboration teaching and its role on education performance and students achievement

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ABSTRACT

Today speaking of cooperative learning method is abundant. Many teachers indicated that the cooperative learning is a new ideaand has a long history. It can be said that a good way of teaching can be assured of learning shows. An experienced teacher can use various teaching methods to achieve the highest possible level of education. Teachers must be allow to the students that achievement higher levels of learning. Listening to teacher lectures are boring and unbearable. Listeners not able to use their knowledge of the challenges of the present world. Each teacher can use cooperative learning experience in every cross. In this method the most preparing educational materials for teachers before class is done. Teachers with used this method in the classroom are very comfortable. Several studies showed that a good efficiency cooperative learning in the classroom and the students enjoy this method of learning. Teacher collaboration and professional learning communities are frequently mentioned in articles and reports on school improvement. Schools and teachers benefit in a variety of ways when teachers work together. A small but growing body of evidence suggests a positive relationship between teacher collaboration and student achievement.

Key Words: Collaboration teaching, Education, Students achievement

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INTRODUCTION

In today's world science has advanced rapidly, we are not able to keep pace with the science of motion and it passed on to students. Five major benefits were identified for most students in the co-taught classrooms: improved academic performance, more tune with and attention from the teacher, increased emphasis on cognitive strategies and study skills, increased emphasis on social skills, and improved classroom communities [17]. Co-teaching partnerships provide unique opportunities for many special educators to share their knowledge and expertise about effective cognitive strategies (e.g., paraphrasing, mnemonics, reading comprehension) and study skills (e.g., notebook organization, homework completion, time management). A number of co-teachers, particularly those who worked with upperelementary and middle school students, reported that the increased attention to the development of study skills and cognitive strategies had helped improve many students' classroom performance [6]. Teachers reported that students outside their co-taught classes also benefited from the emphasis on cognitive strategies and study skills development. Middle school participants reported that they learned how to teach study skills and cognitive strategies during their co-taught classes. They liked the student performance improvements they saw and went on to teach these skills to students in their other classes [16]. Many teachers reported that the social skills of students without disabilities also improved in inclusive classrooms. Participants provided a broad array of behaviors

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as examples of improved social skills, such as fewer fights and verbal disagreements, less name calling, better problem solving, "overt acts of kindness," better materials sharing, fewer classroom cliques, and more cooperation during group work assignments [2]. As noted earlier, many of the co-teachersemphasized social skills development through direct inshuction, practice opportunities, and feedback. Many participants reported teaching their students various communication, coping, and problem-solving skills. In addition, these teachers posted classroom rules and other reminders that emphasized students' responsibilities to "show kindness. respect others and remember feelings [7]. The benefits for general and special education teachers that were reported by both teacher participants and administrator participants included increased professional satisfaction, op-portunities for professional growth, personal support, and increased opportunities for collaboration [12]. Consistently, co-teachers reported high levels of professional satisfaction as a result of their students' success in these classrooms. They reported that their students' academic and social progress told them that they were "on the right path." Many indicated that they felt good about their participation in this effort because they saw that their programs were getting better over time; they were seeing more benefits and fewer problems and believed that their efforts were paying off [14]. Many co-teachers reported that the experience of working so closely with other professional educators had been the best professional growth opportunity of their careers. Ongoing opportunities to share their unique knowledge bases and professional skills had allowed many to explore new ideas and content areas, and to expand their professional skill repertoires. It is important to note that many also believed that they had never worked harder in their professional careers than they had since implementing co-teaching and related inclusive programming [15].

COOPERATIVE TEACHING

Co-teaching is not one person teaching one subject followed by another who teaches a different subject. Many teachers are familiar with this structure if their students travel in groups within a departmentalized administrative framework. In this case, however, the teachers often do not have time to plan or evaluate instruction. Instead, they are responsible for covering the subject matter individually within their curriculum areas (for example, science) and then the math teachers who are then replaced by the language arts teachers, replace them, and so on. Co-teaching is not one person teaching one subject while another person prepares instructional materials at the Xerox machine in the teachers' work-room or corrects papers in the teachers' lounge. This is a familiar arrangement for those teachers who have the luxury of working with a paraprofessional, a parent, or a community volunteer in the classroom. Co-teaching is also not occurring when one teacher conducts a lesson and others stand or sit by and watch. This often happens when there are observers or volunteers who come into the classroom with no specific function or assignment. Co-teaching is not happening when the ideas of one person prevail for what is to be taught or how it will be taught. This type of structure often occurs when a group of would-be co-teachers defer to the eldest, to the person with the most presumed authority, or to the person with the most convincing voice. Finally, co-teaching is not simply the assignment of someone to act as a tutor. For example, the early schoolmistresses and schoolmasters in one-room schoolhouses were known to use older students to help teach younger students. It is not known to what extent the older student had input in the selection of the lesson, design, and delivery of the lesson, and so on. Many of those student helpers went on to Normal Schools to become teachers themselves. In this case, the student was an assistant teacher often assigned to teach individuals or groups of pupils while the schoolmistress taught another individual or group. Instead, the 21st-century notion of co-teaching places it within the context of some of the most innovative practices in education. The reassignment of existing personnel to co-teaching teams results in a knowledge and skill exchange among team members and higher teacher-to-student ratios, outcomes that benefit more students than the individual student in need of intensive instructional support. Co-teaching is two or more people sharing responsibility for teaching some or all of the students assigned to a classroom. It involves the distribution of responsibility among people for planning, instruction, and evaluation for a classroom of students. Another way of saying this is that co-teaching is a fun way for students to learn from two or more people who may have different ways of thinking or teaching. Some people say that co-teaching is a creative way to connect with and support others to help all children learn. Others say that co-teaching is a way to make schools more effective. Co-teaching can be likened to a marriage. Partners must establish trust, develop and work on communication, share the chores, celebrate, work together creatively to overcome the inevitable challenges and problems, and anticipate conflict and handle it in a constructive way. There are five elements that facilitate cooperative processes: face-to-face interactions, positive interdependence, interpersonal skills, monitoring progress and individual accountability. Each of the five elements is now defined in more detail.

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FACE-TO-FACE INTERACTIONS

Face-to-face interaction is an important element for co-teachers as they make several important decisions. Co-teachers need to decide when and how often they will meet as well as how much time meetings will take during school hours. They need to decide when others (e.g., parents, specialists, paraprofessionals, psychologists) should be involved. They also need to develop a system for communicating information when formal meetings are not scheduled (such as a communication log book at the teachers' desk or Post-it notes on the bulletin board of the classroom). Face-to-face interactions are necessary for co-teachers to make these and other critical decisions.

POSITIVE INTERDEPENDENCE

Positive interdependence is the heart of co-teaching. It involves the recognition that no one person can effectively respond to the diverse psychological and educational needs of the heterogeneous groups of students found in typical 21st-century classrooms. Co-teachers create the feeling that they are equally responsible for the learning of all students to whom they are now assigned and that they can best carry out their responsibilities by pooling their diverse knowledge, skills, and material resources. To establish positive interdependence, co-teachers can establish a common goal, create rewards for their success, and divide the labor of the delivery of instruction.

INTERPERSONAL SKILLS

Interpersonal skills include the verbal and nonverbal components of trust and trust-building as well as conflict management and creative problem solving. Such social interaction skills are needed for achieving the distribution of leadership functions and for ensuring that no child is ignored. Individual co-teachers will find that they are functioning at different interpersonal skill levels, depending on their previous training, personality styles, and communication preferences. Effective co-teacher partnerships encourage each member to improve his or her social skills by giving feedback and encouragement to each other.

MONITORING CO-TEACHER PROGRESS

Monitoring refers to the process of frequently debriefing the successes and challenges of co-teaching lessons. Co-teachers check in with each other to determine whether (1) the students are achieving the lesson's learning goals, (2) the co-teachers are using good communication skills with each other, and (3) the learning activities need to be adjusted. Methods of monitoring can vary from very simple to more complex. For example, some co-teachers use a checklist on which they each literally check off their agreed-on responsibilities. Some co-teachers set up a brief, 15-minute meeting each day while their students are at recess to discuss the three aspects of monitoring (goals, communication skills, adjusting the activities). Co-teaching team members also can take turns sharing accomplishments, reporting on what each one contributed to the success of the lesson, and making suggestions about what might need to be changed to improve the lesson.

INDIVIDUAL ACCOUNTABILITY

Individual accountability is the engine of co-teaching. It is clear that co-teaching is effective based on the actual delivery of skills and knowledge by each co-teacher. Individual accountability is a form of acknowledging the importance of the actions from each co-teacher. Individual accountability in co-teaching involves taking time to assess the individual performance of each partner for one or more of four purposes. One purpose is to increase partners' perceptions of their contributions to the co-teaching endeavor. A second purpose is to provide partners with recognition for their contributions. Yet another is to determine whether any adjustments need to be made in any of the partners' co-teaching roles and actions. A final purpose is to identify when one or more of the partners may need assistance (e.g., some modeling or coaching, access to additional resources or supports) to increase effectiveness in the performance of assigned roles and responsibilities.

COOPERATIVE TECHNIQUES

Collaboration in teaching methods are such as team effectiveness design, team member teaching design, assessment of performance, brainstorming technique, anonymous brainstorming technique, subject classification, individual learning procedure with the help of a team, research group, development groups and discussion method. Cooperative learning is one of the most remarkable and fertile areas of theory, research, and practice in education. Cooperative learning exists when students work together to accomplish shared learning goals. Each student can then achieve his or her learning goal if and only if the other group members achieve theirs. In the past three decades, modern cooperative learning has become a widely used instructional procedure in preschool through graduate school levels, in all subject areas, in all aspects of instruction and learning, in nontraditional as well as traditional learning

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situations, and even in after-school and non-school educational programs. There is broad dissemination of cooperative learning through teacher preparation programs, in-service professional development, and practitioner publications [5]. The use of cooperative learning so pervades education that it is difficult to find textbooks on instructional methods, teachers' journals, or instructional materials that do not mention and utilize it. While a variety of different ways of operationalizing cooperative learning have been implemented in schools and colleges, there has been no comprehensive review of the research evidence validating the cooperative learning methods. The purpose of this review, therefore, is to examine the empirical support validating the effectiveness of the different methods of cooperative learning. In order to do so, it is first helpful to discuss why cooperative learning is so widely used. The wide spread use of cooperative learning is due to multiple factors. Three of the most important are that cooperative learning is clearly based on theory, validated by research, and operationalized into clear procedures educators can use. In psychology, where cooperation has received the most intense study, cooperative learning has its roots in social interdependence, cognitive-developmental, and behavioral learning theories [6]. It is rare that an instructional procedure is central to such a wide range of social science theories. Cooperative learning is more elaborate than group work activity. Cooperative learning can be incorporated into your classroom management system. If you train your students to work effectively in groups, the results can be a very productive and fun learning environment. The research on cooperative efforts, furthermore, has unusual breath, that is, it has focused on a wide variety of diverse outcomes. Over the past 100 years researchers have focused on such diverse outcomes as achievement, higher-level reasoning, retention, time on task, transfer of learning, achievement motivation, intrinsic motivation, continuing motivation, social and cognitive development, moral reasoning, perspective-taking, interpersonal attraction, social support, friendships, reduction of stereotypes and prejudice, valuing differences, psychological health, self-esteem, social competencies, internalization of values, the quality of the learning environment, and many other outcomes [8]. There may be no other instructional strategy that simultaneously achieves such diverse outcomes. The diverse and positive outcomes that simultaneously result from cooperative efforts have sparked numerous research studies on cooperative learning focused on preventing and treating a wide variety of social problems such as diversity (racism, sexism, inclusion of handicapped), antisocial behavior (delinquency, drug abuse, bullying, violence, incivility), lack of prosocial values and egocentrism, alienation and loneliness, psychological pathology, low self-esteem, and many more. For preventing and alleviating many of the social problems related to children, adolescents, and young adults, cooperative learning is the instructional method of choice [11].

LEARNING PROCESS
Figure 1 shows learning as a process. Three ingredients are needed for this process to be effective: (1) focus to plot a course for the learning effort; (2) an environment which facilitates learning; (3) techniques which enable learning to be efficient. The interlocking circles on the model imply that the ingredients are not discrete, but overlap, and are interdependent if the whole learning process is to be optimized. In simple terms these are the hows, whys, and whats of learning, and these will be examined in more detail. Readers are invited to relate the hows and whys to their own lifetime learning experiences, to establish a "ring of truth", before going on to examine what has to be learned to achieve continuous improvement and innovation in business processes.
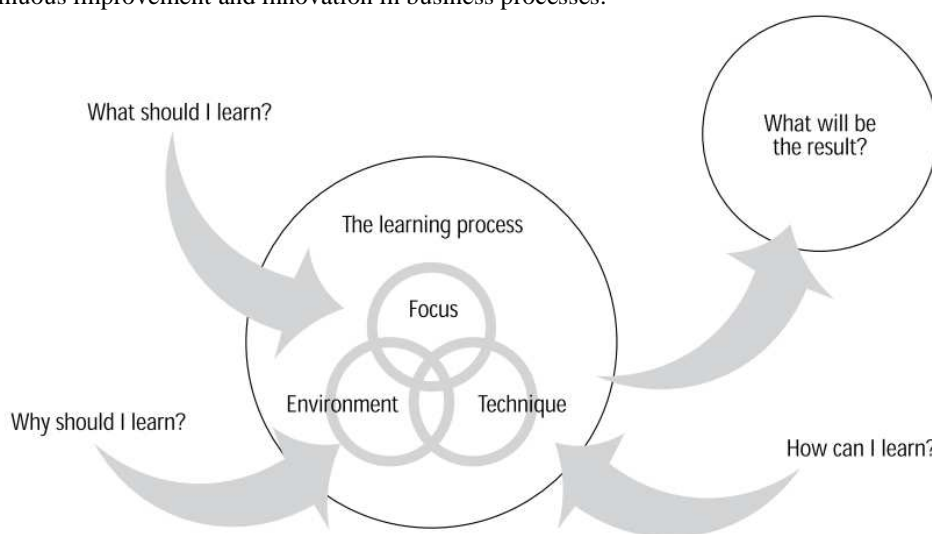

Figure 1. Learning as a process

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The development of understanding will take place in stages, as the depth of knowledge increases. Shallow understanding will generally result from single-loop learning [1], but double-loop learning will be needed if deep understanding is to be achieved. Commitment will start to develop provided the knowledge is perceived as meeting the needs of the individual and the organization [13, 10]. On the other hand, as the depth of understanding increases, it may start to challenge deeply held beliefs and values, which either overtly or subconsciously may limit the move to commitment. Commitment will not be achieved without intrinsic interest and curiosity. If this is not present, the move to action may not take place. Many training courses do not have the desired effect because they are imposed, and are not attended because of an intrinsic desire to learn. This desire cannot be directed, but must come from within the individual. However, it can be nurtured and encouraged. To be most effective, learning at this level must be pulled by the individual, not pushed by the organization. Also, the barriers preventing the transition from commitment to enactment can be formidable. Usually, they will require the individual to change behaviour. Often this will bring into play a powerful, inbuilt, and unconscious defence mechanism. This is probably the most important part of the learning process which is often missing in taught organizations. This is where actions, outcomes and theories are evaluated, and deep learning takes place. The compliant nature of taught systems often means that individuals are not encouraged to question or challenge theories, and inappropriate actions continue to be taken long after those theories have been discredited. In extreme cases of operant conditioning, where actions are a result of learning by rote, the difficulties in achieving a change in behaviour needed to enable deep learning to take place should not be underestimated. When effective, reflection increases understanding, which, in turn increases commitment and action, and a virtuous cycle of learning is unleashed. My experience has shown me that success in achieving the learning company vision depends greatly on the effectiveness of managers and team leaders in creating an environment where individual, team, and thereby, organizational learning is facilitated. In order to do this they will need a deep understanding of the learning process, to be able to identify an individual's position on the stages of learning model, to understand the driving and restraining forces applicable to the individual at that time, and have intervention strategies to facilitate movement through the stages. The models and processes outlined have been developed following many years' experience in managing change and process improvement in a large organization. They seek to provide an explanation why some initiatives were successful, while others were less so. They should not be considered as models to be rigidly followed, in a taught manner, but rather as a framework against which past experience can be assessed. The use of student teams can be an especially effective teaching strategy for several reasons [3]. First, it allows the instructor to support students in learning a valuable skill that employers continually rank as critical to workplace success: how to work together and support each other in learning and discovery. Second, becoming effective and productive team members allows students to develop their independent learning skills by working individually on a portion of a group project that makes them accountable not only to the instructor but also to team members. And finally, integrating teamwork into a course can result in adding structure to out-of-class time and increasing student accountability for their learning. Obviously, team-based learning is not appropriate for all content, but it can usually be adopted in some form in any course. All managers have experiences of actions which produced successful outcomes, and actions which failed. So often, however, we omit the reflection stage of the learning process, and continue to take inappropriate actions, destined to fail. Worse still, we copy initiatives which have worked elsewhere, and do not understand why they do not work for us. Instead, it will be more useful to view the models using a discovery learning process, to help evaluate successful initiatives, and experiment with other ideas which are of interest, always adding a reflection stage to our thought process. Ideally managers will be stimulated to follow up some of the references, to increase their depth of understanding. In today's uncertain economic times, it is essential that our capacity to improve and innovate exceeds the rate of change imposed on our organizations [9]. It is essential, therefore, that managers understand the learning process and know how to facilitate its application throughout their areas of responsibility. Such a partnership is a highly effective way to strengthen the education of university students preparing to teach elementary school. Obviously, prospective elementary school teachers need to learn how to teach. Perhaps less obviously, though, prospective teachers also need to learn a significant amount of math beyond what they learned in high school. And even more, they need to learn how to use that mathematical knowledge to serve their students in the classroom.

CONCLUSION

Collaborative learning is an instructional method in which students team together on an assignment. In this method, students can produce the individual parts of a larger assignment individually and then "assemble" the final work together, as a team. Whether for a semester-long project with several outcomes or a single question during class, collaborative learning can vary greatly in scope and objectives. Cooperative learning, sometimes confused with collaborative learning, describes a method where students work together in small groups on a structured activity.

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Students are individually accountable for their work but also for the work of the group as a whole, and both products are assessed.

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