



Impact of Co Teaching on Learning of Students

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Abstract:

Co teaching is an attitude of sharing the class room and students. Co teaching approaches require greater commitment to, comfort with and skill in collaborative planning and role release. It is recommended that collaborative teams select cooperative teaching approach as required based on curriculum demand and learner's need. Its teaching skills and relationships strengthen co teachers and institute. The present study is focused on finding impacts of co teaching on students learning.

Keywords: Co Teaching, Learning, Attitude.

I. INTRODUCTION:

Co teaching is defined as 2 teachers working together with groups of students, sharing the planning, organization, delivery and assessment of instructions as well as physical space. Co teaching provides to be taught in an intense individualized manner. In this way instructional intensity is greater and differentiated. Teachers learn from each other's expertise and scope of their teaching capacity. Disable students feel more connected with their peer group. There are so many models of co teaching, it may be one teach and one observe or it may be one teach one assist. In 2nd model one teacher provides instructions while other moves around the class room and assists standee who has problem. In parallel teaching model class is divided into 2 half and same material is delivered at the same time by both teachers. In team teaching model both teachers instruct on the same topic with all students present. Co teaching provides greater opportunities for integrated learning of students rather than focusing on isolated skills. It allows teachers to explore new ways of teaching. A major advantage of this teaching is that two teachers can meet needs of students in diverse, inclusive class room. The goal is to emphasize sharing of understandings which are essential for creating learning environment. It enables teachers to form instructional partnership to deliver high quality instructions. Research shows increase in learning of mathematics, physics, and chemistry with co teaching practices. The significant increase in academic achievement occurred only when co teacher attended. Research in this field indicates that co teaching appears to have more positive effect on student's achievement.

II. OBJECTIVE OF STUDY:

To study effectiveness of co teaching on learning of students
To study impact of co teaching on male and female students

III. HYPOTHESIS:

There is no significant difference between experimental and control group for the impact of co teaching. There is no

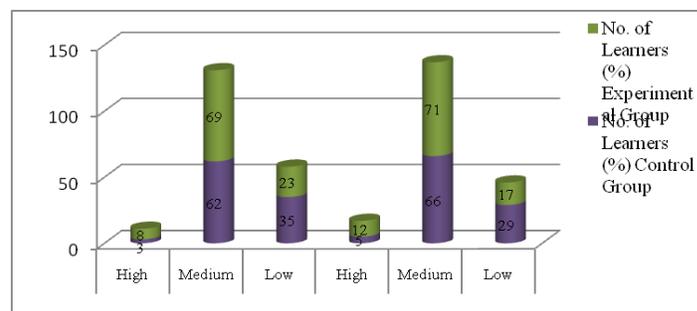
significant difference between impact of co teaching on male and female students.

IV. METHODOLOGY:

Descriptive survey method was applied for study. 200 students of class 6-8 were selected randomly for study. Out of which 100 were boys and 100 were girls. Students were divided into 2 groups 100 as control group and 100 as experimental group. The experimental group was taught through co teaching method and control group through conventional teaching. After teaching in both groups a self prepared questionnaire was used to find learning as impact of co teaching. Collected data was converted into percentage and comparatively analyzed.

V. FINDING & ANALYSIS:**Table.1. Status of Learning through Co Teaching**

Gender	Learning Value	No. of Learners (%)	
		Control Group	Experimental Group
Boys	High	3	8
	Medium	62	69
	Low	35	23
Girls	High	5	12
	Medium	66	71
	Low	29	17

**Chart- Status of Learning through Co Teaching**

Data shows significant difference between learning result of control group and experimental group, hence hypothesis 1 there is no significant difference between experimental and control group for the impact of co teaching is rejected. Experimental result shows that learning of girls is better than learning of boys. Thus hypothesis 2 there is no significant difference between impact of co teaching on male and female students is rejected. 3% boys, 5% girls of control group, 8% boys, 12% girls of experiment group show high learning value. 62% boys, 66% girls from control group and 69% boys, 71% girls from experimental group have medium value. Among students having lower learning value 35% boys, 29% girls from control group and 23% boys, 17% girls are searched.

VI. CONCLUSION:

The co teaching framework has a significant impact on students. It is helping to improve abilities of problem solving, concept making, increasing confidence and communication level. This study will support teachers for best presentation also.

VII. REFERENCES:

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