

14.JTE-17-02-0020.R1

The promises and realities of implementing a coteaching model of student teaching

Within a sociocultural framework, we use situated learning theory to explore the use of a coteaching approach during student teaching. Coteaching is a model for learning to teach where clinical educators and teacher candidates teach alongside one another and share responsibility for pupil learning. Teacher education programs have adopted this model for student teaching because there is evidence that coteaching supports pupil learning and coteacher learning. This study of coteaching in three teacher education programs, within the same university, examined opportunities afforded for teacher candidates' development of growth competence, adaptive teaching expertise, and collaborative expertise. Data analysis from the nested, cross-case qualitative study enabled us to examine opportunities for candidate learning afforded by coteaching during student teaching, posit recommendations on using coteaching, explain the necessary conditions, and discuss the model's current limitations.

教师合作教学模式的前景和挑战

在社会文化框架下，我们使用情境学习理论探索教师教学期间合作教学的方式。合作教学是一个教师学习教学的模式。在这种模式下，临床教师和学生教师一起教学并且共同向学生学习。教师培养目标采用这种模式是因为合作教学能够支持学生学习以及合作教学的学习。通过同一所高校的三个教师培养目的合作教学模式，本文探究教师在合作教学中的发展的机会：成长能力、适应性教学技能和合作技能。来自嵌入式跨案例定性研究的数据分析为我们提供了了解教师在合作教学过程中学到的机会。本研究分析同时使我们能够与合作教学提出建议，讨论合作教学的必要条件以及目前合作教学模式的局限性。