COLLABORATIVE TEACHING FOR INTERDISCIPLINARY LEARNING

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Collaborative learning has been commonly termed and used in the school premises. Teachers are encouraged to collaborate among each other to show how their lessons are not isolated disciplines from one another but interrelated and connected. At first it might be unclear for students to see the connection between math and English or science and TLE.

Collaborative teaching has been both feared and loved by many teachers. Feared because teachers have been trained to handle classes on their own, taking care of discussions on their own pace and their own topics. Teachers tend to be comfortable knowing that he is the only person in the class that knows the process of teaching-learning so he can make adjustments depending on the capacity of the students. In collaborative teaching, there will be another expert on the craft inside the classroom. This gives each other a sense of consciousness with regard to how they handle students, how they deliver the lesson and how they manage class discussions. If the teacher is used to stand in front of the class alone most of the time, then it will be a great adjustment for his part to acknowledge the presence of another teacher.

On the other hand, this will prove to be very beneficial to both teachers. Having two experts inside the classrooms should provide enough knowledge and training to students. Teachers will be able to pick up best practices from one another and incorporate them to their teaching practices once that they go back to their respective classes. They may also have peer discussions on how to see the best strategy that suits the needs and learning level of their students.
Collaborative teaching does not always have to be two teachers in the same room. Collaboration maybe executed in the school even if teachers are teaching classes on their own. How can this be done? Well through culminating activities. Teachers may teach their respective lessons on their own but provided that the objectives of their lessons even if they belong to different disciplines are streamlined into a single goal.

For example, in MAPEH 10, there is an activity in the lesson that requires students to perform contemporary dances and building up self-confidence through fashion runways. In TLE there is dress making specialization, even the Senior High also has this type of track in Teck-Voc skills. Both junior and senior high students also have food tech skills, and electronics. English classes in the junior high have public speaking. All of these disciplines can be performed at a single event.

Collaboratively working together, the teachers may plan out a program of a fashion runway project inside the school where students will all handle the staging and crew provided that teachers monitor and facilitate every department. Garment students may sew and create clothes which other students will walk with in the runway, electronics students will take care of lights and sounds, food tech will cater simple foods that are served during the event. Even the stage and table decorations can be tasked to TLE students. English 10 students having public speaking lessons may apply it by hosting the event proper.

Collaboration in essence need not being a tandem inside the classroom but in goals and objectives. By showing how each skills learned through different disciplines become united in a single program gives the students a clear realization of the importance of lessons discussed to classrooms and how they are relevant to each other.
Reference:

Vanderbilt University, Team/Collaborative Teaching, Center for Teaching, retrieved from https://cft.vanderbilt.edu/guides-sub-pages/teamcollaborative-teaching/