Team Teaching: Two (or more) heads are better than one

December 1, 2016 (Thursday)
12:45 – 14:00
Room 204, Runme Shaw Building, HKU
Chair: Dr Kennedy Chan

Abstract:
Rebecca Cooper and Stephen Keast (Keasty) have been team teaching in a General Science Education unit for about a decade now. Over this time, they have completed several studies of their unit looking at the structure and content of the unit but also, their development as Science Teacher Educators and the challenges and great benefits of team teaching (both for them and their preservice teachers). This session (presented by Rebecca) will look generally at team teaching and the General Science Education unit that Rebecca and Keasty have taught, but also at the impact of the team teaching experience on their development of a pedagogy of teacher education and pedagogical reasoning of teacher educators, their thinking about articulation of practice to support the development of preservice teachers’ pedagogy and also their broadening understanding of team. The session will also briefly touch on other team teaching related projects that Rebecca has been involved in (such as: supporting teachers at John Monash Science School, the implementation of the National Virtual School of Emerging Science and work with staff in the Faculty of Medicine Monash University.)

About the speakers:
Dr Rebecca Cooper is a lecturer in the Faculty of Education, Monash University. She works predominantly with preservice and in service secondary science teachers and her research interests include; considering how science teachers and science teacher educators develop pedagogical knowledge and pedagogical content knowledge throughout their career and improving the quality of science teaching to increase student engagement (in particular, girl’s engagement). Rebecca has also worked with other lecturers at Monash University to better understand and develop their teaching (in the School of Mathematics and Faculty of Medicine) and has recently been part of a project that culminated in the production of videos to support the teaching of Mathematics, but also to inspire students in and make them more aware of the contemporary work of Mathematicians. She has researched and published work in team teaching that looks at a variety of contexts including: secondary school classrooms, tertiary education and also the virtual environment. Rebecca’s other recent work includes a report for the Invergowrie Foundation titled, A Profile of the Current Status of Education of Girls and Women in Victoria: Some preliminary findings, which she presented at the Foundation’s AGM in 2015, and she was invited to participate in a consultation session regarding gender and women’s rights in relation to STEM and innovation as part of an upcoming state government initiative. A participant in the first PCK summit in Colorado Springs, she is on her way to act as co-facilitator for the second PCK summit in Leiden in December 2016.

Dr Stephen Keast (Keasty) is a senior lecturer in science education in the Faculty of Education, Monash University. His work in science education is grounded in his practice as an experienced secondary science teacher (13 years) linking theories of teaching and learning with practical ways to teach science. His research has focused on the pedagogical reasoning of science teachers, pedagogy of teacher education, and preservice teacher learning. He has edited several books of preservice and teacher’s stories of practice, written chapters in academic books, published in academic journals and presented at academic conferences. The major focus of his present research work is the pedagogical reasoning of expert science teachers. Part of this research has redefined Shulman’s pedagogical reasoning and action as pedagogical reasoning and reflective practice. This work importantly investigates the way professional wisdom can be articulated and shared by teachers to improve the professionalism of teaching and add to the growing professional knowledge base of teachers and teaching.

~ ALL ARE WELCOME ~
For enquiries, please contact the Office of Research at 2857 8254.