



CIMT / TDA Training Modules

MODULE MEMA518

Using Collaborative Practice to Enhance the Teaching and Learning of Mathematics

This is one of a series of modules funded by the *Teacher Development Agency (TDA)*, with the aim of enhancing mathematics teaching in primary and secondary schools in the UK.

This module enables participants to focus on collaborative practice as a way of reflecting, individually and with colleagues, on how to enhance the effectiveness of teaching and learning within their own establishment.

Level: M **Credits:** 30 **Pre-requisites:** None **Assessment:** 100% Coursework

COURSE STRUCTURE

The module consists of 3 sessions (each of about 2 hours' duration) together with related assignments and tasks.

Session 1 This introductory session will cover key aspects of collaborative practice, including:

- rationale and background (with reference to different forms of collaborative practice developed in the USA, Japan, Hungary and the UK)
- principles, stages and protocols of collaborative practice
- watching video clips of the process in practice (planning and teaching lessons) and reviewing the lesson clips, using agreed protocols

TASKS/ASSIGNMENTS:

- Read academic papers and reports on collaborative practice (from the reference list provided).
- With other colleagues, teach, observe and record 2 or 3 maths lessons in your school and review them afterwards, with regard to effective learning. (The lessons may be videoed if physical presence in the classroom is impossible.)
- Write a brief critique of the lessons, highlighting future action points for you and your department..

Session 2 This session brings the focus of collaborative practice more firmly into the context of the particular school.

- Discussion of the general papers and reports and review of the 'case study' assignments
- Agreement on a focus (or foci) for collaborative lesson planning
- Outlining a series of lessons and planning the first 'research' lesson

TASKS/ASSIGNMENTS:

- Teach/observe and review the first 'research' lesson
- Plan, teach/observe and review a 2nd 'research' lesson (or a revised 1st lesson)
- Write a brief critique of the whole cycle, emphasising what you have learned during the process.

Session 3 Reflection on participants' experiences of the collaborative practice process.

- What effect has it had on your own professional and personal development?
- What effect has it had on teaching and learning within your department/school?
- How will you apply and build on what you have learned from the experience in the future?

An impact report will be completed and an outline of the extra work required (essentially a report of activities) will be given for those wishing to extend the course for Masters Degree assessment.

ASSESSMENT

Initially all participants will be registered as modular Masters Degree students, although it is entirely optional as to whether participants complete the final portfolio required for external assessment; that is, participants can take the course as a stand-alone short course.

FEES The TDA will fund up to 60 credits (e.g. 2 modules) per academic year for qualified teachers teaching in state schools.

PARTICIPATION

Please contact CIMT (email: margaret.rodick@plymouth.ac.uk, or phone 01395 255521) if you would like us to run this module at your school. (Note that we would expect the whole mathematics department to be involved.)