



Collaborative Efforts in Internship Program: A Study

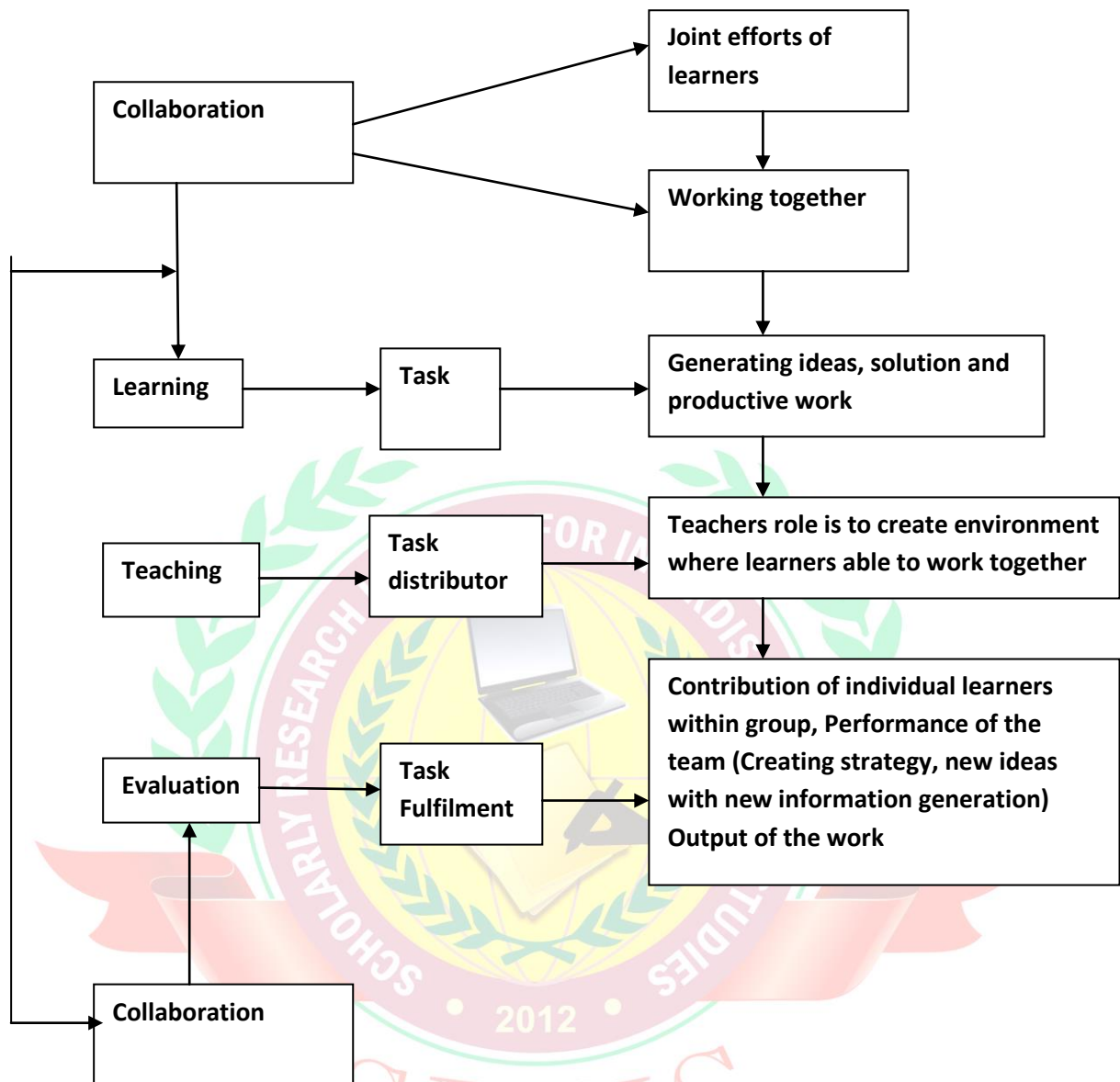
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Introduction-

Today in our education process very much focus on teaching learning process in classroom. So many efforts taken by educationist, Models of teaching is one of the focus areas of teaching learning process in classroom. Collaborative efforts in teaching learning process observed in models of teaching. In new innovations of methodology of teaching learning process an interaction between teacher and students is important and role of students and teacher is very well specified. For example- Models of Teaching, Project based learning and some interactive method. Collaborative efforts differ from most traditional approach. Traditionally the role of teacher is information provider and role of student is listener and memorize the received information. In collaborative method students are active and also create a more dynamic classroom interaction According to Marie- In collaborative learning a group projects, assignments and presentations that are designed so that students work together. In other words, collaborative learning is a learning situation that requires the involvement of two or more people learning something together and teaching one another.

Collaborative Structure



The present study is highlighted the collaborative efforts in Internship program of teacher training college.

Importance of the study- Through this study the teacher educator observed the peer team efforts and team work in Internship program of B.Ed course. Such type of study is important regarding to organise some program with students involvement is required. We examine their effort that how they perform in the group? How they achieve given task etc. This study is helpful to arrange the group work and group activity in classroom and out of classroom.

Statement of Problem- “To study the collaborative efforts in student teacher of B.Ed course in Internship program”

Operational Definitions-

- **Collaborative efforts-** Group of 12 student teachers of B.Ed course work together and interact with each other to planned and complete the internship program.
- **Student teacher-** Trainees of B.Ed course who admitted for the academic year 2012-2013 in the college of education affiliated to University of Pune.
- **Internship Program-** This program is a part of the syllabus of B.Ed course prescribed by University of Pune. Duration of program is twelve days in which conduct different types of lessons, unit test, practical work Block teaching and various activities.

Objectives of the study

1. To study the collaborative efforts in student teacher of B.Ed course in Internship program.
2. To mark the collaborative output of the group work

Sample- for the present study 160 student teacher was selected with random sampling method.

Scope- The present study is related to all student teachers of colleges of education in Pune district.

Study is delimited to student teachers of B.Ed course of Tilak college of Education, Pune. The researcher was not considered the behaviour of student teachers in Internship program.

A qualitative research methodology was adopted for the research. Observation technique (participant and nonparticipant observation) was used. A conversational analysis method used for analysis of data.

Procedure of the study-

The researcher followed following procedure while organising the Internship program and studying the collaborative efforts of study sample group.

Step 1- Orientation – The researcher gave the orientation about internship program of B.Ed course.

Orientation schedule-

Nature	Day/Date/ Duration	Activities	Performance	Evaluation
Internship program	10 th Dec to 22 nd Dec 2012	1-Block teaching 2-Different types Lessons 3-Practical work 4-Proxy period	Conduct lessons, test, Complete the activities	Out of 100 for each lesson. Observed by school teacher.

Step 2- Task distribution

- The researcher divided 160 student teachers in 15 groups. Each group has 12 students with same or different method. For team teaching 2, 3 students have been considered with same method. One group leader has appointed. Duty assigned for him/her to observe group member, contact with in-charge professor and take note that how many lessons has been observed by the school teacher and also submit the report timely to the in-charge.
- Necessary documents provided that is-
Internship Booklet- for lesson note writing
Observation sheet- To record the lesson observation chart.
Observation schedule- days and dates of lesson for school teachers
Content Material- Units of related subject-wise method
Unit test guidance
Practical work information.
- **Structure of group**

1. Focus group ---- **15** groups
(Target group --- **160** Student teachers)
2. Key faculty ---- **01** Professor
3. Group leader ---- **01** student
4. Special person ---- Method in-charge
5. Working area ---- Schools

In the target group of 160 student a focus group of 12 students was selected. A key faculty professor provided the material for study that is Internship structure, school name, and timetable, types of lesson and nature of program.

Pre-planned activity- Planning was done before Diwali vacation. Units and group of student, school timetable was distributed and displayed.

Activity- Collaborative Dialogue Method

In the preparatory stage the researcher applied collaborative dialogue method. Focus group knew the nature of internship program. They found importance of group work and interaction. Faculty students' interaction was observed, course learning, writing effectiveness and cooperation among student. These all aspect related with this method.

Group interaction- Discuss about Internship program, timetable, nature of work in the group

Faculty students interaction- Took guidance from faculty. Subject learning- prepared lesson note and unit test with the help of discussion among in peers and guidance from incharge.

Writing effectiveness- Lesson note wrote. Skill-Prepared teaching aids

Cooperation- discuss how to conduct team teaching.

In the collaborative dialogue method student teacher take help to prepare lesson note and teaching aids. After complete the preparation of focus group they made suggestion and recommendations for best practice in the school classroom with effective manners.

Collaborative marking Outputs-

- Developing a direct and positive relationship in student teachers
- Fostering cooperative skill among student teachers.

Activity II- Collaborative approach method

In this method one to one approach- and one to group approach is specified. Student teachers with faculty, Student teachers with student teacher, student teachers with group of student teachers and in focus group. Group approach is specified in feedback session.

In internship program the types of approach has been marked. Student teacher discussed with faculty about lesson note, planning, timetable and lesson schedule. Sometime students took help from another student this is one to one approach. Another way when focus group discusses with

another group for lesson observation, and other activities this is one to group approach. Focus group discuss about internship program, how they worked and completed their lessons, practical work this is group approach.

Collaborative marking output-

- Established rapport with one another.
- Increased confidence level of participants
- Generated ideas and new information in feedback session

Conclusion—

Collaborative effort is an effective activity. It can be used in any group activity, program etc. In teacher training course internship program is a prime activity in which group work and team effort is required. The researcher highlighted the collaborative effort in internship program.

References

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