Coteaching as a ZPD for Developing Reflective Teachers

Coteaching is an ideal methodology for reducing the gap between theory and practice, developing confidence in teaching outside the ‘comfort zone’, and simultaneously enhancing the reflective practice of in-service and pre-service teacher.

This seminar will introduce the development of coteaching research and practice over the past ten years, in which it has gained considerable acclaim as an innovative and successful direction in teacher education at all levels. In the US, the National Council for the Accreditation of Teacher Education (NCATE)’s Blue Ribbon panel on clinical preparation and partnerships has noted the critical role of coteaching as a model for linking theory and practice in preparing teachers to teach (NCATE, 2010). I will present examples of coteaching in early childhood, primary and secondary contexts. In addition, I will talk about our recent work focusing on the potential of coteaching to promote reflective practice.

April 7, 2014 at 12:30 p.m.
University of Delaware
Willard Hall – Room 207
RSVP by Friday, March 28th to Marie Senff at senff@udel.edu

Please bring your own brown bag lunch. We will provide beverages and dessert.

Colette Murphy is Director of Research and coordinates science and math’s initial teacher education at Trinity College Dublin. Her doctoral teaching comprises learning theory and the life and work of Lev Semenovich Vygotsky (1896-1934). Her research also focuses on coteaching as a pedagogy/methodology for developing reflective practice and pedagogical content knowledge as well as for reducing the theory-practice gap. Her research in coteaching science has led to her edited book: Coteaching in International Contexts: Research and Practice, published by Springer. She is a Vygotsky scholar and is in the process of writing his biography.