TEAM TEACHING
Feargal Flanagan and Áine Martin – 2nd Year History Class

TOPIC OVERVIEW
The overview of this topic was to revise the revolutionary sections of the Junior Cycle History syllabus. With a major emphasis on the exploration and analysis of primary documents being a key part of this syllabus we decided to revise these topics with the use of key primary documents. We decided to help the development of these skills by facilitating group work with the hope of fostering a greater ethos of collaborative learning and skill development.

LESSON PLAN OUTLINE
• To revise the various elements of the revolutionary era.
• To develop students analytical skills.
• To foster student interest in the subject of history.
• To expand on the pupils prior knowledge on these topics.

GROUP ACTIVITY
There was a massive emphasis on group activity in this module. Different groups were established to analyse and discuss different primary resources. Group activity was also fostered during the presentation process as each group had to collaborate and establish key points on which to present on.

RESOURCES
• Primary historical documents.
• Whiteboard.
• Markers.
• Copybooks
• Pens

LEARNING OUTCOMES
• Students would be able to read and select appropriate information from a primary document
• Students would be able to collaborate in groups to prepare a presentation
• Students would be able to present information on their topic to the class
• Students would be able to formulate revision questions on the topic

EVALUATION
• Overall the team teaching exercise was a positive experience. It allowed for successful group work with an emphasis on differentiation and active learning.
• In particular it allowed greater interaction between students of all academic abilities.
• The presence of two teachers allowed for easier classroom management.
• However it was felt the amount of time that went into planning the class is unfeasible in a normal working school environment.
• Teachers and management also had doubts over the economic feasibility of team teaching on an ongoing basis.

STUDENT FEEDBACK
“MORE ATTENTION WAS GIVEN TO EACH GROUP. AN EXTRA TEACHER WAS ALWAYS THERE TO HELP”
78% of the students in the class felt that having two teachers in the room was beneficial. Responses included that they found that it was easier to learn because they were given more attention and they had more individual time with the teacher which allowed them to ask more questions and receive different explanations.

“I PREFER HAVING TWO TEACHERS IN THE CLASS BECAUSE IT MEANS THAT WE CAN HAVE MORE ATTENTION”