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## Malaysia Collaborative Teaching Art Studio

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### **Abstrak.**

Collaborative teaching happens when two or more instructors assume liability for arranging, educating, and checking the accomplishment of learners in a class. Every lecturer adds to the class in view of his or her experience and mastery. Especially, since numerous new projects/courses rise out of more than one conventional control, employees think that its important to join their skill keeping in mind the end goal to address the requirements of these courses or projects (Kulynch, 1998). Collaborative teaching can likewise happen when staff cooperates arranging a few classes as "group courses" (Dugan and Letterman, 2008).

## **Collaborative Teaching**

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Although collaborative teaching can happen inside of one course or between courses, the writing frequently concentrates on the one-course case. Such joint effort can occur in various organizations. Vogler and Long (2003) condense different sorts of coordinated effort including, personnel from assorted offices educating an interdisciplinary course, workforce from the same division instructing distinctive segments of the same course by exclusively pivoting segment to segment, rehashing addresses in their territories of aptitude, colleagues introducing together in all areas of the course.

Late investigations of cooperation in educating have proposed that synergistic work is useful to both students and lectures. For students, synergistic educating can encourage their advantage and eagerness (Hinton and Downing, 1998; Letterman and Dugan, 2004), enhance their accomplishments (Johnson, Johnson, and Smith, 2000), improve their collaboration capacities (Kapp, 2009), and advance their interdisciplinary learning (Davis, 1995; Letterman and Dugan, 2004; Wilson and Martin, 1998). For lecturer, collaborative teaching furnishes them with chances to be occupied with more philosophical talks and to gain from each other's encounters and showing styles (Davis, 1995; Letterman and Dugan, 2004; Robinson and Schaible, 1995). Especially, community educating is helpful for both understudies and educators when it advances assorted qualities by including showing individuals from various disciplinary ranges notwithstanding distinctive ethnic and social foundations (Hinton and Downing, 1998).

## **Difficult aspects of collaborative teaching in classroom**

For several years of teaching at UiTM Seri Iskandar, I've experienced the practice of collaborative teaching when participating in studio classrooms.

This is the technique that I conduct with another lecturer to strengthen the teaching session through different ideas and various ways in which it can contribute better. In addition, this technique is also good in terms of controlling the situation in classrooms that have a lot of students.

In classes that use collaborative teaching techniques, I can see that each lecturer has their own style and techniques. For example, my partner has driven me on an enthusiastic rollercoaster, yet through thick and slight, my confidence in incorporation and shared group instructing has stayed consistent.

Additionally, in collaborative teaching techniques, there are several challenges that must be confronted by the usual lecturers involved.

Among the most common challenges experienced by some of the lecturers involved are fellow lecturers who teach through their own methods and philosophies are very different from other lecturers and not directly in line with my own style and ideology.

Through my own experience, success in controlling the collaborative teaching in the classroom is not subjected to the same philosophy and knowledge; it becomes more meaningful if we rely on the open mind and the nature of the compromise that should be in every lecturer. If we have to teach along with another lecturer in the same class, we have to make sure that this matter should be resolved, particularly knowledge about a subject itself. I see it as an opportunity to expand my experience by combining various ways into my teaching.

In addition, the common challenges that need to be passed through collaborative teaching techniques are the differences in opinion. There are lecturers who prefer to over-expose themselves and show over-excessive skills that make other lecturers seem passive and do not carry out the job properly. This normally happens when there is a difference in industrial backgrounds among lecturers in a classroom.

There is also the issue of giving marks by lecturers towards the end of the semester, with each lecturer having different criteria and opinion towards students' work.

To overcome the difficulty when I apply this teaching technique, lecturers have to sit together to discuss, and many aspects taken into consideration.

For classes that use collaborative teaching technique, the basics are these classes do not have a recognizable “front”, either in terms of visual or perception of the place in which students expect the lecturer to be.

The following are a few steps that we need to do in the studio classroom.

1. We need different types or backgrounds of lecturer to create a good environment for sharing and discussion in studio classroom. Open-mindedly discuss about the syllabus before we start the studio session with collaborative teaching technique.
2. Have various electronic showcase surfaces arranged installed on walls. Some are large size format pictures, utilizing committed ceiling mounted projectors. The pictures display onto these screens is for bigger audience in the class. Students would use portable workstations to show computer-based base materials inside smaller workgroups.
3. Conventional plug board tack surfaces are additionally accessible for the presentation of paper-based materials made during class sessions.
4. In a few cases, the furniture is lightweight, mobile, and reconfigurable to suit workgroups of different sizes.
5. In other cases, some tasks have to be solved in the form of a group, to teach students to work face to face. Combining several into one table does this activity.
6. On occasion, there is a formal educator's workstation. On the other hand, it may be versatile and little. In either case, more often than not the educator is a drifter, listening in on talks, noting inquiries, and outfitting asset materials.
7. In spite of the fact that the whole building may have remote system availability, a variety of hardwired outlets is outfitted to give network to bolster ultra-high-data transfer capacity interactive media applications. Divider outlets give energy to energizing purposes and also to bolster different convenient hardware.

8. Keeping in mind the end goal to meet spending plan requirements when planning these sorts of spaces, thought ought to likewise be given to deferring starting hardware buys however guaranteeing that the base building foundation, power, channel, sight lines, and bolster structures in the roofs and the dividers are outfitted.

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