

*The 28th International Scientific Conference
“Educational Research and School Practice”*

**THE STATE
PROBLEMS
AND NEEDS
OF THE MODERN
EDUCATION
COMMUNITY**

BOOK OF PROCEEDINGS

Editors

Jelena STEVANOVIĆ

Dragana GUNDOGAN

Branislav RANĐELOVIĆ



Belgrade, 2022.

Institute for Educational Research, Belgrade, Serbia

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COOPERATION BETWEEN PEDAGOGUES AND TEACHERS IN THE CONTEXT OF APPLYING INTERACTIVE TEACHING METHODS⁴⁸

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Introduction

Collaboration between teachers and other educational staff represents a key factor in the improvement and modernization of the teaching process (Hebib, 2014; Vasojević, Vučetić & Kirin, 2021). Considering that teachers and pedagogues differ in their individual characteristics and professional competencies as well as their areas of expertise (Hebib & Radulović, 2000), their mutual collaboration should have a positive impact on the effectiveness of applying modern teaching methods.

In this paper, modern teaching methods refer to interactive teaching strategies. Interactive teaching strategies encourage students' active participation and their classroom interaction with both the teacher and other students (Ivić, Pešikan & Antić, 2001). The aforementioned interaction is characterized by joint efforts and coordinated activities of all educational parties, who are expected to rely on each other, share information, and help expanding the general scope of the educational process. According to numerous studies (Antić, 2010; Johnson, Johnson & Holubec 1991; Jolliffe, 2007; Roeders, 2003), this is of crucial importance for achieving student success during the learning process. For this reason, interactive teaching methods constitute the subject of our interest.

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Research Methodology

Collaboration between pedagogues and teachers in the context of applying interactive teaching methods should stimulate and encourage the teacher to act independently, with a sense of confidence and responsibility for their own choices and decisions as well as the consequences those decisions may have. However, a general survey that examined teachers' views of their collaboration with the school pedagogue showed that the experiences these teachers had had were largely negative (Radulović & Stančić, 2014). Therefore, the goal of our research was to present and analyze collaboration between pedagogues and teachers in the context of applying interactive teaching methods. The following research questions guided this study: 1) How do pedagogues strive to achieve collaboration with teachers in the context of applying interactive teaching methods; and 2) What are the opinions of pedagogues and teachers about the effects of their collaboration?⁵⁰

The semi-structured interview method was used in the research. The research sample comprised 60 interviewees, 30 pedagogues and 30 teachers, employed in both primary and secondary schools. A qualitative content analysis was used to analyze both pedagogues' and teachers' responses.

Results and Discussion

The results of this research indicate that the interviewed pedagogues unanimously (30) reported that some form of collaboration was achieved in the school practice, with the intention of supporting teachers in the field of applying interactive teaching methods. Based on the pedagogues' statements about the ways they strived to achieve collaboration with teachers in the context of applying interactive teaching methods, we can conclude that collaboration most often consisted of: the implementation of their lectures for teachers (17), consultations with teachers (12), informing teachers about seminars and professional literature (8), the observation of classes and providing effective feedback to teachers (5), others (4). As the most frequent response given by the pedagogues referred to the implementation of certain lectures for teachers, we

⁵⁰ This paper presents selected results from the research for the Master's thesis entitled "Pedagogue-Teacher Cooperation: Towards Effective Implementation of Interactive Teaching Methods", Faculty of Philosophy, University of Belgrade.

were interested to find out which thematic areas were covered in the aforementioned lectures. Based on their responses, we noted that pedagogues organized lectures on a wide variety of topics related to the application of interactive teaching methods, such as: the characteristics of different interactive techniques (15), the importance of active student participation in the classroom (7), evaluation and student self-assessment (6), student motivation (2). Research results have shown that a lack of teachers' motivation for further improvement constitutes a major obstacle in pedagogues' organization of teacher professional development (Maksimović *et al.*, 2021). This finding raises the important question of the way pedagogues encourage teachers to take part in different forms of collaboration in the context of applying interactive teaching methods.

Furthermore, we wanted to find out how pedagogues and teachers evaluated the effects of their collaboration in the context of applying interactive teaching methods. There was a general agreement between interviewees, with 28 pedagogues and 25 teachers stating that different forms of collaboration achieved in the school practice represented an important source of support for teachers in the context of applying interactive teaching methods. However, their opinions significantly differed in regard to the most effective way to achieve collaboration in the context of applying interactive teaching methods. The most frequent response given by the pedagogues was that the most effective way of achieving this collaboration was through consultations with teachers and planning classroom activities (9). On the other hand, the most frequent response given by the interviewed teachers was that the most effective way of achieving collaboration in the context of applying interactive teaching methods included the observation of certain classes as well as pedagogues providing feedback to teachers (10).

We would like to note that although the pedagogues most frequently chose the implementation of special lectures for teachers as a way of achieving collaboration, according to the opinions of pedagogues (2) and teachers (4), this type of collaboration has rarely been recognized as the most effective type of collaboration in this field. Therefore, a new question arises – Why has the implementation of lectures for teachers become the most dominant way in which pedagogues strive to achieve collaboration with teachers in the context of applying interactive teaching methods?

Conclusions

Based on the results of this research, we come to the conclusion that pedagogues use different approaches with the intention of achieving collaboration with teachers in the context of applying interactive teaching methods. The abovementioned ways of achieving collaboration between teachers and pedagogues are recognized as an important source of support in applying interactive teaching methods. There are various complexities surrounding the phenomenon of collaboration between pedagogues and teachers in the context of applying interactive teaching methods. Therefore, we believe it is necessary for further research to analyze a much larger sample and focus on questions related to the ways and situations in which teachers initiate collaboration with pedagogues in the context of applying interactive teaching methods. Likewise, it would be beneficial to investigate students' thoughts of the value of applying these methods. We have come to the conclusion that pedagogues should continue nurturing the existing ways of achieving collaboration with teachers in the context of applying interactive teaching methods. However, we believe that collaboration can be further improved by organizing a larger number of classes with the presence of other school members in addition to the pedagogue. This would allow pedagogues to encourage mutual participation and allow other teachers to share their experiences and information related to the application of interactive teaching methods.

Finally, as the results of the latest research in this area have indicated that distance constitutes a great obstacle in pedagogues' organization of teacher professional development (Maksimović *et al.*, 2021), it seems necessary to thoroughly investigate the impact of telework during the COVID-19 pandemic on collaboration between pedagogues and teachers in the context of applying teaching methods. Therefore, future research should consider the advantages and challenges of collaboration between pedagogues and teachers in the field of applying interactive teaching methods over IT platforms.

Keywords: pedagogues, teachers, interactive teaching methods, collaboration.

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