Impediments and Incentives to Collaboration in a University English Education Program

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Abstract

　Across Japan demographically the student population is decreasing. This means that nationally universities are vying for students and competition between universities is rising. To survive institutions must take a critical look at the quality of education offered and if required make necessary changes to insure the increasing expectations of new and existing students are met. If changes are not made, then the current status quo will prevail and complacency may take hold. One method of insuring a continued and improving quality of education is through teacher collaboration. This is applicable both on a small scale as in specific lesson or class planning through to larger scale collaboration within departments, faculties and the institution itself.

　This paper looks at what collaboration is, and what is it not, the sacrifices that are involved in the collaborative cycle, and the rewards that can be potentially reaped. The practical details of how two instructors at Sapporo Gakuin University collaborated over a period of twelve months are examined. From this examination along with the results the potential for further collaboration within Sapporo Gakuin University becomes open to question.

　Keywords: collaboration, collegiality,　educational leadership, curriculum development,
　　　　　educational management,　reflective cycles, cooperative planning, teacher
　　　　　education.

Introduction

　Since Lortie's observation about the "egg crate school" (2002:14), where teachers were organised around teacher separation rather than teacher independence, there has been a shift in several realms of education. Out of this shift, restructuring through "collegial interaction" has become prominent as Leonard & Leonard state (2003) and collaboration, in its various forms, has become a buzz-word. The reason for this is, that through various research, benefits of teacher-teacher collaboration have been discovered. The extent of these benefits range from, as Hargreaves notes, "providing a platform for positive improvement" (1994:189) to a "general

feeling of being a team that exists to serve students" as Wiles states (2009:115). Bubb & Earley comment, "together the two ingredients of teacher collaboration and enquiry make a potent brew" (2007:79).

This paper is divided into two parts. Part one looks at collaboration and discusses the issues that are involved of implementing it. Part two is a reflective view of collaborative activities of two instructors working together over twelve months in Sapporo Gakuin University.

PART 1 - The Issues Involved in Implementing Teacher-Teacher Collaboration.

What is collaboration ?

There are many differing types of educational environments, each with their own needs. So, consequently there is more than one expression of collaboration. Thus, to define collaboration rather than looking at the activity itself, the characteristics that permeate all types of collaborative activity need to be examined. As Risko words it, "collaboration is characterized by certain attributes among the learning community" (2001:35). In other words, a suitable environment, or community, needs to be established in order for collaborative activities to take root and grow well.

One key underlying principle of collaboration appears to be that of mutual enquiry by a team (O'Donoghue and Clark, 2010) where the team can consist of a number of individuals, sharing mutual goals, and working together (Peacock, 2010). The relationships of those in the 'team', it appears, need to be fostered and nurtured to create the correct environment. Equality, parity, joint ownership of issues and decisions being made in a consensual manner seem to be essential underlying ingredients (Peacock, 2010) in making that team. Where "there is a general feeling of being a team that exists to serve students" (Wiles, 2009) certainly brings focus to a team, and give it a common vision. However, what 'serving the students' really means is open to interpretation.

It seems that not only building the right sort of team with a mutual, or common, goal is important (Nunan, 1992). Another attribute that the team must have for successful collaborative activities seems to be the ability to reflect. Throughout the process of collaboration there

should be a collective commitment, shared responsibility, reviews and critiques, and thus have a platform that fosters reflective dialogue with, what has been coined by Harris and Mujis as, "meaningful reflection and teacher learning"（O'Donoghue and Clark, 2010）.

There is, however, one issue with reflection that just cannot be overlooked; it is the philosophy that teachers are paid to teach, and not "speculate to wonder"（Freeman, 1998）. That said, it is arguable that teachers, by nature, reflect on their classes, the achievements of their students, and try to fathom ways to help their students attain better results. Could it be that when this process is enforced, especially onto a group of teachers that are not in a cultivated collaborative environment, the potential results could reap disaster? Certainly this is something to look out for.

However, this sounds more like collegiality than collaboration. Comparing the two should clarify this.

Collaboration vs collegiality

The terms collaboration and collegiality seem to be synonymous.   Hargreaves indeed talks about them as such, pointing out that " collaboration and collegiality have become the keys to educational change"（2001: 187）. However, if they are different, then why are they lumped together and what is the difference, if indeed there is any?

This is an issue that others have found the answer to in Fielding's work where they say, "he characterises 'collaboration' as being driven by a set of common concerns, narrowingly functional, and focused strongly on intended gains" going as far as to say, "..participants are typically intolerant of time spent on anything other than the task in hand"（Mujis et al., 2011） It is also suggested that collaboration is the stepping stone to collegiality.

In comparison collegiality is said to be more sturdy, or "robust…..rooted in shared ideals or aspirations…pursues mutually valued social ends" and is "less reliant upon narrowly defined and predictable 'gains' "（ibid: 141）. It appears that whilst collegiality is more of a long-term activity, it can be assumed that collaboration can be a one time activity employed to address a certain issue within one, or a certain number of schools. It is easy to assume that that collaboration is less structured, whilst collegiality is more lightly to be overseen by a leader.

However, if this definition is to be taken as the base line, then much of what has been written about collaboration is actually referring to collegiality.

The final defining markers that seem to mark the difference between collaboration and collegiality lie in two areas: the parameters in which the activity is working in, and the goals of the activities. In collegiality there is an "agreed set of values" in which knowledge and resources are brought together. In collaboration this does not appear to exist. Knowledge and resources may be shared, however there may be different values held by participating parties. With regards to goals, collaboration focuses towards a certain set of goals whereas this does not appear to be so prominent in collegiality. It becomes questionable that by having a group of people with a common goal, but with various values that actually it is always going to be possible to reach that common goal. Before the outset one could be doomed to disaster if the goal is too ambitious. Perhaps in a small group this may be possible though.

With broad stroke definitions and a fine line between collaboration and collegiality it is apparent that it is then perhaps not purely the activity itself, but also way in which it is carried out, that determines whether the activity is collaboration or collegiality. So, now having laid this foundation it is possible to examine types of collaboration, or collaborative activities.

Types of collaboration

There are numerous types of collaborative activities. Just looking at types of collaborative teaching there appear to be many types, such as support teaching, co-operative teaching and partnership teaching (Creese, 2005), that appear to be collaborative activities which are teacher led. However, whether these are all totally separate types is debatable. Ashworth states that partnership teaching is also "called co-operative, collaborative, parallel or team teaching" (2001: 85). By Ashworth's definition of partnership teaching all the teachers share the responsibility for meeting the needs of the students. Thus lesson planning, delivery and evaluation should be done by all teachers involved. If this is the case then indeed it is a collaborative activity.

Bourne and McPake's definition lines up with this too, but also points out that the teachers can take "it in turns to teach the class". (Creese, 2005). Thus there seem to be many terms for the same type of teaching, with slight variations in definitions. It is hard to know which

type of teaching is most profitable, as they are all so similar.　However, Bourne and McPake conclude that partnership teaching is the preferred model in a "heirarchy of collaboration" (ibid: 2005).　The reason given for this is that not only does this model allow teachers to develop the curriculum, but it also allows teachers to develop themselves.　So, this being the case, combining the parameters of collaboration with any one of these types of teaching (having a short or long-term common goal and different set of values) they could all be classified as collaborative activities.

　Team-teaching, as mentioned above, is a term used globally in many different environments. However, what has sometimes been called team-teaching, is sometimes actually something else and thus perhaps it is not always collaborative.　Looking closer into this Villa et al.（2008） "identify four predominant approaches to co-teaching" and in those four　includes, "parallel and team teaching"（Honigsfeld & Dove, 2010）.　So, definitions become easily blurred and open to interpretation.　Thus defining team-teaching as a class where two teachers teach different segments in the same class and with one teacher being the main teacher, it can be clearly seen that a team-taught class does not necessarily mean collaborative activity is taking place.　One has to question when the terms "team teaching" and "partnership teaching" are used.　In some cases in team teaching the main teacher may very well just tell the secondary teacher what they want them to do in the class. They may not be working towards a common goal.　Risko & Bromley（2001: 20-31）make the point in the chapter "getting started with collaboration"　with one of the activities listed being team-teaching where the teachers "agree to teach together to achieve a common goal." With this being the case in team-teaching then it can be seen as collaboration, but not all team-teaching is collaborative.

　Thus is can be seen that terminology varies from place to place, but one key point is whether teachers are teaching towards a common goal.　A closer look into the nitty gritty of collaboration and how it functions should shed more light on collaborative activities.

The Praxis of Collaboration

　It appears that in creating a team that will work together in collaborative activities there are three factors that aide the group（Pounder, 1998）.　The first is if the team has an identity with interdependent relations within the individual members of the team.　The second is having a common　goal, or a defined piece of work（Alatis, 1992）, of which the outcome is

potentially measurable. Having a measurable outcome potentially has a two-fold purpose. The first is that the team is accountable for decisions and actions that have been taken as to how the goal was reached or not. The second is to provide, for the team, a quantifiable task from which they can draw from in the future tasks. What did they do and why that particular route is chosen; what were the pitfalls and how were they overcome; how was the outcome successful; these are all questions that can help propel the team forward in to future activities. Another factor is that the group must have autonomy. It must be allowed to administer itself; how it is managed, and the processes used. It is easy to see that outside interference could be detrimental to the relations and growth of a group; as relationships within these groups can be fragile. Care and wisdom may be needed on the part of the leadership.

Implications for Leadership

The topic of leadership and collaborative activities is one that has been much discussed and is also interwoven with the costs and benefits of collaboration. It appears that the leadership plays in important role in establishing the right environment, or creating the platform for collaborative activities as has been proposed by Speck (Roberts and Pruitt, 2003) and that the role of the leadership can be summarised as one who oversees the activities. Of course the leader does not have to be the Head of the Department, or the likes, it can be someone else who is delegated to lead the activity, or process.

Collaborative planning (Hargreaves, 1994) is a type of activity that comes to light. Teachers planning classes together, working out the nitty gritty of the execution of the curriculum, coming together to discuss issues that have cropped up, or may crop up will certainly provide support and help teachers spark off each other's creativity. Left on their own, most teachers undertake lesson planning and problem solving in solitude, only sometimes seeking the help of a peer when an issue cannot be resolved on their own. It is here that the leadership would have to be there to serve the needs and oversee such activities. Just as teachers left alone work in solitude, so collaborative activity without leadership would possibly soon die. Thus the whoever is responsible for leadership of such activities must be committed to them.

Also, Inger (1993) argues that before any activity starts, it is ultimately the leader who needs to state to the group, "in some detail what collaboration is". However, if the group is resistant to collaboration before starting, or if there is not unity over collaborative activity

in the group there is potential for resistance to appear even at the early stage of just stating what collaboration is.　Perhaps not being so rigid, but after assessing the group it may be wiser to work on creating a collaborative environment before explaining that it is going to be a collaborative activity, and nurture the group into a collaborative environment.

Another possible pitfall for the leadership could be experience, or lack of. Mujis et al.（2011） suggest a principle to overcome this, which entails having another member of staff to support the leader, like a consultant.　Of course that may be possible in some situations, but not all. Perhaps it might be better to go one step further and say that the group carries shared leadership responsibilities.

Ultimately one aspect of the role of the leadership which does prevail regardless of group size or environment, is the developing of the professional community by helping individual teachers in their professional development. This is done by creating the platform and sustaining teacher conversation that focus around issues connected with teaching and learning （Leithwood et al., 2004）.

If ever tempted to question the importance of leadership, Leithwood et al.（2004:70）, after examining a wide range of empirical research conclude that:

"Of all the factors that contribute to what students learn at school, present evidence led us to the conclusion that leadership is second in strength only to classroom instruction."

Certainly the role of the leadership appears variable, but important and cannot be ignored. The type of collaborative activity taking place is going to thus have an influence on the leadership and visa versa. However, leadership is not the only factor that is going to effect collaboration, there are also the costs that are going to be involved in the activity.

Costs of collaboration

In order to successfully implement collaboration there are a number of elements that lay the foundation to successful collaborative activities. Leadership is one that has already been mentioned and is covered extensively by Rubin（2002）. One point made is that a "collaborative leader is, in fact, a collaborative learner and vice versa." （Rubin: 2002）.　It is evident through

Rubin's writings that the character of the leader has to be of a certain type, ergo a "strategic, logical and systematic thinker"（2002: 55）. Although some character traits can be learned, some cannot and so one cost is perhaps in finding that right person to lead collaborative activities, the leader may have to forego another role which they hold in order to ensure they are not overstretched. Someone else may also need to relinquish the reigns in order to let someone else take the stand.

With regards to planning classes and problem solving there are other costs that emerge. Leithwood et al.（2004）discusses the struggle between reducing working hours of teachers and teaching preparation. This is a valid point to raise, as if preparation is going to be a collaborative activity, then this may seem like more work to the teacher, and thus a reduced teaching load may seem desirable. Leithwood et al.（2004）found the results were mixed as whilst the teacher may have designated time in which to prepare for classes it was found in doing this it could lead to contrived collegiality and increased isolation, as well as less instruction continuity in the classroom. It is easy to automatically assume that collaborative planning would lead to well prepared classes and teacher motivation, however as Leithwood et al.（2004）points out here there are some dangers to be aware of before starting. That said if the reasons as to why these results were found were addressed, then perhaps the next time there would be a different result.

Time is another real cost to measure in collaboration which has been described as "evolutionary process" and the emphasis must be on long-term outcomes（Risko & Bromley, 2001）. Time to plan and implement decisions requires administrative support. Time in collecting data and its analysis are mentioned by Ferren & Stanton（2004）and are indeed one aspect of the collaboration process. However, Leonard and Leonard（2003）voiced a teacher in their results: " It's hard to find extra time to devote to collaboration" This is a valid point. Teachers for the most part already have full plates not only with the actual teaching, but also with preparation, planning and meetings. Scheduling weekly meetings may be a definite advantage（Plecki et al., 2003）but adding to an already full load means something needs to be cut out somewhere else.

So, time is a critical factor in collaboration. Peacock points out that "collaboration is a process, not an event or activity"（2010: 532）which puts more emphasis on the cost of time. Pounder takes this cost one step further and says, "those who wish to collaborate effectively

must study, model, and rehearse specific methods and practices"（1998: 6）. Looking at this in terms of time, as already stated above, the question arises if teachers would seriously have the time to give to such a demanding practice. Where would the time to study, model and practice come from? Certainly if the benefits are not greater than the cost soon the participants are going to loose motivation and possibly resent having to participate in such time-demanding activities.

Hargreaves（2001）paints a potentially bleak picture in "restructuring beyond collaboration" and is very blunt when it comes to the price to be paid for collaboration. First of all collaboration is a complex system. It requires educating "those that are going to be effected by the changes" that occur in implementing collaboration. Problems will occur, it will not be plain sailing as some give the impression, and it is pointed out that there are situations that are unpredictable, unclear, demanding and have intensifying expectations and in each of these situations the leadership has to respond accordingly. Certainly if there are reluctant participants and, or incompetent leadership, it seems the path of collaboration could be an uphill struggle.

Thus there are a myriad of costs that can arise in implementing collaboration, however, just as there are costs involved in collaboration, so there are benefits. Without the benefits, there would be no reason to implement such a seemly challenging pathway. By looking at the benefits, it is easier to determine how real the costs are in implementing possible changes in an environment.

Benefits of collaboration

Is appears that there are benefits of collaboration both for the students and for the teachers involved, so it seems like a win-win situation. As Hargreaves points out "the claimed benefits of collaboration...appear to be both numerous and widespread"（1994:187）. Indeed benefits from inter-school collaboration as outlined by Atkinson et al（2007） and Jackson and Temperley（2007） include an increase in staff confidence, motivation, morale, a fostering of professional learning, teachers being energised, and a distribution and development of leadership. Hargreaves starts a little more conservative in saying, "teacher collaboration can provide a positive platform for improvement"（1994:ix）but later outlines twelve areas that a collaborative solution embraces:

"moral support, increased efficiency, improved effectiveness, reduced overload, synchronized time perspectives, situated certainty, political assertiveness, increased capacity for reflection, organizational responsiveness, opportunities to learn, continuous improvement."（2001:241）

Certainly any one of these appear idyllic to the already busy teacher.　However as has already been pointed out the collaborative path is not easy, thus the benefits must outweigh the struggles involved in getting there.

Smith's study（Tedick, 2005）　points out that the result of teacher collaboration is that it benefits the teachers "both personally and professionally".　It was　a small, short-term study that was examined.　Whether these results are replicable remains another question. Behl's investigation too yielded positive results with one of the participants being quoted as saying, "People who are working collaboratively are enriched by their work...you as a person are acknowledged...in a sense it's that community of people, again which is rich beyond the actual work."（2003:7）.　So, again it seems that the teachers are being built up not only in their professional environment, but also on a personal level which of course is an added plus.

Another benefit of collaboration is not just that for the teachers, but for the students and schools as a whole.　Peter-Koop（2003:194）　points out, "Newman and Wehlage（1995）noted that teacher collaboration and clear and common purposes were key elements of professional communities that make a different in successful schools, schools marked by high student achievement."　Ultimately any goal of any teacher or educational institution is going to be to help the students achieve to the best of their ability.　This being the case, it is relevant to consider teacher collaboration as part of building an academic environment that will foster student learning.

PART 2 - A Reflective View of a One Year Cycle of Collaborative Activities between two Instructors at SGU.

The collaborative activities that took place between two instructors at SGU, one part-time, and one full-time were examined. A number of methods were used were used.

Section A

The activities over the course of the year was recorded. In the record the reflective activities and how they brought about changes in curriculum design, classroom materials, activities in the classroom as far as the testing of students was noted.

Section B

A survey in the form of a simple questionnaire was chosen to examine the collaborative activities between the two instructors. Being only the two instructors it was sent and returned by e-mail. The questionnaire was only two pages, with a total of 25 questions and thus was short. The questionnaire was divided into three parts. Part one investigated possible collaborative activities, and part two examined to see if there were any apparent personal benefits that were reaped by the instructors resulting from collaborative activities. Part three investigated any possible disadvantages from collaborating together.

Section C

Finally measuring student achievement was examined and discussed.

Section A - A Look at the Collaborative Activities over 12 months.

The Setting

The activities all took place in the university teaching environment, but this was not the first time for the instructors to work together. They had known each other professionally for six years prior to working in this setting. Life histories and their effects on motivations for entering a collaborative activity have been shown to be relevant by Smith（2001:123）.

They were both teaching oral communication classes to economics major students. The level of the students was close with one teaching the highest level, and the other teaching the second highest level class. The instructors were able to secure adjoining rooms for teaching in which facilitated various elements of the collaboration over the year. Also through the university moodle site the instructors were able to share teaching materials very easily.

Each instructor was teaching both the first and second year students. Each class had between 20－25 students each. All the classes were held on the same day. Both instructors

taught the same year students at the same time.

From the outset of the year, the commitment to collaborate together was never a topic that was discussed per se. It was an unsaid agreement as to how the instructors would professionally work together. There was no discussion of having the aim of improving student achievement either, but rather in the hearts of both instructors was the desire to do the best job they could possibly do. The fact that this could be only achieved jointly was perhaps a conclusion that both instructors had subconsciously drawn from their life-experiences which, as Smith（2001）shows play an important part.

Pre-Semester One

Prior to the start of the first term starting, the two instructors discussed the overall aims of their course and what materials they would use. They agreed and decided on a number of outlaying factors before beginning, namely to
1．tailor the course to economics students through various activities and the text book and;
2．through a specific economics activity that the students would present on mid-year and end of year;
3．increase the students' oral skills which would be tested mid-year and at the end of the year.

Having agreed on the common goals more detail needed to be worked out before the classes. It was decided that, as both instructors were Cambridge ESOL certified speaking examiners for the Key English Test and Preliminary English Test levels, for the mid-year exam it was decided to base the oral exam on this shared experience and knowledge.

For the economics activity that would result in a presentation the it was agreed that the students would artificially trade on various stocks and present on how much money they made or lost. The specifications for the grading of the course was agreed upon.

Both instructors were committed to the collaborative activity from the outset. Both had full work schedules and children under the age of twelve in the home. Despite these factors they were both willing to give up personal time out of work hours to work on this project together, often in the late evening.

Semester One

Before each week of classes the two instructors would discuss various elements of that week's classes. This was done through a variety of means: e-mail, skype, telephone and face-to-face meetings. The part-time instructor would arrive at the university in time to allow for a 5 - 10 minute weekly meeting before each class just to finalise and check on various points of that day's class.

After each class the instructors would have a 10-15 minute reflective dialogue on the day's classes. These were facilitated by the fact that the instructors taught in adjacent rooms. During these the following issues were discussed:

1．problems that were encountered and how to resolve them;
2．improvements to materials that were used, or were going to be used in the near future;
3．pacing of the classes;
4．activities in the classes;
5．other matters such as student motivation, administration, curriculum management, etc.

Materials

Materials were shared by both instructors. Often during the course of a week one instructor would create a draft material, and then the other would add to it and send it back to the first instructor. The first instructor sometimes added to it again, but not in every case. In some cases the initial draft was deemed not to need improvement and was used "as was". This process mainly took place via e-mail, but not always. Sometimes a file was uploaded to the moodle site and retrieved from there. Google docs was also used once, but this was when both instructors could give time on-line to work on a document. For the most part, due to differing schedules, e-mail was the preferred means of sharing and improving on documents, whilst the moodle site was used for when the draft was completed so the other instructor could retrieve it. Dropbox was not a method thought of at the time.

At the end of the first term the instructors had about an hour's meeting. In this meeting the grading was re-assessed. Issues that had cropped up in the group work of the special economics activity were discussed as they looked towards the up-coming term. Also a review of the speaking test, and elements that concerned it were also discussed. From this discussion

improvements into the curriculum were suggested and eventually implemented in semester two.

As a result of the review of semester one the following adjustments to the curriculum were made:
１. More preparation for the speaking test,
２. more speaking activities about the students themselves personally,
３. instead of group work for the presentation, pair work was chosen,
４. a narrower scope for the special economics activity,
５. the instructors would assess each other's students in the speaking
   test at the end of the year.

Semester Two

The same cycle was used for the creating and implementation of materials during the second semester. From the experience from the first semester and substantial discussions as to what needed to be changed and why, there was less of a need for weekly discussions on either skype or by phone.

The framework of the curriculum had become more solid and both instructors were more confident with the changes that had taken place.

At the end of semester two, the academic year, the instructors spent two to three hours in reflective dialogue reviewing the year and planning for the forthcoming year. A number of points were concluded:

The following areas required little change:
ａ. The grading system; with the possibility of a greater percentage on the homework;
ｂ. The special economics project and mini-presentation, however, with a different theme;
ｃ. The mid-year and final exams based on the text book;
ｄ. The collaborative activity;
ｅ. The speaking exam. The students being assessed by their own instructor in the first term, and then by the other instructor in the second term was very beneficial to the students, and to one another in terms of gaining feedback on each other's students. However, the preparation for the test that underwent change at the end of the first

semester came under review and both instructors agreed that the topic that the students would prepare for the test would be chosen by them, and not the students. The aim of this decision was to streamline and focus the teaching for this with the hope that the students would be better prepared for the speaking test in the future.

Areas that underwent greater change were:

The text book: Although the original text book had a business/economics lean, the students preference was to have simple English conversation classes. Thus, the choice of text book became a topic of discussion and a different text was chosen for the coming year.

Section B - A Survey to Examine the Collaborative Activities.

The results of part one of the survey（Appendix 1）, which investigated possible collaborative activities, produced 50% - 100% for all the possible indicators of collaboration.

Chart 1: Factors Evidencing Collaborative Activities
(results show the extent as a % of degree of time)
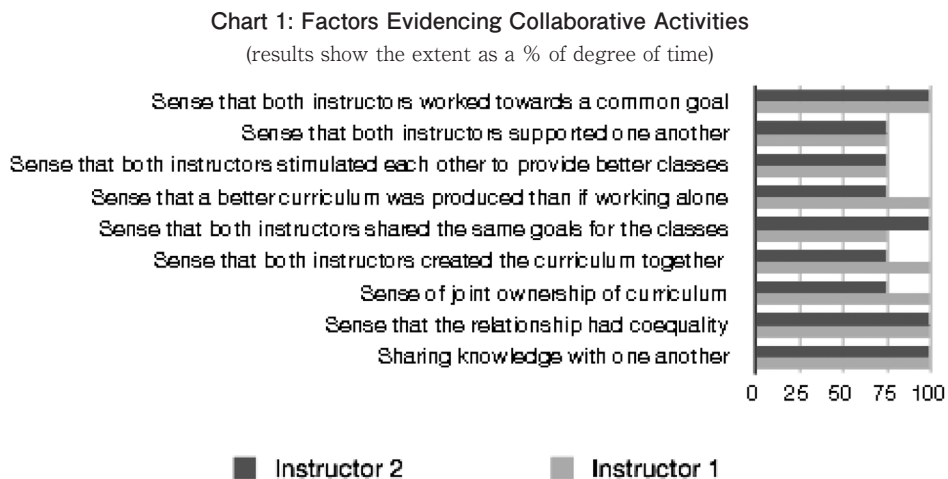
Having a common goal is one of the easiest markers that indicate collaborative activities. Without this, simply, collaboration is not taking place. In this case it is very clear that both instructors felt this was present.   As Peacock（2010）states the way in which decisions are made is key to collaborative activities. Thus the relationship being recognised by both instructors as having absolute co-equality is another clear indication of collaborative activities taking place.   Finally, the cycle of sharing information, which fosters reflective dialogue

Chart 2: Benefits of Collaboration Experienced (as a %)
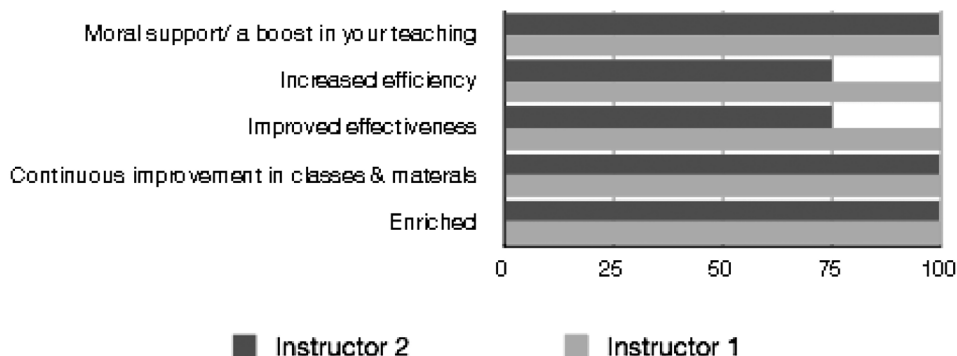
（which is shown to have taken place in section A of this paper）again indicates collaborative activities are taking place.

As Tedick（2005）and Behl（2003）pointed out the benefits of collaboration include enrichment of the teacher. In this case Chart 2, above, shows the instructors' expression of the benefits and to what degrees they experienced common benefits that are experienced as a result of collaborative activities.

It is very clear from the results that both instructors have been enriched by their work. They have seen continuous improvement in their classes and materials and have experienced a boost in their teaching. The differences in opinion for 'increased efficiency' and 'improved effectiveness' were not investigated and are not relevant to this research. The fact that both instructors clearly indicate that they have experienced both of these factors is, and this in turn shows benefits of collaborating together.

In the same way, the responses to part three of the survey show that in answer to all the questions, with the exception of 'not having ownership of the curriculum', collaborating together did not elicit any negative effects.

Section C - Examining Student Achievement as a Means to Measure Collaborative Activities.

It has been suggested that a higher quality of teaching is one of the outcomes of collaboration（The National Research Council: 2006）. It would be expected, if this were the case, that there would thus be some evidence of higher quality teaching due to the year's

collaboration. How this is to be measured is questionable.

One other effect of teacher collaboration on students that has been found is that of increased student achievement（Wigglesworth: 2011）. There are many factors that determine learning and student achievement. It would be unreasonable to assume that only the hours in the class are what dictate the students' learning or their achievement. As Shavelson points out some influencing factors are "the knowledge and abilities the students bring to college instruction" （2010:14）. In other words there is a culmination of factors that contribute to student learning and achievement.

On top of this, tools which which to measure student achievement vary globally. In some places school based assessments suffice, in others public exams and in others national, or international exams are used（Bhaskara Rao & Harshitha, 2001）.

There is also debatable evidence of teacher collaboration having a positive effect on student motivation（ibid）. Thus deciding where the line lies between student achievement and motivation and how one may influence the other should really be investigated if student achievement is going to be used as a basis to indicate incentives to collaboration.

That being beyond the scope of this paper, it was decided to leave the element of student motivation and achievement and focus on the impediments and incentives with regards to the teachers only.

Conclusion

It is clear from the results of the survey and by looking at the overview of the course of action over the year that collaborative activities were taking place and benefits of collaboration were experienced by both instructors.

This therefore shows that even in very small groups, given the correct environment, collaboration can be nurtured and benefit both the teachers, and potentially the students.

However, for collaboration to be successful, it must be a fibre worked into the fabric of the teaching and learning that takes place in an institution. In other words, it must be "desired and fostered" within the community（Creese, 2005）as in this case. The structure and environment

are two symbiotic key factors that need to be nurtured. The methods and practices need to be modelled, studied, and rehearsed in order to collaborate effectively (Pounder, 1998).

Certainly, as part three of the survey uncovered, collaboration means not owning your material completely. Sharing your material, and using someone else's material, and not having autonomous control of the curriculum could be hurdles to overcome particularly for those still teaching in the 'egg-crate'.

In other words, collaboration entails building the vision together, and not simply following the leader, having shared goals, and where responsibility is shared. It also means co-ordinating teachers so they are not just doing their own thing in their own corner, but sharing what they are doing in the reflective cycle of collaboration. Striking this balance is where the leadership plays a crucial role. As Hargreaves states, it is having balance between "vision and voice" （2001: 251）. The journey to embrace collaboration may not be without obstacles, and there may be a price to pay and sacrifices to make by various members of the team. However, the rewards of collaboration are certainly inspiring and definitely rewarding.

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ティーチャー・コラボレーション（相互支援）への障害と報償

佐藤ケイト J.M.

要　約

　日本国内の人口統計では学生の数は年々減少してきている。これはすなわち各大学は学生確保を競いあい，大学間での競争が全国的に激化していることを意味している。この競争に勝ち抜くためには各大学がそれぞれの提供している教育の質を分析をし，必要であれば，新規のそして在校中の学生たちの増大する期待にあうような変革を行う必要がある。もしこの変革がなされることがなければ，現状がはびこり，独りよがりな教育が定着してしまうであろう。継続的な教育の質の向上を確実にする一つの方法として，教師同士の相互支援がある。これはある特定の単元や授業計画などの小さな規模から学科，学部そして大学そのものの大きな規模の両方で可能なものである。

　ここでは相互支援とは何か，相互支援活動によって犠牲となるものは何か，そして成果が見られるであろうものは何かを，考察している。札幌学院大学において過去12か月間に亘って行われた二人の講師の実践的な詳細を検証している。その結果とともにこの検証が，札幌学院大学に於ける将来の相互支援の可能性が検討課題となる。

（サトウ　ケイト J. M.　札幌学院大学教育リーダーシップ・マネージメント）

Appendix - Survey

Part 1 - Collaboration

In collaborating with your colleague for classes 2011-12 to what extent did you feel the following:（1= not at all, 2 = to some degree, 3= most of the time, 4= all the time）

1．You were both working towards a common goal   1   2   3   4

2．You were both supporting one another   1   2   3   4

3．You were both stimulating each other to provide better classes   1   2   3   4

4．You produced a better curriculum than if you were working alone   1   2   3   4

5．You both had shared values which determined your decisions   1   2   3   4

6．You shared the same goals for the classes   1   2   3   4

7．You created the curriculum together（rather than one person follow another）   1   2   3   4

8．You had a sense of joint ownership of

     classes   1   2   3   4

     materials   1   2   3   4

     curriculum   1   2   3   4

9．Your relationship had coequality   1   2   3   4

10. You shared knowledge with one another   1   2   3   4

Part 2 - Benefits.

To what extent do you feel the following in your classes, teaching and materials, from collaborating with your colleague last academic year, that you did not feel with classes you did not collaborate with someone else on.（0 = not sure, 1 = not at all, 2 = perhaps a little, 3 = somewhat, 4 = to a significant degree）

1．Moral support/ a boost in your teaching   0   1   2   3   4

2．Increased efficiency   0   1   2   3   4

3．Improved effectiveness   0   1   2   3   4

4．Continuous improvement   0   1   2   3   4

5．Enriched   0   1   2   3   4

Part 3 - Disadvantages

Purely as a result of collaborating with your fellow instructor, to what extent were the following experienced as you worked on course materials, curriculum, and lesson content:

（Frequency of experience:

0= not at all　1= occasionally　2= sometimes　3= most of the time　4= all the time）

Please write in the number in the box:

1．Time being wasted

2．Not having your opinion heard

3．not having ownership of the curriculum

4．having extra, unnecessary meetings

5．overall lack of confidence with the course

6．discouraged

7．isolation

8．unmotivated in your teaching

9．worn out

10．restricted in your teaching