

Cultural Studies of Science Education 1

Colette Murphy  
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*Editors*

**Coteaching in International Contexts**  
Research and Practice

We are experiencing an exciting period of global change in education. We need learners to develop new skills required for the international, knowledge-based society. Businesses and industries exist as global entities, requiring workers to dialogue with peers and experts in many different sociocultural contexts. Indeed, the 'new science of learning', which combines research from education, developmental psychology, machine learning and neuroscience, advocates social interaction as the most powerful catalyst for learning. Against this background, coteaching is becoming more important as a modern educational practice which expands agency, empowering learners to develop more creative, independent learning practices. Coteaching involves two or more teachers planning, teaching and evaluating lessons together, sharing responsibility for meeting the learning needs of students and, simultaneously, learning from each other. This edited book explores coteaching and cogenerative dialogue in a wide variety of contexts. The studies span three continents and describe coteaching between many different groups, including pre-service and cooperating teachers, teacher educators, parents, students and special instructors. The book also shows how the application of coteaching in primary, secondary and tertiary science and mathematics education produces a more adaptive learning environment in which students are more active and increasingly control what and how they learn.

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