

Co-Educating the Future: Partnerships across Borders, Disciplines, and Technologies

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Abstract

Abstract content: 12-point font, single-spaced. All abstract text (including keywords) must be presented on the first page only and should not exceed 300 words.

KEYWORDS (3–5 keywords)

Keyword 1, Keyword 2.

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Co-Educating the Future: Partnerships across Borders, Disciplines, and Technologies (Title)

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(The main text should be between 3000 and 5000 words, including the abstract and references)

Headings (Keep headings to four levels)

Centered, Bold, Title Case Heading (Centered, Bold, 14 Fonts)

Flush Left, Bold, Title Case Heading (aligned to the left, bold, 14 pt fonts)

Flush Left, Bold Italic, Title Case Heading (aligned to the left, bold, italicized, 12 pt fonts)

Indented, Bold, Title Case Heading, Ending with a Period. (indent, bold, add period at the end, embedded in the text, 12 pt fonts)

(Guideline Example)

Introduction

(Centered, Bold, Upper & Lower-Case Heading, 14 Fonts)

Main text (12 Fonts, Single Space)

Literature Review

(Centered, Bold, Upper & Lower-Case Heading, 14 Fonts)

Main text (12 Fonts, Single Space)

Co-teaching Types

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Main text (12 Fonts, Single Space)

One Teach & One Observe

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Advantage. (indent, bold, add period at the end, embedded in the text, 12 pt fonts) One major advantage of this model is that it allows teachers to gather valuable classroom information that may not be readily apparent while teaching. The observing teacher can focus on identifying students' learning needs, monitoring participation patterns, and documenting classroom dynamics, which can later support instructional improvement and reflective teaching practices. In addition, this approach can help new co-teaching partners better understand each other's teaching styles and classroom management strategies.

Disadvantage. (indent, bold, add period at the end, embedded in the text, 12 pt fonts) However, the model also has several limitations. Because one teacher takes the lead while the other remains relatively passive, students may perceive the observing teacher as less important or merely an assistant rather than an equal teaching partner. If used too frequently, this model may create unequal power relationships between co-teachers and reduce opportunities for active collaboration.

Table 1
Learning Achievement

	<i>M</i>	<i>SD</i>	<i>n</i>	<i>t</i>
Class A	32.2	14.3	52	3.35*
Class B	55.3	17.5	48	

Note. * $p < .05$.

Figure 1.
Learning Achievement



References

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