

An Assessment of Hybrid Collaborative Learning in Geography Micro-teaching: A South African Case Study

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ABSTRACT This paper explores how the implementation of a particular hybrid collaborative learning design (classroom-based and web-based), in Geography micro-teaching, can assist student teachers in the planning and presenting of learner-centred micro-lessons. In this one-shot experimental case study a mixed method approach that involved the gathering and analysis of both qualitative and quantitative data was used. Data were collected via questionnaires (n=15), structured focus group interviews (n=6), learning journal entries (n=15) and a comparison of student teachers' teaching and learning activities implemented in micro-lessons over the four-week period. Findings from the study indicate that student teachers view the implementation of hybrid collaborative learning during micro-teaching sessions as a positive learning experience. The hybrid collaborative learning environment in micro-teaching created opportunities and facilitated experiences that developed student teachers' capacity to reflect on their own and fellow students' practices in micro-teaching. Students' micro-lessons posted on "VideoANT" provide evidence that the new learning environment in micro-teaching supports and assists students in the effective planning, design and implementation of learner-centred instruction of Geography micro-lessons.