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Teaching robotics in English by engineering- and English-major pre-service teachers

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Collaborating with professionals with different expertise is important to accomplish cross-disciplinary tasks. In the context of school, it means setting up a collaborative mission to enhance students' cross-disciplinary knowledge and build up a positive attitude toward such collaboration. Such issue is explored in this study by proposing a mission for pre-service teachers of engineering and English to teach high school students through English about the build and use of robotic arms. Participating pre-service teachers need not only to collaboratively learn the related knowledge and skills from each other but also co-design and carry out the teaching. This study investigates the collaborative work among these pre-service teachers by observations and interviews. The results reveal that the participants' autonomy has been evidenced during the process of Learning by Teaching, in which meta-cognition and meta-curriculum about cross-disciplinary pre-service teacher training seemed to emerge. The results and discussions should cast a new aspect in addressing the cross-disciplinary work for pre-service teacher training.

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Keywords

CALL, collaboration, cross-disciplinary, Learning by Teaching, Meta-curriculum

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