

Cooperative teaching as part of Erasmus Plus started last year, however some professors had already tried it earlier. For example, in Greek we had a long-standing project the year before that familiarised us with groupwork and multimodal texts. Looking at matters broadly, we saw that cooperative teaching works better for the sciences. There, the professor explains the theory and methods in class and the students then solve problems in groups.

I personally had the opportunity to help the other members of my group in lessons I was good at, such as Physics or Chemistry. In the beginning, I had to avoid solving the problems all on my own and showing that I had worked with the others. Since this was not the objective, I came to explain the logic for each exercise to my group. Of course, I wasn't the only skilled one, so we worked together to produce the best possible result.

Obviously, there were numerous benefits both for those who were helping and or those being helped.

Personally, it gave me confidence to see that I was familiar enough with the lesson to be able to explain it to my classmates. At the same time, I learned the theory in more depth and I was often corrected, something that proved to be greatly beneficial. Lastly, I managed to improve my concentration and came to express my answers in exams better than before. As far as relationships between



classmates are concerned, we were able to talk more and know each other better thanks to this process.

Some already established relationships also matured through our collaboration. That is not to say that there were no arguments, but even those helped us understand in more depth or cover our weaknesses.

The most important thing was that the gap was bridged between the most and least proficient students.

This way of teaching is less discriminatory and more helpful to the students that perform most poorly than the usual one.

Finally, cooperative teaching might be easier for the students in the sense that they communicate in such a personalised manner among themselves that the point gets much more easily across to them than through the traditional way of teaching.

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