

TLC Seminar on Co-teaching

February 8, 2017

Elena Berg

- Overview
 - One of things that really struck me as I read through stacks of articles and read through educational websites: in all its forms, team teaching is an extremely effective pedagogical tool. It engages students and reinvigorates our teaching.
 - Effective team teaching requires resources – we cannot ask faculty to engage in team teaching if they receive only partial teaching compensation. Lots of evidence that team teaching pays off in terms of faculty satisfaction and student retention, but effective team teaching is time consuming and requires ongoing financial support.
- Definition
 - MANY definitions, little consensus
 - Davis 1995: “All arrangements that include two or more faculty in some level of collaboration in the planning and delivery of a course.”
 - Quinn and Kanter 1984: group of instructors working together to “plan, conduct, and evaluate the learning activities of the same group of students.”
 - Gurman 1989: “an approach in which two or more persons are assigned to the same students at one time for instructional purposes.”
 - Hatcher et al 1996: “two or more teachers collaborating over the design and/or implementation and evaluation of the same course or courses.”
 - Really hard to define because there are so many models of team teaching and educational settings.
(for a good overview of this, see Anderson & Speck 1998)
- History:
 - Introduced to US as early as 1963 by William M Alexander, who is known as the “father of the American middle school”
 - Gained popularity in the 1980s.
 - A lot of the literature I found was for grade school level teaching – really different set of models than for university teaching
 - Often used in language teaching and ESL
- Different models of team teaching, roughly in order of most effective but time consuming to least effective but less time/labor intensive (see BYU & Stanford Center for Teaching and Learning websites):
 - **Interactive (collaborative) team teaching:**
 - two+ faculty members present in front of the class simultaneously
 - Usually more work than solo course – must get paid equivalently
 - By far the most effective, but the most work as well
 - **Participant-observer team teaching:**
 - All faculty are present for all classes but only one is “teaching” at a time

- Like the FirstBridge lecture that Elizabeth Kinne, Michelle Kuo, Linda Martz and I taught during Sp16
 - Faculty may play different roles: participating observer, model learner, observer, panel member, resource
 - **Rotational format team teaching:**
 - Faculty alternate teaching the class
 - **Dispersed model:**
 - Like our FB model, in which faculty teach linked courses with one “interactive” reflective seminar session per week (however, faculty often make this rotational to save time)
 - Good mixture of big and small class size, chances for integration and interaction, BUT can limit opportunity for students to hear multiple perspectives on the same topic, ONE OF THE CORE LEARNING ADVANTAGES OF TEAM TEACHING
 - **Team coordination**
 - Faculty arrange and integrate a curriculum so as to maximize learning and connections using paired or linked courses, an integrated cluster of independent courses, or freshman interest groups
 - Could involve shared planning or sharing of ideas while still teaching independently
 - Eisen 2000 – relationships using metaphor of family systems model
- **Benefits**
 - **Students:**
 - Opportunity to observe and engage in the process of learning
 - Opportunity to observe your instructors interacting and learning. Learn that it is possible to disagree and “still respect the integrity of your opponent without being hostile” (Anderson & Speck 1989: 673)
 - Learn from faculty as model learners, models of mutual respect
 - Participation in a collaborative environment
 - Complexity – multiple perspectives
 - Deepen students’ analytical abilities
 - Build greater curricular coherence
 - Build a sense of community
 - Witness and participate in “intellectual excitement” – this can increase student participation (Rinn & Weir 1984)
 - Can improve evaluation/feedback of students’ performance – e.g. team grading provides multiple perspectives, promotes fairness
 - **Faculty:**
 - Reinvigorates teaching – learn from your colleagues, not only about subject material and different intellectual perspectives, but about teaching methods
 - Learn about teaching
 - Improve teaching skills
 - Step out of comfort zone
 - Opportunities for creative assignments
 - Become informed and encouraged in interdisciplinary research

- See teaching through learners' eyes
 - Avoid the lonely, repetitive, fragmented experience of solo teaching
 - Gain new insights into their disciplines
 - Develop clearer perspective on the differences between disciplines
 - Build collegial relationships
 - Foster respect
 - Build bridges of understanding across disciplines
 - University/Admin:
 - Plank 2012 *Team Teaching*, p.9:
 - “In today’s climate of budget cuts and fiscal accountability, concerns about paying two people to do a job traditionally done by one are not trivial. In fact, for some it may seem an unaffordable luxury. But, considering the student learning and faculty development opportunities of team teaching, one might ask if we can afford not to.”
 - “For many universities, the goals of team teaching are **closely aligned with institutional goals**. For the liberal arts colleges in this book, recruiting students depends on convincing them of the value of a liberal education, and team-taught courses like those described here are a **concrete example of the values of liberal education in practice**.”
 - Student retention
 - Faculty satisfaction – reinvigoration of teaching, keeping current
 - More expensive in the short term (see below), but must take the long-term view
 - I really like this quote from Plank 2012 *Team Teaching* (p. 2-3): “There’s a **messiness** to team teaching that presents some of its biggest challenges, but also some of its most promising opportunities. Team teaching moves beyond the familiar and predictable and creates an environment of uncertainty, dialogue, and discovery. And that is what learning is all about.”
- Costs
 - Costs to faculty: (also see BYU website)
 - **Team teaching is not half the work**
 - big time commitment! **Usually at least the same amount of work as solo course**
 - **not feasible if not financially supported by the institution**
 - Mutual accountability for tasks and material and goals – must be organized
 - How to resolve overlapping roles – who does what? Avoid “social loafing” (I love that term) when team members become lazy. Leads to unequal roles.
 - Territoriality and status conflicts
 - One discipline might dominate the process
 - May require training
 - Must be a good fit – the teaching is only as good as the team
 - Requires a certain personality –

- Open to diverse ways of thinking
 - Wary of absolutism
 - Able to admit they do not know
 - Good at listening
 - Unconventional
 - Flexible
 - Willing to take risks
 - Self-reflective
 - Comfortable with ambiguity
 - Other biases – e.g. man + woman, different races, different seniority
 - Might experience stereotype threat more if paired up with someone from the group less likely to feel that specific stereotype threat
 - For example, Anderson & Speck 1998 – woman felt that she fell into “wife/mother” role (more organized, more nurturing etc), tendency for students to see male prof as the expert.
 - This reminds me of the data showing that women get lower student evaluations than men.
 - Costs to students:
 - Anxiety about who grades what, who to please, and how
 - Connections between disciplines may be more obvious to instructors than to students (novice learners). Must make connections explicit.
 - Avoid turning class time into a conversation between faculty – must engage the students
 - Fine if teachers have different teaching styles, but must be compatible – otherwise students receive mixed messages and get confused
 - Students need to watch the teachers reflect, and then have the chance/space to reflect themselves (journals, reflection papers, guided discussions)
 - Cost to administration
 - Less flexibility to cancel courses at the last minute – unfair to faculty
 - Budgeting – paying multiple faculty to teach one course
 - Many of the really successful team teaching experiences I read about were at least partly funded by external grants.
 - **But don't forget long-term benefits of student/faculty retention and job satisfaction**
- Very useful laundry lists of do's and don'ts in Stanford *Speaking of Teaching* Fall 2006 newsletter: “Team teaching: benefits and challenges”
 - Why the overwhelmingly positive assessment of team teaching? CONSTRUCTIVISM (Anderson & Speck 1989)
 - Theory of learning
 - Two essential elements (collaboration, multiple perspectives)
 - Learning from a constructivist perspective includes “concrete experience, collaborative discourse and reflection” (Brooks & Brooks 1993 vii).
 - Teachers model collaborative learning by treating students as fellow learners

- Teachers as facilitators, students take more responsibility for their learning
 - Dispersion of authority
 - Teacher as expert learner, not sole authority
 - Team teachers as models of professional disagreement and mutual respect
- Specific argument for support of team teaching at AUP:
 - Interdisciplinarity is at the heart of AUP's mission
 - Remind them of benefit to university quote above
 - We already have small class sizes – especially conducive to team teaching!!!
 - **How to balance budget while providing opportunities for team teaching)? All faculty should be allowed to co-teach a certain amount (e.g. one course every two years), and receive FULL credit for teaching the course, even when there are two or more instructors. Why? Because this is in the best interest of the university! Team teaching benefits faculty as much or more than students. REINVIGORATES THEIR TEACHING**

Questions for all:

FirstBridge (Elizabeth): As I have discussed, FirstBridge is a typical “dispersed model” of team teaching. Is that sufficient, or can we (and do we want to) promote team teaching elsewhere in the curriculum?

Ask each participant to describe a course that they could imagine co-teaching at AUP. How would they set the course up? What particular model would they adopt? OK if just a FB, but open the floor to other possibilities.

Homework for next time: Contact someone you might like to teach with, and write a 200-word course description for a team-taught course

Some helpful links and resources

Numerous universities have helpful websites, usually hosted by centers similar to AUP's TLC:

BYU: <http://ctl.byu.edu/tip/team-teaching-brief-summary>

Stanford: <http://news.stanford.edu/news/2006/march15/team-031506.html>

Vanderbilt: <https://cft.vanderbilt.edu/guides-sub-pages/teamcollaborative-teaching/>

Ryerson: http://www.ryerson.ca/content/dam/lt/resources/handouts/team_teaching.pdf

Useful articles and books (* next to texts that I found especially useful):

_____, National Teaching and Learning Forum Newsletter, 15.4, 2006.

*Anderson, Rebecca S. and Bruce W. Speck. “Oh What a Difference a Team Makes: Why Team Teaching Makes a Difference.” *Teaching and Teacher Education* 14.7 (1998): 671-86.

Austin, A. E. “Preparing the Next Generation of Faculty: Graduate School as Socialization to the Academic Career.” *Journal of Higher Education* 73 (2002): 94-122.

Belenky, M. F., B. M. Clinchy, N. R. Goldberger, and J. M. Tarule. *Women's Ways of Knowing*. New York: Basic Books, 1986.

Benjamin, J. "The Scholarship of Teaching in Teams: What Does It Look Like in Practice?" *Higher Education Research and Development* 19 (2000): 191-204.

Brigham Young University Faculty Center. *Focus on Faculty Newsletter*, 10.1, 2002.

Cochran-Smith, M., and S. L. Lytle. "Communities for Teacher Research: Fringe or Forefront?" *American Journal of Education* 100.3 (1992), 298-324.

Cochran-Smith, M., and S. L. Lytle. *Inside/Outside Teacher Research and Knowledge*. New York: Teachers College Press, 1993.

Colburn, Michael, Daniel Sullivan, and Daniel E. Fox. "An Examination of the Impact of Team Teaching on Student Learning Outcomes and Student Satisfaction in Undergraduate Business Capstone Courses." *American Journal of Business Education* 5.2 (2012): 149-157.

Corcos, Christine A., Melvyn R. Durchslag, and Andrew P. Morriss, et. al. "Teaching a Megacourse: Adventures in Environmental Policy, Team Teaching, and Group Grading." *Journal of Legal Education* 47.2 (1997): 224-39.

Cowan, Michael A., Barbara C. Ewell, and Peggy McConnell. "Creating Conversations: an Experiment in Interdisciplinary Team Teaching" [Electronic version]. *College Teaching* 43.4 (1995): 127-31.

Creamer, Elizabeth G. and Lisa R. Lattuca, eds.. *Advancing Faculty Learning Through Interdisciplinary Collaboration*. San Francisco: Jossey-Bass, 2005.

Davis, J. R. *Interdisciplinary Courses and Team Teaching: New Arrangements for Learning*. Phoenix: ACE/Oryx, 1995.

Dugan, Kimberly, and Margaret Letterman. "Student Appraisals of Collaborative Teaching." *College Teaching* 56.1 (2008): 11-15.

Eisen, Mary-Jane. "The Many Faces of Team Teaching and Learning: An Overview." *New Directions for Adult and Continuing Education* 2000.87 (2000): 5-14.

Ferguson, Jacqueline, and Jenny C. Wilson. "The Co-Teaching Professorship: Power and Expertise in the Co-Taught Higher Education Classroom." *Scholar-Practitioner Quarterly* 5.1 (2011): 52-68.

Freire, P. *Pedagogy of the Oppressed*. New York: Seaview, 1971.

George, Marshall A. and Patricia Davis-Wiley. "Team Teaching a Graduate Course. Case study: a Clinical Research Study." *College Teaching* 48.2 (2000): 75-80.

Gurman, E. B. The effect of prior test exposure on performance in two instructional settings. *The Journal of Psychology*, 123.3 (1989): 275-278.

- Hammer, Elizabeth Yost and Peter J. Giordano. "Dual-Gender Team-Teaching Human Sexuality: Pedagogical and Practical Issues." *Teaching of Psychology* 28.2 (2001): 132-33.
- Harris, S. A., and K. J. Watson. "Small Group Techniques: Selecting and Developing Activities Based on Stages of Group Development." *To Improve the Academy* 16 (1997): 399-412.
- Hatcher, T., Hinton, B., & Swartz, J. Graduate student perceptions of university team-teaching. *The College Student Journal*, 30.3 (1996): 367-376.
- Haynes, Carolyn, ed. *Innovations in Interdisciplinary Teaching*. Westport, CT: American Council on Education/The Oryx Press, 2002.
- Helms, M. M., J. M. Alvis, and M. Willis. "Planning and Implementing Shared Teaching: An MBA Team-Teaching Case Study." *Journal of Education for Business* 81.1 (2005): 29-34.
- Higgins, Lindsey M., and Kerry K. Litzenberg. "Transferring Experience through Team Teaching: The Chance of a Lifetime." *College Teaching* 63.3 (2015): 105-11
- Johnson, D. W., R. T. Johnson, and K. A. Smith. "Constructive Controversy." *Change* 32 (2000): 29-37.
- Klein, J. T. *Interdisciplinarity: History, Theory, and Practice*. Detroit: Wayne State University Press, 1990.
- Krometis, Leigh-Anne H., et al. "The "Death" of Disciplines: Development of a Team-Taught Course to Provide an Interdisciplinary Perspective for First-Year Students." *College Teaching* 59.2 (2011): 73-78.
- Laufgraben, J. L., and D. Tompkins. "Pedagogy that Builds Community." In *Sustaining and Improving Learning Communities*, eds. J. L. Laufgraben and N. S. Shapiro. San Francisco: Jossey-Bass, 2004.
- Lee, Sook H. "An Evaluation on a Team Teaching by University Students and Lecturers in Australia." *Journal of Language Teaching and Research* 4.5, (2013): 914-923.
- Letterman, Margaret R. and Kimberly B. Dugan. "Team Teaching a Cross-Disciplinary Honors Course: Preparation and Development." *College Teaching* 55.2 (2004): 76-79.
- McDaniels, Elizabeth A. and Guy C. Colarulli. "Collaborative Teaching in the Face of Productivity Concerns: the Dispersed Team Mode." *Innovative Higher Education* 22.1 (1997): 19-36.
- Minnis, Michele and Vera John-Steiner. "The Challenge of Interdisciplinary Education." In Elizabeth G. Creamer and Lisa R. Lattuca, eds. *Advancing Faculty Collaboration Through Interdisciplinary Collaboration*. San Francisco: Jossey-Bass, 2005. 44-61.
- Morlock, Henry C. et al. "A Rotational Format for Team Teaching Introductory Psychology." *Teaching of Psychology* 15.3 (1988): 144-45.

McDaniel, E. A. "Faculty Collaboration for Better Teaching: Adult Learning Principles Applied to Teaching Improvement." In *To Improve the Academy: Resources for Student, Faculty and Institutional Development*, ed. J. Kurfiss. Stillwater, OK: New Forums Press, 1987.

McDaniels, E. A., and G. C Colarulli. "Collaborative Teaching in the Face of Productivity Concerns: The Dispersed Team Model." *Innovative Higher Education* 22.1 (1997): 19-36.

McLaughlin, M. W., and J. E. Talbert. *Contexts that Matter for Teaching and Learning: Strategic Opportunities for Meeting the Nation's Education Goals*. Palo Alto, CA: Stanford Center for Research on the Context of Secondary School Teaching, 1993.

Ochoa, Alisha, and Linda Pershing. "Team Teaching with Undergraduate Students: Feminist Pedagogy in a Peer Education Project." *Feminist Teacher*, 22.1 (2011): 23-42.

Perry, Bill, and Timothy Stewart. "Insights into Effective Partnership in Interdisciplinary Team Teaching." *System* 33 (2005): 563-573.

*Plank, Kathryn M. Ed. *Team Teaching: Across the Disciplines, across the Academy. New Pedagogies and Practices for Teaching in Higher Education*. Sterling, US: Stylus Publishing, 2012.

Plank, Quinlan, K. M.. "Promoting Faculty Learning About Collaborative Teaching." *College Teaching* 46.2 (1998): 43-48.

Rinn, F. J., & Weir, S. B. Yea, Team. *Improving College and University Teaching*, 32.1 (1984): 5-10.

*Stanford University Center for Teaching and Learning. *Speaking of Teaching Newsletter*, 16.1, 2006.

Stanford University Center for Teaching and Learning. *Speaking of Teaching Newsletter*, 16.2, 2007.

Shulman, L. S. "Those Who Understand: Knowledge Growth in Teaching." *Educational Researcher* 15.2. (1986): 4-14.

Smith, B. L. "Team-Teaching Methods." In *Handbook of College Teaching: Theory and Applications*, eds. Prichard, K. W. and R. Mclaran Sawyer. Westport, CT: Greenwood Press, 1994.

Vogler, Kenneth E., and Emily Long. "Team Teaching Two Sections of the Same Undergraduate Course: A Case Study." *College Teaching* 51.4 (2003): 122-126.

Wadkins, Theresa, Richard L. Miller, and William Wozniak. "Team Teaching: Student Satisfaction and Performance." *Teaching of Psychology* 22.2 (2006): 118-20.

Wentworth, Jay and James R. Davis. "Enhancing Interdisciplinarity Through Team Teaching." In Carolyn Hayes, ed. *Innovations in Interdisciplinary Teaching*. Westport, CT: The Oryx Press, 2002. 16-37.

Yanamandram, Venkata, and Gary Noble. "Student Experiences and Perceptions of Team-Teaching in a Large Undergraduate Class." *Journal of University Teaching & Learning Practice*, 3(1), 2006.