

Developing A Collaborative Teaching Plan: Strategies and Insights

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Acknowledgements

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Who we are and what do we know about collaborative teaching?



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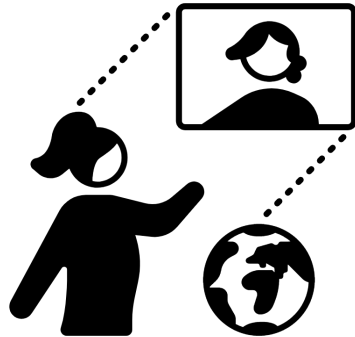


VIRGINIA TECH

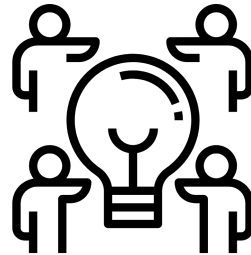
What is Collaborative Teaching?

Sometimes referred to as Team Teaching or Co-Teaching

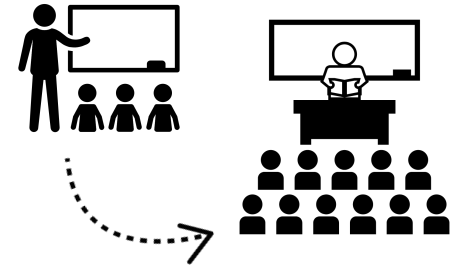
“two or more professionals delivering substantive instruction to a diverse, or blended, group of students in a single physical space”



In-person or
remote
(multi-institution)



2+ individuals,
unique
perspectives to
topic



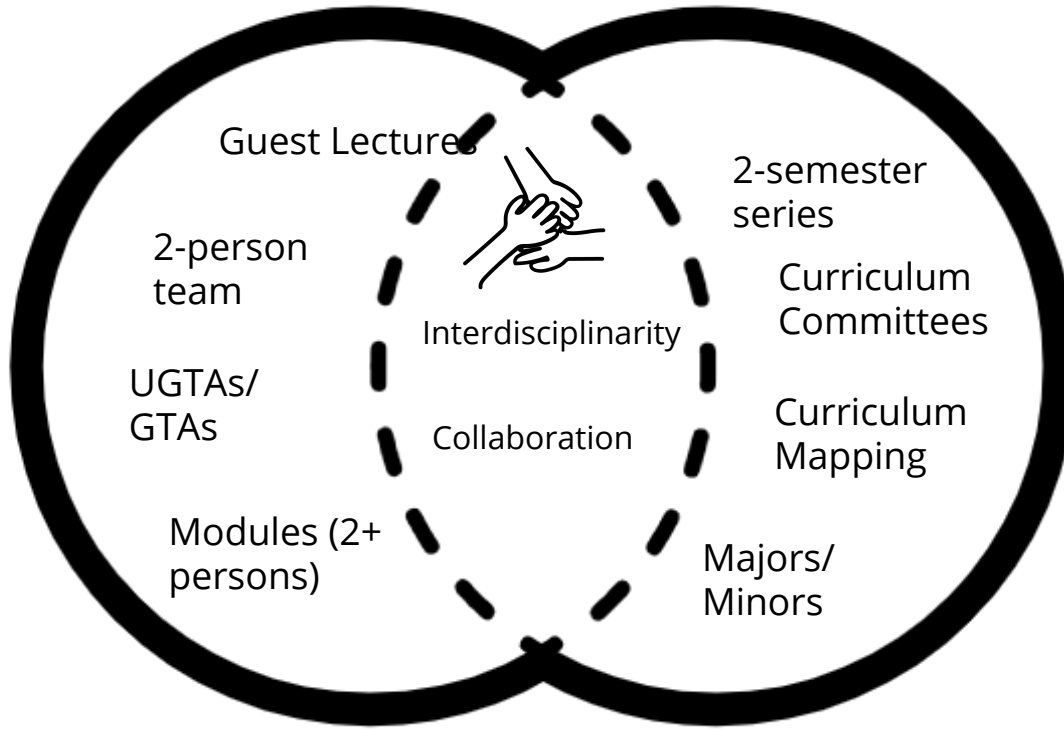
Scalability of
courses and
student
enrollment



What does Team Teaching Look Like?

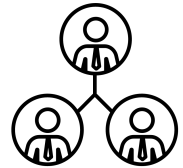
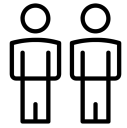
Individual
Courses

Curriculum



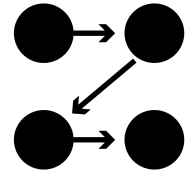
What is Team Teaching? A lot of options!

Model Type	Brief Description
Lecture/Section or Lecture/Lab	Senior instructor, GTA; typically subsections
Lead Instructor	One lead, multiple sections with other leads following content from lead, students interact with section leader only
Coordinated Sections	Multi-instructor, all contribute to design, but implement with specific groups in the class, students interact with section leader only. Regular meetings of all instructors to facilitate course progression.



What is Team Teaching? No one answer!

Model Type	Brief Description
Sequential or Rotational	Collaborative set course structure, do not share planning of each session. Each instructor implements their own “piece” or module of the course. Students only contact module instructor. Each responsible for their assignments.
Specialty	Collaboratively plan course, teach expertise within or across class sessions. Role varies per class, assignments jointly planned, grading split based on expertise.
Co-facilitation	Instructors collaboratively plan all elements of course, readings to assignments. Students can contact either instructor for any topic. Shared grading and feedback.



What is Team Teaching? No one answer!

Format	Number of instructors	Instructor presence	Method of delivery	Example
Guest lectures	One	Always present for and leading class	Invited guests as experts on topics within course agenda	Topics course with coverage of specific topics under larger disciplinary umbrella

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Fully collaborative team teaching	Two or more instructors	All instructors (nearly) always present	All instructors bring together disciplinary knowledge of a shared topic, integrating their work throughout the course	Transdisciplinary topics courses, experiential learning courses, CUREs, lab courses

Who Benefits from Team Teaching?

Students:

Development of higher-order thinking skills
(Bloom's Taxonomy)

Access to multiple academic mentors

Observe/interact with professionals from
different disciplines

See blending of disciplinary boundaries and
broaden disciplinary perspectives

Develop critical thinking and problem-solving
skills

Instructors:

Blend different backgrounds and expertise

Model for productive teamwork

Interactions with students from greater variety
of majors

Encounter new content knowledge and expand
perspectives on own knowledge

Broaden pedagogical skills

Capacity

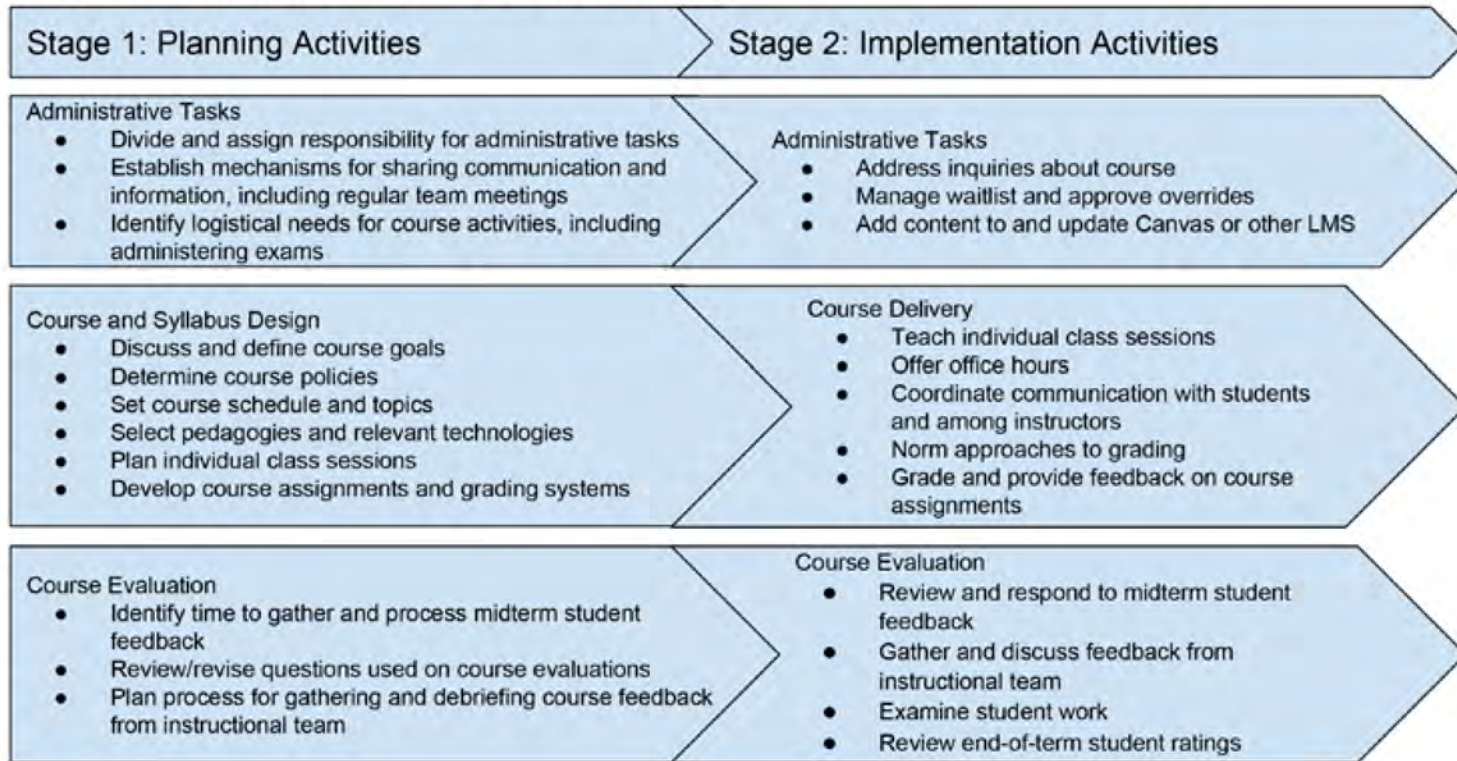


Getting Started Starts with Project Management



How do you Team Teach? Break down all the steps

Figure 1: Common Elements of Team Teaching



Common Challenges

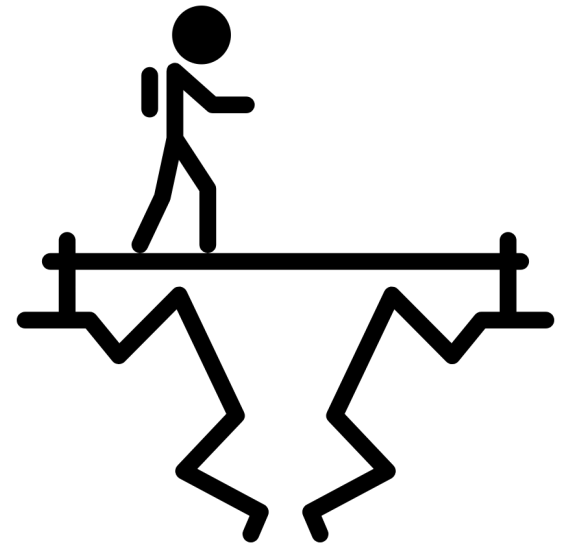
Differences in professional terms, languages, and definitions

Inconsistency in framework and format for the course

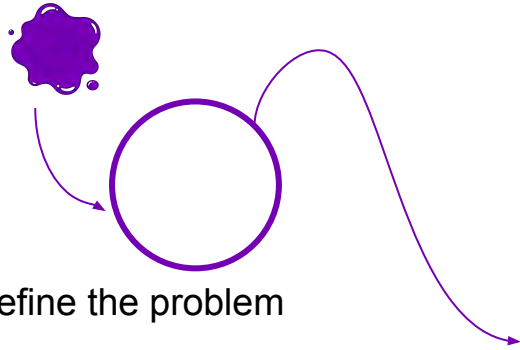
Inconsistency in course style and delivery

Lack of attention to instructor identity

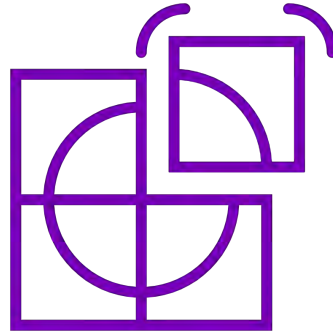
Lack of planning



Tips for Moving Forward



Define the problem



Deconstruct the Project

Start Fresh

Define communication boundaries

Brainstorm issues and routes for working them out BEFORE they happen

Define expectations

Be truthful

Re-align expectations

Grace & Flexibility → Focus on what matters



How do YOU Team Teach?

- Split into pairs or groups of 3. You do not need to know your new co-teacher
- Determine a topic or course you need to teach to a group
 - Can be serious (literature review, acid-base chemistry, rhetoric) or not (how to make a picnic, how to play minecraft, etc). Determine class size, level, etc. (2-3 mins)
- Use the worksheet provided to develop a collaborative teaching plan. (~15 mins)
- Report out to the group - takeaways? What is the biggest pain point? Strategies you came up with?

Consider how you might try to avoid these common challenges:

- Differences in professional terms, languages, and definitions
- Inconsistency in framework and format for the course
- Inconsistency in course style and delivery
- Lack of attention to instructor identity



Acknowledgements & Contact Information

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