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Learning to Dance Well Together: Shared/Team Teaching in Higher Education

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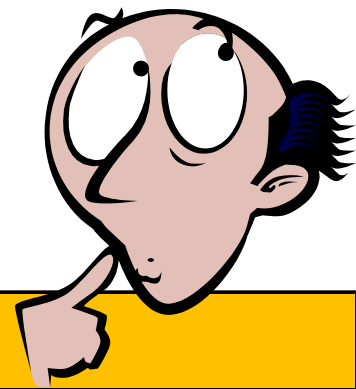
Learning to Dance Well Together: Shared/Team Teaching in Higher Education



Jennifer Lock
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Tracey Clancy
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May 15, 2013

**What do you mean
by the terms
co-teaching
or
collaborative teaching
or
team teaching?**



Co-teaching...Collaborative Teaching... Team Teaching

- Co-teaching is defined as “two or more individuals who come together in a collaborative relationship for the purpose of shared work...for the outcome of achieving what none could have done alone” (Wenzlaff et al., 2002, p. 14).

**What is your experience
with co-teaching?**

**How has it influenced your
teaching and student learning?**



Co-teaching Strategies

- One Teach, One Observe
- One Teach, One Drift
- Station Teaching
- Parallel Teaching
- Supplemental Teaching
- Alternative (Differentiated) Teaching
- Team Teaching

(Bacharach, Heck & Dahlberg, 2008, p. 11)

K-12 vs. Higher Education

- Common to find co-teaching in K-12
- Common to find co-research in higher education
- Not so common to find co-teaching in higher education.

In Higher Education

- Ferguson and Wilson (2011) stated
 - faculty members collaborate on research, but not in teaching.
 - benefit of co-teaching supports the potential of a strong learning community for students and instructors, as well as benefitting students both pedagogically and professionally

Concept Does Not Align With Practice

- Given this lack of experience and modeling in higher education, co-teaching can be something that is only conceptually addressed.
- The “lack of experience with co-teaching causes a misalignment between professors’ beliefs about its positive impact and their personal instructional practices which result in beginning teachers entering a classroom with only a conceptual understanding of what it means to co-teach” (Ferguson & Wilson, 2011, p. 53).

From the Panel

**How is co-teaching/team
teaching embodied in practice
in higher education?**

Co-Teaching a Large Lecture

Co-teaching in Nursing Class

- Development and delivery of the course is completed collaboratively
- Communication is essential
- Transparency of co-teaching for students
- We respect one another area of expertise and teaching style/approach/pedagogical philosophy
- Humor is essential

Co-teaching in an Online Environment

- Synchronous and Asynchronous communication
- Before
 - Time planning
- During
 - Ongoing communication
 - Determining how the work is shared and who will take the lead on various components
- After
 - Debrief of the process and experience
 - Review of student reflections and feedback

**What has worked in your
teaming approach?**

Why did it work?

Building Supportive Relationships

- Paying attention to the whole person
- Building in social time
- Dialogue and willingness to talk about mistakes
- Readiness to change course



What are some assumptions we may have about co-teaching or shared teaching that need to be addressed if the experience is to be successful?

What is required to be successful collaborators when working in a co-teaching relationship?

Successful Collaborators in a Co-teaching Relationship

- Considerations for co-teachers
 - Recognizing and trusting the other's expertise
 - Mutual respect
 - Recognizing collaboration as a learning process
 - Humour
- Institutional considerations
 - Provision of time for knowledge-building and collaboration
 - Pairing individuals with compatible approaches
 - Acknowledgement of collaboration as a learning process

**What key strategies are required to
develop a healthy co-teaching
rapport?**

Strategies in Developing a Healthy Co-teaching Rapport

- Daily communication
- Listening and dialogue
- Recognizing the positive aspects of collaboration (two brains!)



Shared Workload

- Enumerating and dividing up tasks
- Revisiting task list regularly



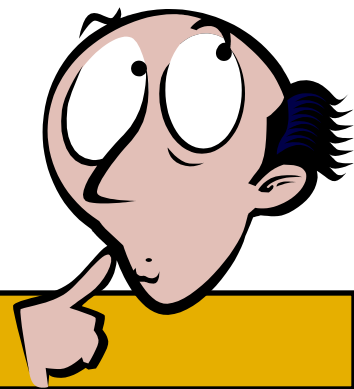
Co-Producing Knowledge

- Finding a place for the other's expertise
- Alternating between individual and collaborative preparation time

Making Room for Multiple Viewpoints and Pedagogical Styles

- Advanced preparation
- Clearly delineating teaching tasks
- While co-teaching:
 - Sticking to agreed-upon time allotments during teaching
 - Developing a rapport that allows for flexibility

**What other strategies or
recommendations would you
provide to help foster successful
co-teaching?**



Questions and/or Comments



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References

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Bacharach, N. & Bradfield-Kreider, P. (2002). *Walking our talk as educators: Teaming as a best practice*. In E. Guyton & J. Rainer (Eds.). *Research on Meeting and Using Standards in the Preparation of Teachers* (pp. 11-24). Dubuque, IA: Kendall-Hunt Publishing.