



Five Approaches to Team-Teaching and Collaboration in Design and Delivery

1. Course Coordinator

A central lead faculty member plans a course and prepares an LMS shell that will be shared with other faculty.

Advantages: Very efficient. Can be extremely beneficial for courses staffed by significant number of adjuncts. (Why expect new adjuncts, year after year, to reinvent the same class in isolation?)

Disadvantages: Little opportunity for collaboration on the front end of the process. Annual (or more regular) feedback from faculty is helpful.

Staffing: Each faculty member is assigned to and is instructor of record for an individual section.

2. Co-Design

One or more faculty members plan a course and develop content, activities, and assessments together, and then teach independent, separate sections.

Advantages: Common materials, assessments, course calendars, and course shells tend to create strong consistency in the curriculum and the student experience within depts. Frequent points of contact to maintain consistency is helpful, especially during Assessment Day, at the end of the year when program reports are being compiled, or in the lead up to subsequent semesters.

Disadvantages: Requires more pre-planning time than a typical course design. If regular points of contact are not maintained, different sections can become very different learning experiences. Such variety is expected, and can be positive for instructors' sense of autonomy, but the program-level SLOs/CLOs and course-level Learning Goals must be consistent.

Staffing: Each faculty member is assigned to and is instructor of record for an individual section.

3. Tag-Team Teaching

Faculty plan a course together, and are each responsible for teaching half of the course content, or for facilitating half of the class meetings or online experiences.

Advantages: Can have many of the benefits of above. Faculty have more autonomy, which may be appealing.

Disadvantages: "Tag-team teaching" can often degrade into what is essentially two disconnected mini-courses, especially if students never see faculty together, or faculty don't touch base

frequently. Having solid, agreed-upon Learning Goals, and co-designing modules, assignments, assessments based on these Goals is critical to maintain a coherent course.

Staffing: Two faculty are both assigned to the same section, but if each only teach half of the course, it is reasonable to be expected to split the load credit.

4. Co-Design + Exchange

Faculty plan a course together and teach two separate sections, but frequently guest lecture in each other's sections.

Advantages: If done well, this can help maintain student engagement, and promote critical thinking as they get different perspectives on issues in class. New voices help promote student engagement.

Disadvantages: Care should be taken that "guest lecturers" don't default to a one-way transmission style of teaching, by delivering lecture/presentations that don't include ample time for reflections, discussion, and active learning activities.

Staffing: Each faculty member is assigned to and is instructor of record for an individual section, receiving normal load credit. (Trading time leading each other's class meetings would not earn each faculty member load credit for both sections.)

5. Team Teaching

Faculty plan a course together and are both present, collaborating and interacting during each class meetings.

Advantages: This is the most collaborative approach. Faculty alternate between taking the lead during presentations/discussions and serving in a supporting role. The faculty member in the supporting role frequently contributes to discussions, helping to set the expectation for dialog, rather than a typical lecture-based on a one-way transmission of information. Faculty can split responsibilities for prep and grading. During small group discussions and activities, two faculty are present to float and facilitate.

Disadvantages: Both instructors need to be present for all (or almost all) class meetings.

Staffing: Two faculty are both assigned to the same section. It is reasonable to be expected to split the load credit. (The first time the course is taught, more than typical planning time is needed, but in future offerings, faculty will save time by splitting prep and grading time.)