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Serial Team Teaching and the Evolving Scholarship of Learning: Students' Perspective

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Faculty and students at the University of Toronto were surveyed and interviewed to form a case study of serial team teaching, in which multiple instructors take turns teaching a segment of the same course in sequence. Student opinions ranged from slightly opposed to slightly in favour of team teaching overall. When asked about specific aspects of team teaching, students who liked it overall tended to like all aspects of it, and did not identify those disadvantages in student experience anticipated by the faculty. In general, students in upper years were less supportive of team teaching than were students in their first and second years.

Introduction

In Spring 2006 we conducted a faculty survey to investigate team teaching methods within the Faculty of Arts and Science at the St. George Campus of the University of Toronto (FLC-University of Toronto, 2006). The survey had two stages; the first identified departments offering courses that were team taught, and the second consisted of individual interviews of faculty involved in team teaching. The goal of the survey was to determine which team teaching models were currently in use for undergraduate courses on this campus, and to use the wealth of knowledge and experience available there to gain a better understanding of these

models.

We interviewed more than 60 faculty members from 15 departments in a voluntary survey. The data we collected and analyzed comprised both factual information (enrolment statistics, number of instructors involved, and a team teaching model) and interpretive data (perceived advantages/disadvantages, faculty impressions of student experience, and recommendations/warnings).

The most inclusive definition of a "team taught" course is: any course with more than one instructor. In our context we identified three categories, one of them divided into two sub-categories: