Team Teaching Discovery Among Undergraduate Faculty in a Baccalaureate Program

Karla Rodriguez, DNP, RN, CNE
Selena Gilles, DNP, ANP-BC, CCRN
Theresa Bucco, PhD, RN-BC
Sandy Cayo, DNP, FNP-BC, APRN
Jennifer Morrison-Nahum, DNP, RN, PPCNP-BC, CPNP-AC
Titilayo Kuti, MSW

Disclosure & Objectives

Authors:
Karla Rodriguez, DNP, RN, CNE
Selena Gilles, DNP, ANP-BC, CCRN
Theresa Bucco, PhD, RN-BC
Sandy Cayo, DNP, FNP-BC, APRN
Jennifer Morrison-Nahum, DNP, RN, PPCNP-BC, CPNP-AC
Titilayo Kuti, MSW

Disclosure

❖ No commercial or sponsorship support was provided in creating this presentation.

❖ This educational activity is free from bias.

❖ Faculty and planners acknowledge no conflict of interest.

Objectives

❖ Discuss the concept of team teaching among faculty in the nursing program

❖ Describe the challenges in operationalizing team teaching

❖ Identify students' perspectives on team teaching

**NYU** | **RORY MEYERS COLLEGE OF NURSING**

Background

- ❖ Traditional Teaching Method
  - ❖ Courses led by two course coordinators (CC) and faculty associates (FA)
  - ❖ Responsibilities of CC: lecturing in individual sections, managing student issues, formulating the course syllabi and topical outline, developing exams, and mentoring new faculty
  - ❖ Responsibilities of FA: grading assignments and managing frequent communication with both on and off campus clinical adjunct instructors
- ❖ Team Teaching pilot explored

NYU | RORY MEYERS COLLEGE OF NURSING

Review of the Literature

- ❖ Team teaching definition: faculty work within a team and share the responsibilities of designing and delivery of course content

- ❖ Shown to be efficacious, improves students' satisfaction and performance - literature mixed!

- ❖ Conflict may arise between team members.

- ❖ Can lead to frustration and resistance to team teaching.

- ❖ Participants must be open to diverse ways of thinking, able to admit they do not know, flexible, willing to take risks and comfortable with ambiguity.

- ❖ Enhances interpersonal skills, communication skills, teamwork skills, giving and receiving feedback among faculty

Method

Task Force Assembled

Faculty Pre-Survey

Pilot Implementation

Faculty Post-Survey

Student Survey
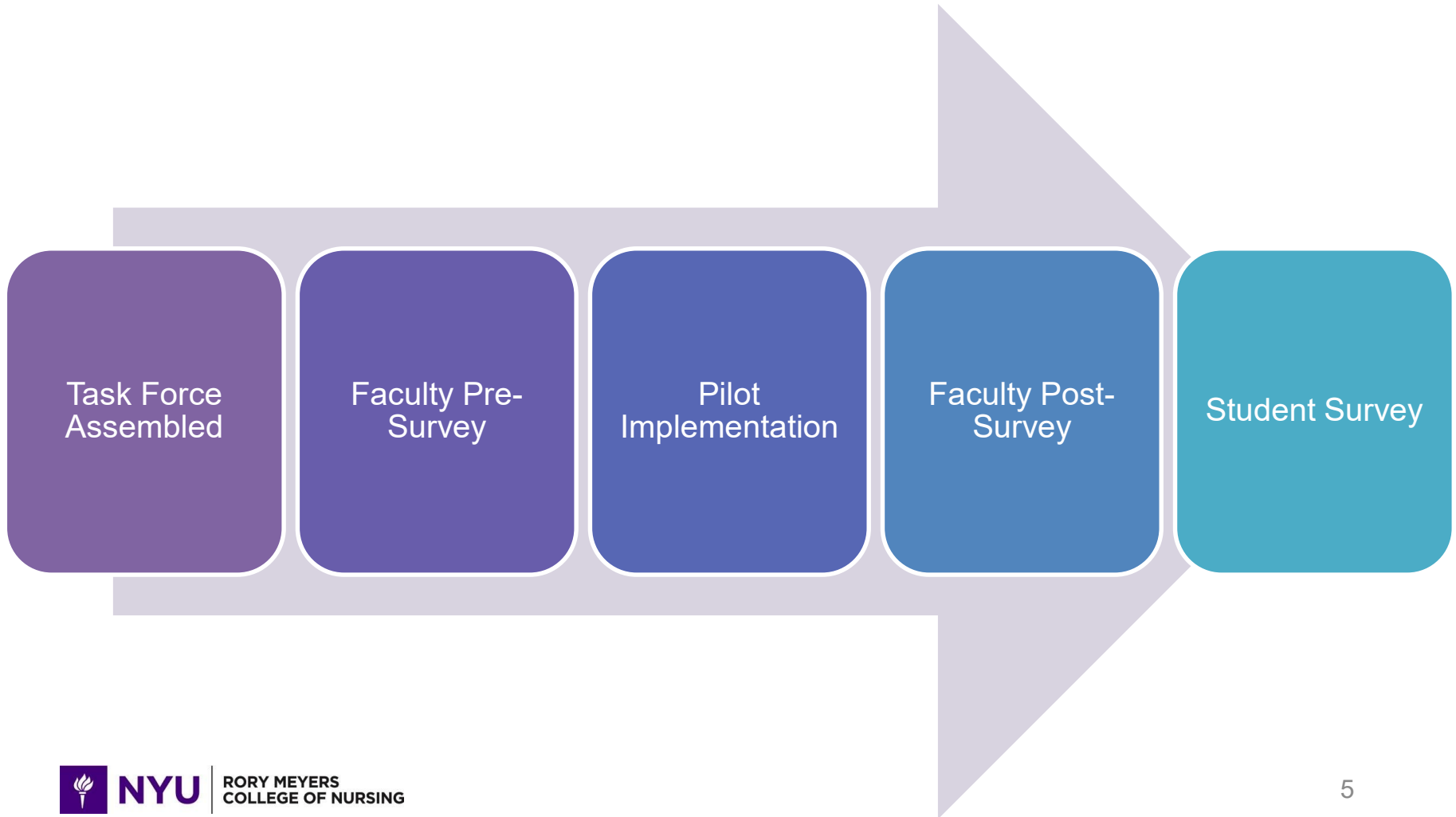
Pre-Survey Questions

- ❖ How soon in advance do you prepare your courses for the upcoming semester?
- ❖ How are course materials (PowerPoints, syllabi, course outlines, assignments etc.) shared among faculty (Box, Google Drive,Classes)?
- ❖ How are course responsibilities determined (e.g. grading, lecture preparation, examinations)?
- ❖ What other contributing factors affect your team's distribution of work?
- ❖ What are your preferred means of communication among course faculty?
- ❖ How do you address faculty to faculty issues while still building relationships?
- ❖ How will student issues be managed?
- ❖ How would you define team teaching?
- ❖ What is your ideal expectation of team teaching/How does that look ?
- ❖ What are the perceived benefits if any to collaborating faculty?
- ❖ How can support be fostered between colleagues?

NYU | RORY MEYERS COLLEGE OF NURSING

Pre Survey- Faculty Responses

❖ 18 faculty members taught

   Summer 2018 undergraduate

   nursing courses

❖ N = 14 faculty members

   responded (response rate =

   77.7%)

Pre Survey- Faculty Responses

- ❖ Defining Team Teaching
  - ❖ Meaningful cooperation & equal sharing
  - ❖ Building on each others strengths for best outcomes
  - ❖ Acknowledging strengths and weaknesses
  - ❖ Allowing freedom to participate and contribute.
  - ❖ Improve delivery of content. to the students
- ❖ Faculty to Faculty Issues→ building relationships
  - ❖ Open communication
- ❖ Perceived Benefits
  - ❖ Balancing strengths and weakness.
  - ❖ Greater expertise will be shared with students.
  - ❖ Learning from each other→challenge one to improve or change the way a person does things.

NYU | RORY MEYERS COLLEGE OF NURSING

Pre Survey- Faculty Responses

- ❖ Fostering support among faculty
  - ❖ Open communication
  - ❖ Fostered by top-down support from leadership. That may include workshops on team teaching (methodologies, techniques, etc.) or open discussion forums to air what works and what doesn't.
- ❖ Student Issues
  - ❖ All instructors are included to handle any student issues.
  - ❖ Based on student section assignment and shared among faculty.
  - ❖ Shared

Pilot Implementation

- 8 courses
- Course visits were conducted

Post Survey Questions

- ❖ Do you feel like you were adequately prepared for your courses this semester? Do you feel the other course faculty were adequately prepared?
- ❖ Do you feel that workload was adequately shared among course faculty throughout the semester? If not, what specifically didn't work? What factors affected the team's distribution of work?
- ❖ What were your means of communication among faculty? Was communication effective throughout the semester?
- ❖ How was support fostered between colleagues? By whom?
- ❖ Did any faculty to faculty issues arise during the course of the semester? If so, how did you address the issues while still maintaining working relationships?
- ❖ How were student issues managed? Did all course faculty manage student issues or only one or a few?
- ❖ What are your perceived benefits to working with a collaborative faculty team?
- ❖ What are your perceived drawbacks of working with a collaborative faculty team?
- ❖ Did team teaching meet your expectations? If so, how? If not, why?
- ❖ Is there anything related to team teaching you would like to see shared/improved upon in the future?

Post Survey - Faculty Responses

❖ N= 9
❖ Overall, positive outcomes due to team teaching
❖ Varied statements noted by some faculty
❖ "Burden fell on one person sometimes"
❖ "Not a smooth transition; first time teaching course"

Student Survey

❖ Please the Describe the Benefits if any of Team Teaching.

❖ Please describe the drawbacks, if any, of Team Teaching (having two instructors in the class) as opposed to our traditional method of teaching (one course faculty/coordinator).

❖ Are there ways that you feel the Team Teaching method used this semester can be improved to better facilitate your learning and enhance the classroom environment?
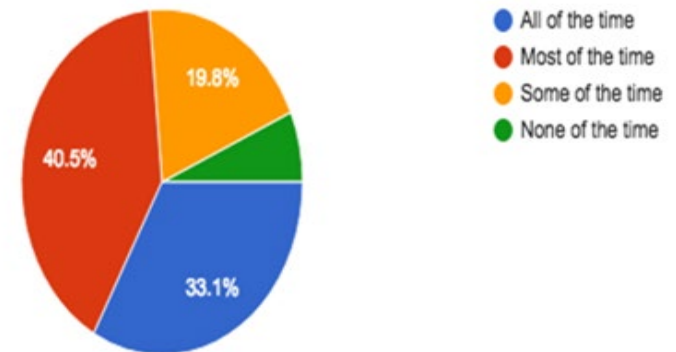
Student Survey Results

Team Teaching facilitated an engaging classroom environment.

121 responses

- All of the time
- Most of the time
- Some of the time
- None of the time

43%   14.9%   38%
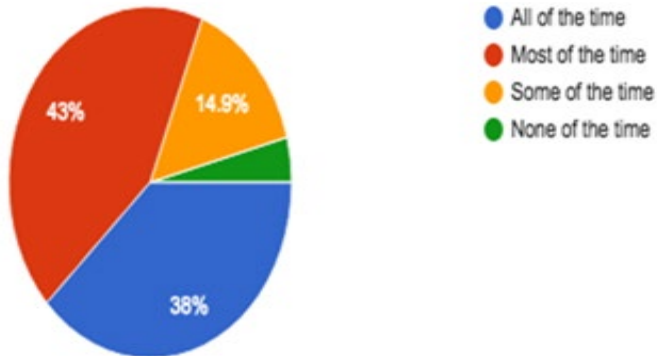
Team Teaching improved the delivery of course content.

121 responses

- All of the time
- Most of the time
- Some of the time
- None of the time

40.5%   19.8%   33.1%

Student Survey Results

Team Teaching aided in my understanding of course content.
121 responses
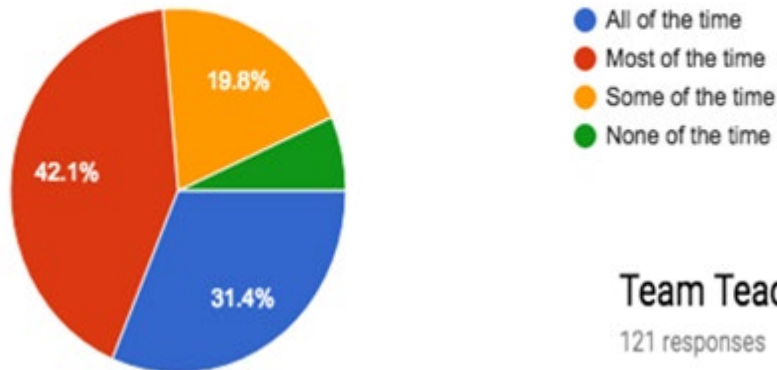
- All of the time
- Most of the time
- Some of the time
- None of the time

42.1%

19.8%

31.4%

Team Teaching showcased faculty expertise in course content.
121 responses

- All of the time
- Most of the time
- Some of the time
- None of the time

38%

14.9%

43%

Student Survey Results

Team Teaching showcased faculty expertise in course content.

121 responses

- All of the time
- Most of the time
- Some of the time
- None of the time

38% 14.9% 43%
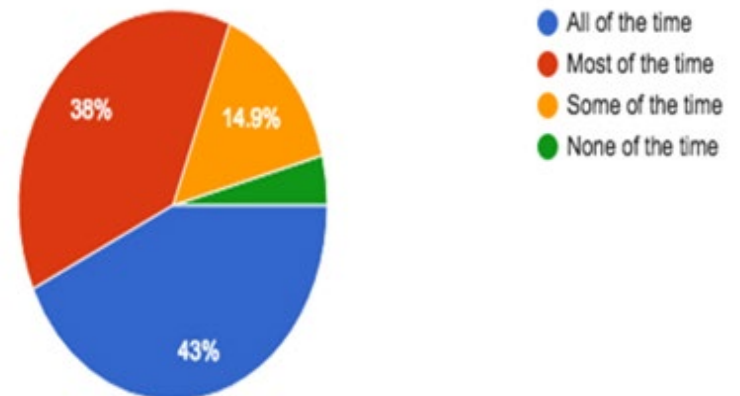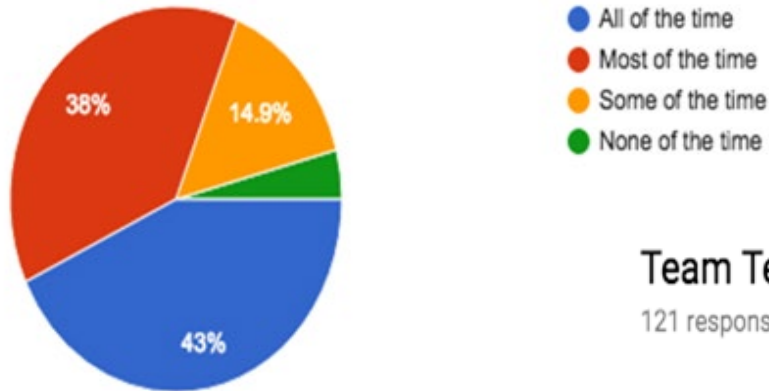
Team Teaching faculty were collaborative and collegial.

121 responses

- All of the time
- Most of the time
- Some of the time
- None of the time

28.9% 14.9% 52.9%

NYU | RORY MEYERS COLLEGE OF NURSING
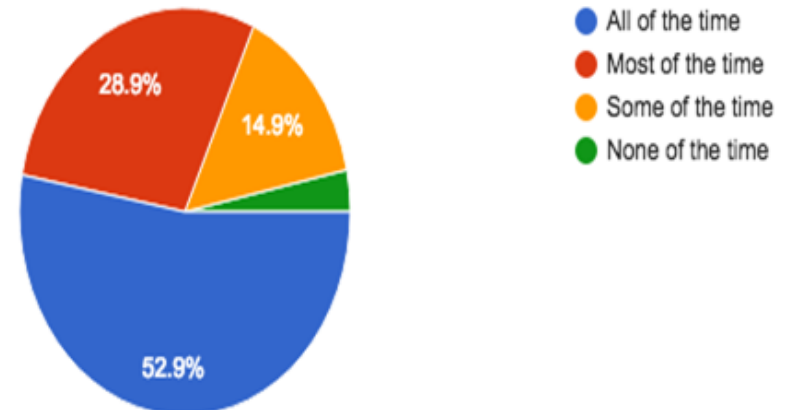
Student Survey Results

- ❖ Benefits
  - ❖ Two perspectives on material
  - ❖ Experience different teaching styles
  - ❖ Experiences from one teacher reflected what the other teacher was explaining
- ❖ Disadvantages
  - ❖ No significant drawbacks existed
  - ❖ Opposing and contradictory viewpoints on different topics
  - ❖ Poor pairing of two instructors

Student Survey Results

❖ Suggestions for improvement
  ❖ "Pairing professors who coordinate well together"
  ❖ "It felt rushed with 2 teachers"
  ❖ "Have a timer to switch and give both professors time to teach"
  ❖ "Just be more specific on certain things and not letting too many opinions get in the way"

Future Recommendations

❖ Team teaching experiences varied with many more details to be explored.
❖ To learn from one another while challenging each other to improve, embrace different teaching styles, and impart greater expertise with students.
❖ Post survey results presented to all faculty
❖ Build upon results as opportunities for growth.
❖ Foster collaboration and best practice in course delivery in the academic setting.
❖ Consider time for "learning a course" and "learning the teaching style" for a course.
❖ Peer Evaluation - faculty observations recommended for continuing feedback

Conclusion

❖ Survey results indicate that team teaching has been a positive experience with many more details to be explored by faculty at the faculty work group

❖ Perceived benefits include the ability to learn from one another while challenging each other to improve, changing teaching styles and sharing greater expertise with students

❖ Enable opportunities how we can improve team teaching practice in an environment adopting this approach

NYU | RORY MEYERS COLLEGE OF NURSING

References

❖ Dugan, K. & Letterman, M. (2008). Student appraisals of collaborative teaching. *College Teaching, 56 (1).*

❖ Kohtz, C., Hoadley, T., Liphart, J., Siegel, S., Briggs, K., Clark, S., … Tillis, K.A. (2017). Adopting Team Based Learning: Translating evidence into practice. *Nurse Educator, 42*(5), 218-221.

  https://doi.org/10.1097/NNE.0000000000000388

❖ Morris, J. (2016). Implementation of a team based learning course: Work required and perceptions of the teaching team. *Nurse Education Today, 46*, 146-150. https://doi.org/10.1016/j.nedt.2016.09.002

❖ Oldland, E., Currey, J., Considine, J., & Allen, J. (2017). Nurses' perceptions of the impact of Team-Based Learning participation on learning style, team behaviours and clinical performance: An exploration of written reflections, *Nurse Education in Practice,* 24, 62-69, https://doi.org/10.1016/j.nepr.2017.03.008

❖ Robb, M. & Gerwick, M. (2013) Team teaching: a resource guide for nurse educators. *Teaching and Learning in Nursing, 8, 78-82.*

NYU | RORY MEYERS COLLEGE OF NURSING