

*Exploring nurse  
academics'  
experiences of team  
teaching in an  
undergraduate  
nursing curriculum*

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# Background

- Team teaching is prevalent in higher education
- Delivered by a team of two or more teaching staff
- Benefits:
  - collaborative learning,
  - role modelling opportunities,
  - exposure to different teaching styles and
  - resource implications.
- Little empirical evidence investigating nurse academics' experiences and perspectives of team teaching

# Literature

Benefits are variable  
dependent

Success may require  
administrative input

Limited uptake in  
Australian  
Universities offering  
Nursing programs

Explore the perspectives and experiences of team teaching from a nurse academics' perspective.

Aim

# Methods



Purposive sample



Expert review for feasibility



QUT Key Survey



Descriptive statistics and thematic analysis



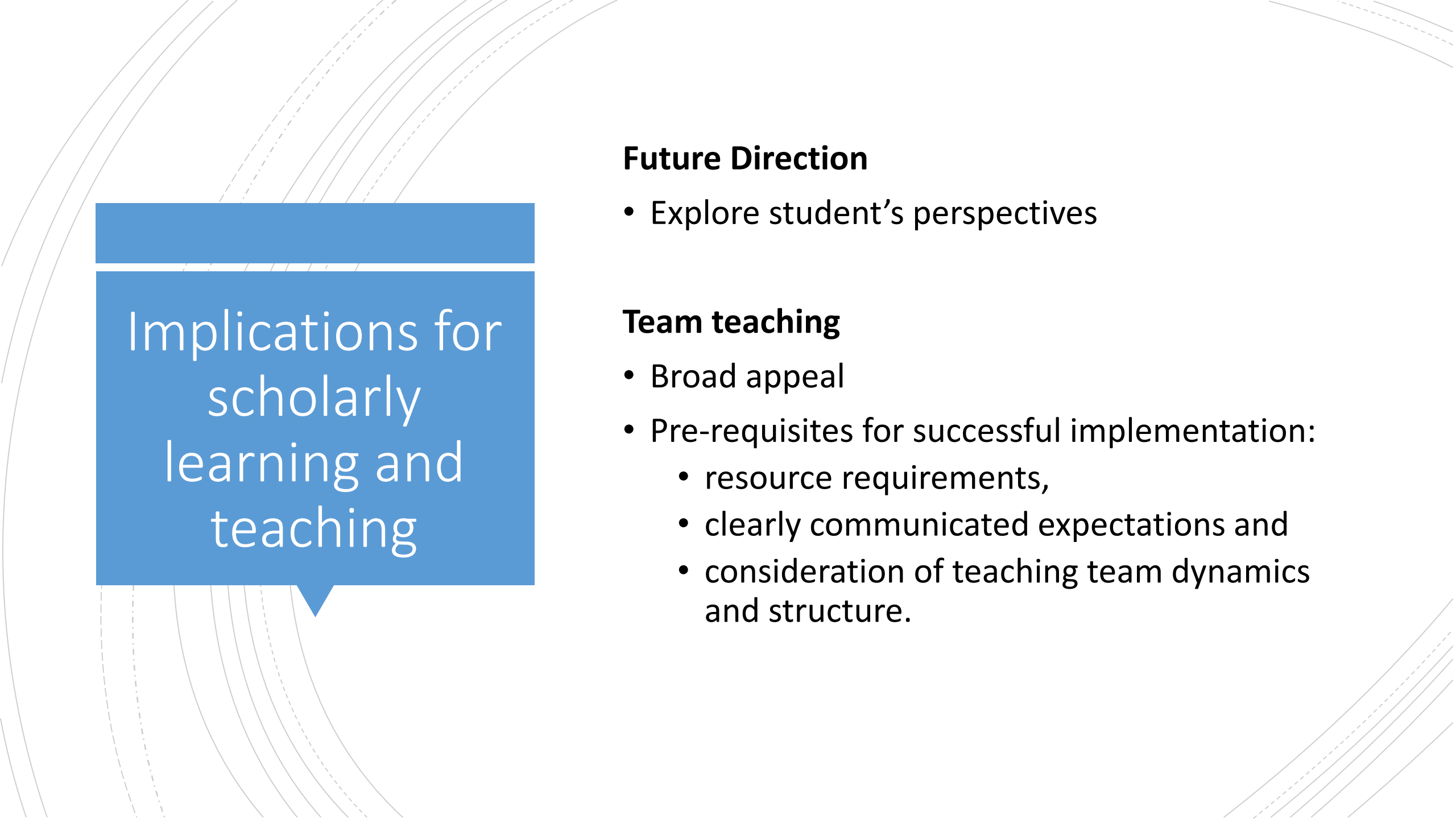
# Results

- 10 responses – 32% response rate
- Majority either casual or lecturer with a PhD
- 2 emergent themes with sub themes
  - **Community of Learners:** *Zone of proximal development and role modelling, Benefits for learning and teaching outcomes*
  - **Prerequisites for success:** *Preparing for team teaching, Challenges*

# Conclusions

## **Team teaching**

- Positive and satisfying learning experience
- Facilitates deep learning through community of learners
- Active learning
- Challenging for both teachers and students
- Pre-requisites for success



## Implications for scholarly learning and teaching

### **Future Direction**

- Explore student's perspectives

### **Team teaching**

- Broad appeal
- Pre-requisites for successful implementation:
  - resource requirements,
  - clearly communicated expectations and
  - consideration of teaching team dynamics and structure.



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