Definition: Team Teaching

- Co-Teaching
- Collaborative Teaching
- Cooperative Teaching
- One Course
- "Cluster Courses"

Three Collaborative Phases

- Co-Planning
- Co-Instruction
- Co-Evaluation

(Metzger, 2015)
Co-Planning

- Appropriate Model
- Time Commitment
- Syllabus
- Support

- Course Expectations, Consequences, Consistency
- Policies and Procedures

Co-Instruction

- Implementation of Model
- Continuous Planning
  - Protect Planning Schedule
- Expectations, Grading Criteria, Consistency

Co-Instruction: Partnership

- Communication
  - Outside of Co-Planning
  - Honesty
- Team Work
  - Flexibility
  - Support
  - Dedication (Time and Energy)

- Laugh
- Celebrate
- Enjoy!
Co-Assessing

- Assessment Evaluation
- Grades
- Successes
- Challenges

Course Evaluations
- Feedback
- Implementing Positive Improvements

Models: Metzger (2015)

- One Lead, One Observe
- One Lead, One Assist
- Station Teaching
- Parallel Teaching
- Alternative Teaching
- Team Teaching

Models: Dugan and Lettman (2008)

- Co-Teaching
- Alternative
- Panel

- Interactive
- Participant-Observable
- Rotational
Models: Clarkson College

- Radiographic Procedures I
  - Model
  - Lab
- Radiographic Procedures II
  - Model
  - Lab
- Radiographic Procedures III
  - Model
  - Lab
- Modifications
- Clinical Preparedness

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Models: Clarkson College

- Introduction to Radiology
- Cross-Sectional Anatomy, Online/Hybrid
- Imaging Informatics Certificate
- Core Curriculum

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Postives: Faculty

- Shared Experience
  - Seasoned faculty and New Faculty
  - New Style/Dynamic, Reinforcement
- Engagement
  - Collaboration
  - Relationships
  - Positive Change
**Positives: Students**

- Improved Teacher/Student Relationships
- Improved Social/Communication Skills
- Promoted Diversity
- Critical Thinking

**Higgins and Litzenburg (2015)**

- Learning
- Perspective on Teamwork
- Depth of Knowledge
- Interest in the Course

**Pitfalls: Faculty**

- Time Commitment
- Loss of Autonomy
- Buy-in

**Pitfalls: Students**

- Lack of Communication Between Faculty

**Pitfalls**

- Mutual Respect
- Difference in Teaching Style
- Expectations
- Grading
Assessments and Activities

- Ticket to Class
- Affective Evaluations
- Rubrics
- Competencies
  - Individual
  - Partner
- Quizzes and Exams
  - Online vs. Hybrid
  - Image Critique
  - Delivery

Ticket to Class

For Monday, please have read Chapter 2.
Your Ticket to Class is:
- Complete workbook pages 44-45
- Complete CDR 1-9 Sheet, Lateral section
If you have questions please let me know!
K. Fulton

Affective Evaluations

Activity 5: Communicating

Evaluate in a written communication with the following criteria:
- Use appropriate medical terminology and medical jargon.
- Display respect, empathy, and confidentiality.

Criteria:
- For each criterion, rate the level of proficiency.

- 1: Poor
- 2: Fair
- 3: Good
- 4: Excellent
- 5: Not applicable

To receive credit, display empathy and confidentiality in your presentation.
Competencies

<table>
<thead>
<tr>
<th>Competency</th>
<th>Re</th>
<th>No</th>
<th>Exp</th>
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<tbody>
<tr>
<td>1. Properly maintains all equipment, patient care areas, and work areas.</td>
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<td>2. Evaluates unfamiliar equipment and reports unfamiliarity.</td>
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<td>3. Maintains equipment in working order.</td>
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<td>4. Demonstrates proficiency in the use of the equipment.</td>
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<td>5. Assesses patient’s emotional and physical capabilities and modifies the exam accordingly.</td>
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<td>6. Properly handles equipment when handling upright or vertical.</td>
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<td>7. Performs proper technique to incorporate patient’s emotional and physical capabilities.</td>
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<td>8. Validates equipment and reports unfamiliarity.</td>
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<td>9. Utilizes appropriate auxiliary communication methods (e.g., eye contact, body language).</td>
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<td>10. Performs examination in a logical sequence.</td>
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Competencies

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<tr>
<th>Evaluation Criteria</th>
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<th>No</th>
<th>Exp</th>
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<tr>
<td>1. Selects appropriate range receptors (e.g., grasper, pencil).</td>
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<tr>
<td>2. Identifies appropriate range receptors (e.g., grasper, pencil).</td>
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<td>3. Positions range receptors properly.</td>
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<td>4. Evaluates range receptors.</td>
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<td>5. Evaluates range receptors.</td>
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<tr>
<td>6. Demonstrates proficiency in the use of range receptors.</td>
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Repeat?
Course Evaluation Analysis

- Individual
- Team
- Director
- Goals

Course Evaluation Comments
Examples (Metzger, 2015)

Positive
- "It was easier to ask for help and also the student feels more comfortable."
- "I was able to get more one-on-one support and help when I was having difficulty."
- "They can all help different tables with different questions so it’s a better use of our time."
- "Sometimes an instructor’s explanation did not make sense to me. Another instructor explained it differently... My "lightbulb" lit more quickly after a different explanation."

Negative
- "I thought having multiple instructors and TAs in the class at the same time was really distracting... I find it easiest to learn from one person at a time, so having five people walking around the room made things a little bit difficult."
- "Having multiple instructors was sometimes confusing because they contradicted themselves sometimes."
- "Sometimes I found it to be annoying and sometimes I liked that we could have different viewpoints and explanations."
- "It was helpful during class discussions, but I never emailed a professor here, even if I was confused, as I would rather answer to one professor than many professors."
Course Evaluation Comments:
Clarkson College (4 Faculty)

Positive
- All the instructors were very good at helping everyone understand the material in their own ways.
- I really enjoyed learning from each of the different teachers. I felt it gave a good variety of learning throughout the semester.
- I liked working with different teachers because it helped us learn how to work with different leaders.

Negative
- It is a little hard to switch between teachers that much but also nice to get over perspectives.
- There was sometimes inconsistency with teaching throughout the semester.
- I wish the teachers would communicate more so we're not told to learn opposite things and so there wasn't confusion amongst ideas.

Is Team Teaching right for your course/program?

- Budget
- Teaching Load
  - 2 or 3+
- Buy-in
  - Faculty
  - Student
- Time Commitment
- Willing to Change
- Open Communication
  - Relationship
  - Trust
  - Flexibility

Personal Take-Aways

Kelly
- The Parenting Paradox
- Outside Experience/Ideas
- Learning from Mistakes

Katie
- Better Teacher
- Learn from the Positive Attributes of Colleagues
- Reflection, Vetting of Ideas
References


References Continued
