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Team teaching: Integrating research and lessons from the field



NOVEMBER 2013

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Team Teaching: Integrating Research and Lessons from the Field

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11/23/2013

Slide 1

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Attendees will...



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LITERATURE REVIEW

...learn about the existing literature on team teaching

1

PRELIMINARY STUDY RESULTS

...be provided with reactions and proficiency outcomes of team teaching

2

LEVERAGING TEAM TEACHING

...learn how to leverage team teaching based on existing literature and current research

3

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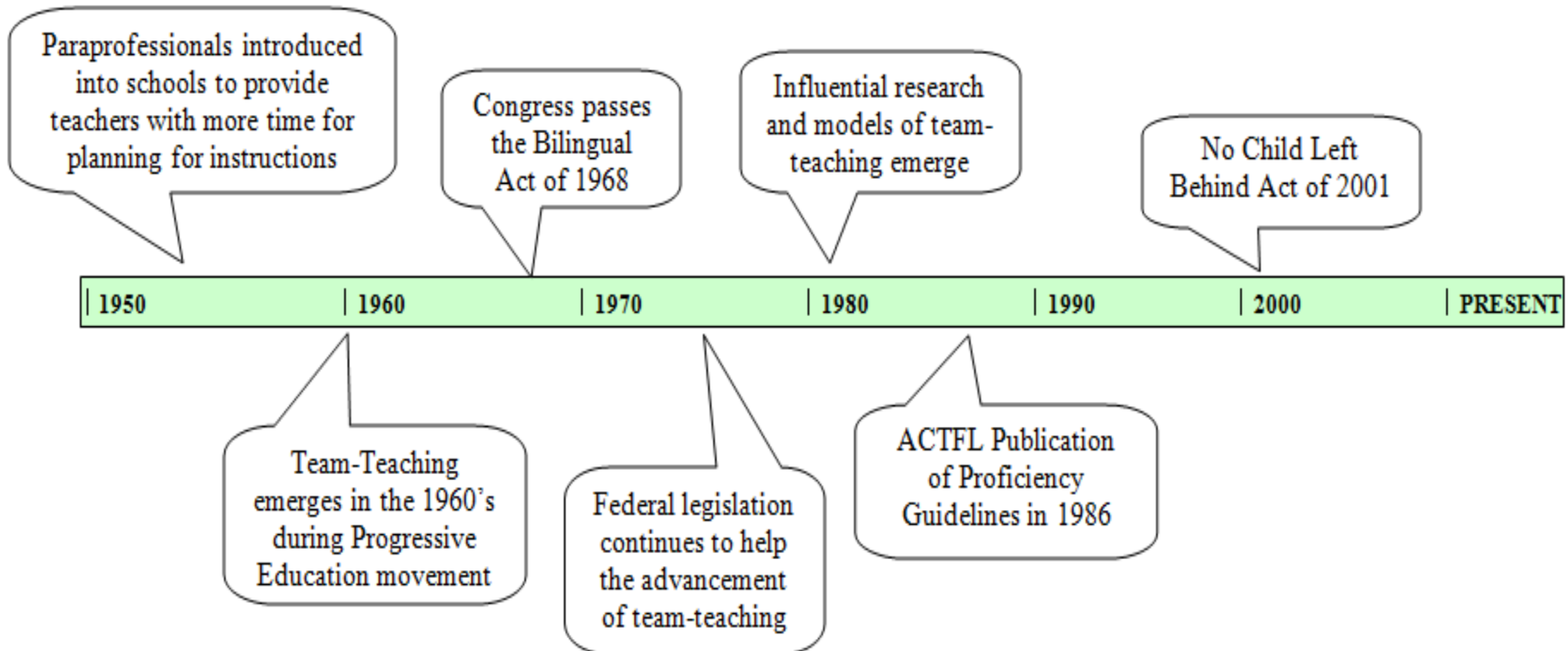
2

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A Brief History of Team Teaching...





“Innovation is a **team** sport.”

“No innovation without **collaboration.**”

--Tony Wagner, Keynote Address

The Team Teaching Debate



- A review of the team teaching literature has shown ***mixed*** learner reactions and ***inconclusive*** evidence regarding the academic performance benefits of **team teaching** (Carpenter, Crawford, & Walden, 2007; Jang, 2006; Wadkins, Miller, & Wozniak, 2007)
 - Research Design
 - Multitude of definitions/models for team teaching
 - Multitude of names for the same concept

Varying Definitions



- “Team teaching is **two teachers** accepting responsibility for the same students” (Ennis, 1986)
- “**Two or more instructors** collaborating over the design and/or implementation and evaluation of the same course or courses” (Hatcher, Hinton, and Swartz, 1996)
- “Team teaching may refer to (1) simple allocation of responsibilities between **two teachers**, (2) team planning but individual instruction, or (3) cooperative planning, instruction, and evaluation of learning experiences.” (Sandholtz, 2000)
- “An approach in which **two or more persons** are assigned to the same students at one time for instructional purposes” (Jian & Zhao, 2009)

Is There Only One Way to Team Teach?



- Team teaching varies by:
 - The number of teachers involved
 - How resources and ideas are shared
 - How many teachers are in the classroom at a time
 - How lessons are planned
 - Tenure of instructors
 - How is power is shared

Is Team Teaching Effective?



Effective

- Collaborative learning related to higher achievement, greater retention of material, improved social skills, and more positive attitudes (Johnson, John, & Smith, 1991; Robinson & Schaible, 1995)
- Results of team teaching approach used at Defense Language Institute Foreign Language Center (DLIFLC) indicate higher proficiency outcomes (Campbell & Tovar, 2005)
- Undergraduate business students with lower than average GPAs in the team taught course performed higher than would be expected (Colburn et al, 2012)

Ineffective

- No significant differences in student achievement between experimental and control groups due to teaching format (Zitelli, 1967; Bord-Bowman, 1973)
- Team teaching format for an undergraduate French class did not show a significant increase in course achievement (Magnan, 1987)

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Research Context



- Archival, longitudinal data (2012-2013)
- Adult, military foreign language learners
- Intensive: Students are in training 5 days per week, 6 hours per day, for 24 weeks
- Variety of languages

Team Teaching Formats



Teaching Format	Operational Definitions	Number of Students
Support Instructor	Class is taught by a primary instructor, but one or more support instructors assist the class at a variable rate and length	507
Shared Instructors	Class is taught by two instructors for equal amounts of time each	8
Multiple Instructors	Class is taught by three or more instructors for equal amounts of time each	15
Traditional classroom (Control)	Class is taught by one primary instructor (i.e., no team teaching is used)	1161

Outcomes



Criteria	Description
Language Proficiency	Language proficiency of learners as measured by the Oral Proficiency Interview scores
Self-rated proficiency	Students' self-ratings of their current proficiency levels
Self-efficacy	Students' self-reported ratings of confidence to perform a range of language tasks (i.e., basic, daily, and military tasks)
Satisfaction	Students' self-ratings of satisfaction regarding their instructor, the course/training, and training utility (i.e., usefulness).

Outcomes



Criteria	Description
Speaking in the Target Language	Trainees indicate the percentage of time they and their instructor spoke in the target language.
Motivation to Train/Transfer	Trainees' self-ratings of their motivation to participate in language training in the future and use their language skills during future missions
Likelihood to Train/Transfer	Trainees' self-ratings of their likelihood to participate in language training in the future and use their language skills during future missions
Instructor Evaluation	Trainees' ratings of various instructor behaviors, including the ability to engage, manage, respond, and adapt

Summary of Preliminary Results



- Team Teaching trending to be **more effective** than traditional instruction on the following variables:
 - Language Proficiency
 - Self-efficacy
 - Satisfaction
 - Speaking in the Target Language
 - Motivation to Train in the Future and Likelihood to Transfer
- **No** differences found for the following variables:
 - Self-rated proficiency
 - Instructor Evaluation

Note: We controlled for language difficulty and aptitude (as measured by the Defense Language Aptitude Battery [DLAB]), where possible. In addition, mean level comparisons for general mental ability, motivation, and previous language learning were conducted showing no significant differences on those variables between team teaching conditions.

Learner Reactions



Post Collection Learner Reactions ($n = 52$) from those in the Shared ($n = 25$) or Multiple ($n = 27$) Conditions

My Instructors...	Disagree	Agree
exposed me to different accents or dialects in the target language.	11.5%	88.5%
exposed me to diverse perspectives on the target culture.	13.5%	86.5%
had similar expectations for my preparation for class.	21.2%	78.8%
structured class time similarly.	32.7%	67.3%
assigned a similar amount of homework.	28.8%	71.2%
assigned similar types of homework activities.	30.8%	69.2%
used similar standards to evaluate my homework.	21.2%	78.8%

Note: We controlled for language difficulty and aptitude (as measured by the Defense Language Aptitude Battery [DLAB]), where possible. In addition, mean level comparisons for general mental ability, motivation, and previous language learning were conducted showing no significant differences on those variables between team teaching conditions.

Qualitative Questions



- Please list the top 3 advantages of having a primary instructor with a support instructor OR team teaching (i.e., rotating instructors).
- Please list the top 3 ways having a primary instructor OR team teaching (i.e., rotating instructors) could be improved.

Advantages of Team Teaching



Three main advantages

1. Allows for exposure to different experiences (i.e., dialects, perspectives, teaching styles, etc.)
2. More time for one-on-one conversations
3. More practice time

Exemplar Comments

- *“Different point of view of the language and background. Different pronunciation of words, being male and female. Both [instructors] utilize different approaches to teaching and learning.” -**French trainee***
- *“The support instructors are available for one on one time. More Speaking is done in target language. The class stays on task.” -**Urdu trainee***

Areas for Improving Team Teaching



Three areas for improvement

1. More support/team-teaching instructors
2. Increase cultural training
3. Increase coordination of instructor schedules

Exemplar Comments

- *“More writing assignments in class with supervision. Continued emphasis on 1-on-1 talking. More current events and news/cultural training” -**Arabic trainee***
- *“Get more support instructors. Able to speak with them twice a day (morning & afternoon).” -**Tagalog trainee***

Limitations of Study



- Small sample sizes
 - Shared instructors and multiple instructors
 - Limited languages represented for conditions above
- Naturalistic study
- Not a true experiment with random assignment



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Team Teaching Effectiveness Debate



Advantages

- Student exposure to multiple perspectives regarding curriculum topics (i.e., culture, customs, dialects)
- Student exposure to diverse teaching techniques and learning style preferences
- Increase in student oral production and class participation
- Increase in feedback response time and frequency
- Smaller student/teacher ratio

Sources: SWA Consulting, 2009; SWA Consulting, 2013; White, Henley, and Brabston, 1998

Team Teaching Effectiveness Debate



Disadvantages

- No consistent research evidence of academic gains achieved from team teaching approach
- Demanding resource and time commitment necessary from instructors to coordinate various aspects of the class
- Loss of instructor autonomy

Sources: SWA Consulting, 2009; SWA Consulting, 2013; White, Henley, and Brabston, 1998

Future Research



- Additional research needs to be conducted on team teaching in foreign language learning
- Future research should use quasi-experimental design and control for variables such as target language and curriculum differences
- A meta-analysis should be conducted including most recent literature on team teaching

Best Practices



- Match instructors on teaching philosophy to ensure that delivery of content is consistent.
- Capitalize on multiple perspectives by modeling debate and showing integration of ideas
- Ensure that instructors are in constant communication and collaborate regularly regarding activities, testing, grading rubrics, and evaluation.

Sources: SWA Consulting, 2009; Leavitt, 2006; Plank, 2013

Team Teaching Techniques



Strategy	Description
Proximity Sweep	One teacher leads instruction while the other sweeps through the class and monitors student progress and behavior
Active Interplay	Team decides ahead which section they will teach then instructors play off each other as each covers his/her section
Peat-Repeat	Lead teacher teaches the lesson and the other teacher reteaches the lesson giving different examples or using a different voice

Source: Piechura-Couture, Tichenor, & Touchton, 2006

Discussion



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- What other advantages, disadvantages, and techniques can you think of related to team teaching?



Questions



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