

Multiple Instructors in Single Courses:

Impacts on Students, Instructors & Departments

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Francis Jones, Sara Harris - April, 2010



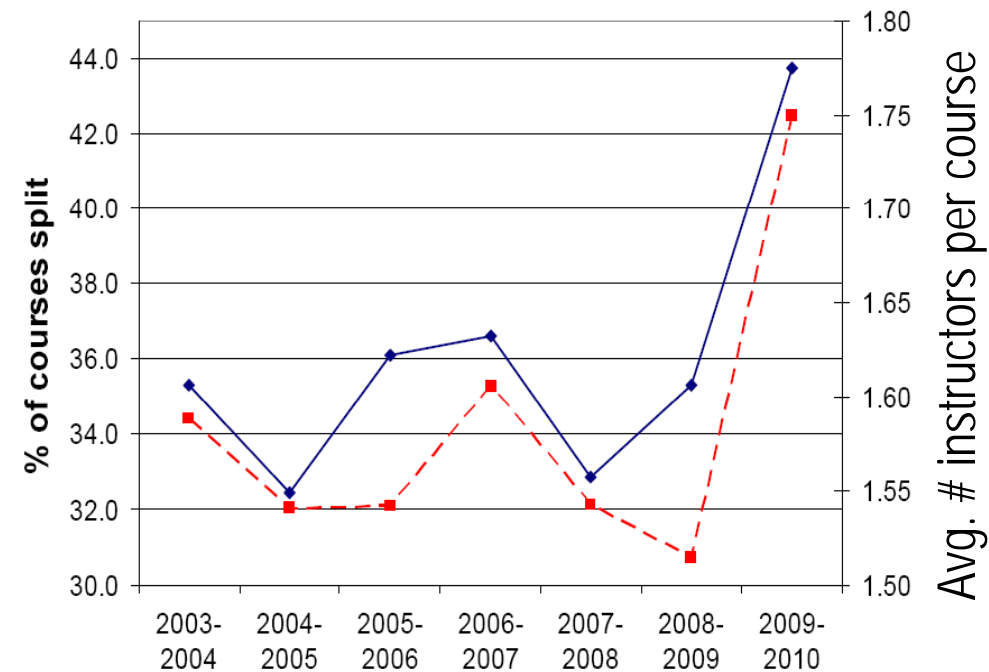
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Purpose

We have seen ...

- Increasing use of multiple instructors at EOS.
- Anecdotal evidence for true TEAM teaching benefits.
- “Scientific teaching” ...
Measure the effects of what we are doing on learning, AND react accordingly.



Data: questions and method

Questions to students:

1. What do you think are the ADVANTAGES of having multiple instructors in this course?
2. What do you think are the DISADVANTAGES of having multiple instructors in this course?
3. All things considered, how do you think having multiple instructors affected this course? It was ...
 - a) a large advantage
 - b) a small advantage
 - c) neutral
 - d) a small disadvantage
 - e) a large disadvantage

Instructors (17):

Q1 and Q2, but ...

- a) From students' point of view
- b) From instructors' point of view
- c) From the Dept's point of view

Method:

- Incorporate questions with End-of-Term Surveys.
- Categorize all responses.
- Two people coding; duplication of better than 3% (Q1) and 7% (Q2).
- Summarize trends and correlate responses for three questions.



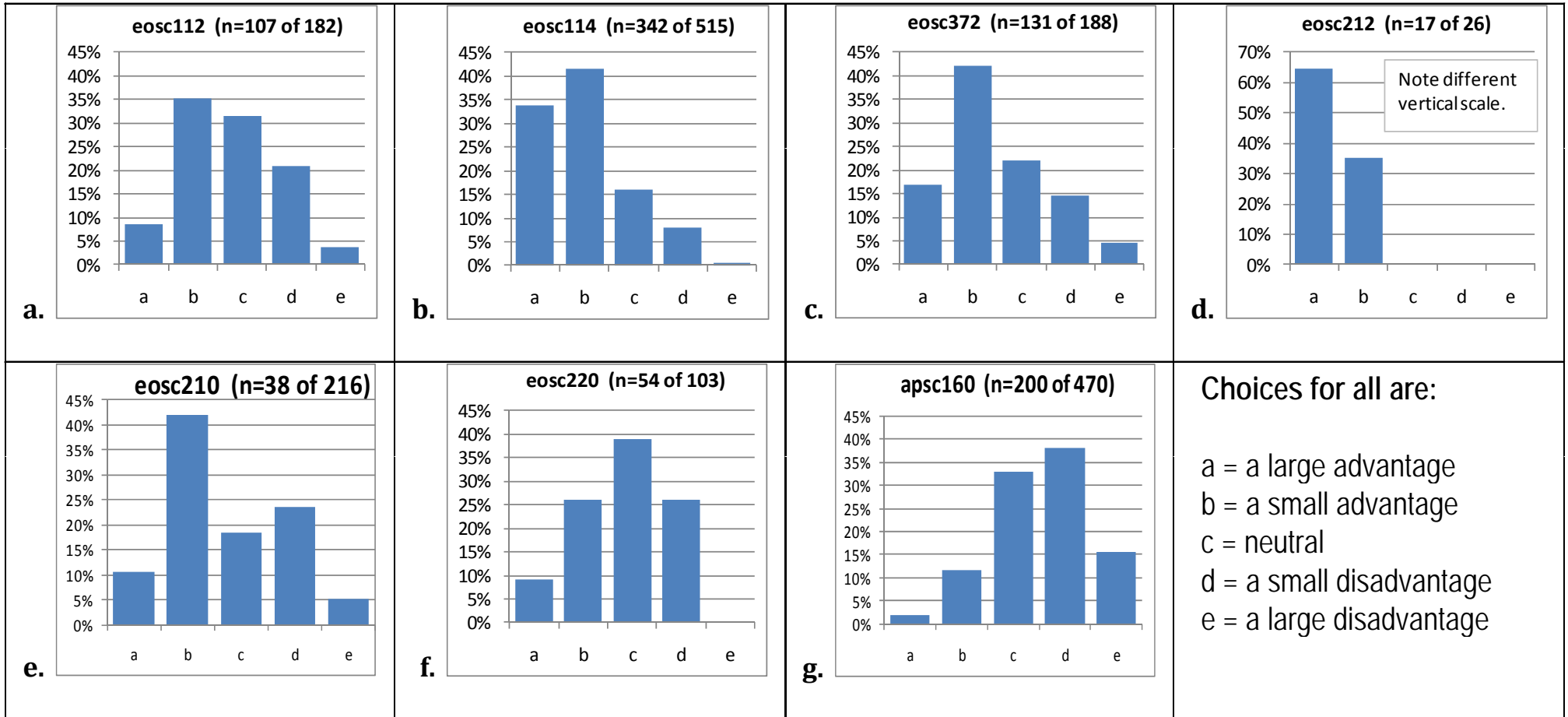
Data: courses and size of the data set

	eosc 114	eosc 372	eosc 112	eosc 220	eosc 210	eosc 331	envr 200	eosc 212	apsc 160	Totals
<i>Teaching model*, # of instructors</i>	<i>SM, 6</i>	<i>CT, 3</i>	<i>SM, 2</i>	<i>SM, 2</i>	<i>SM, 3</i>	<i>SM, 2</i>	<i>TT, 2</i>	<i>CT, 2</i>	<i>SM, 2</i>	-
Total no. students in class	515	188	182	103	216	41	40	26	470	1781
No. responses to Q3	342	131	107	54	38	no data	no data	17	200	889
No. answers to open q's	342	131	107	54	25	32	36	17	no data	744
No. Advantages codes	452	160	121	68	29	40	68	23	no data	961
No. Disadvantages codes	401	150	124	60	27	38	46	27	no data	873

***Teaching models:**

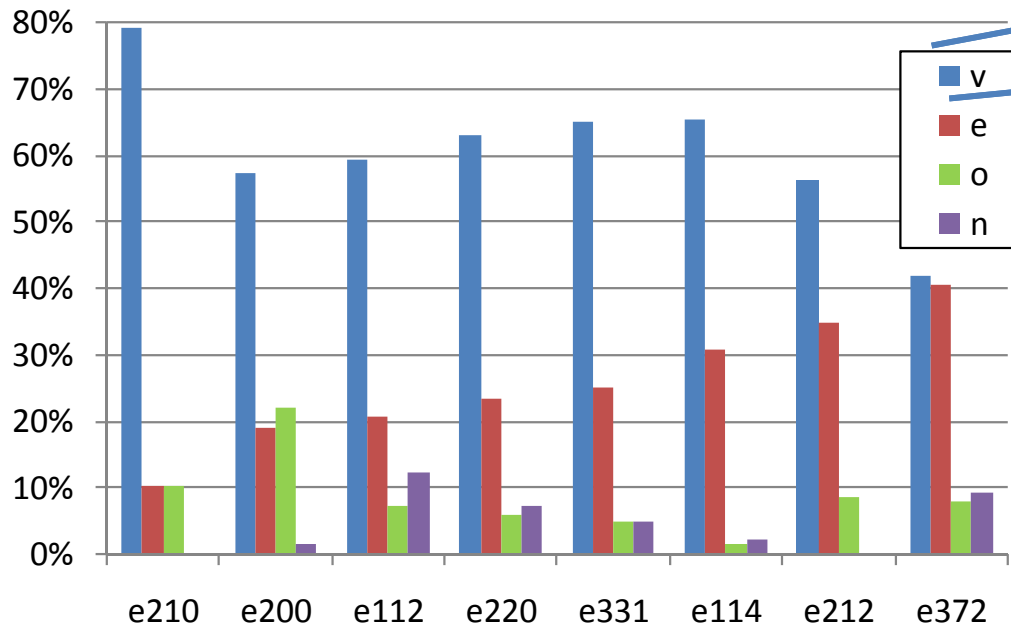
- (SM) Sequential Model: one instructor present at a time.
- (TT) Team-Teaching: all instructors present for all classes, sharing lead role.
- (CT) Co-Teaching: all instructors present sometimes, one at other times.

Are multiple instructors generally an advantage or disadvantage (Q3) ?

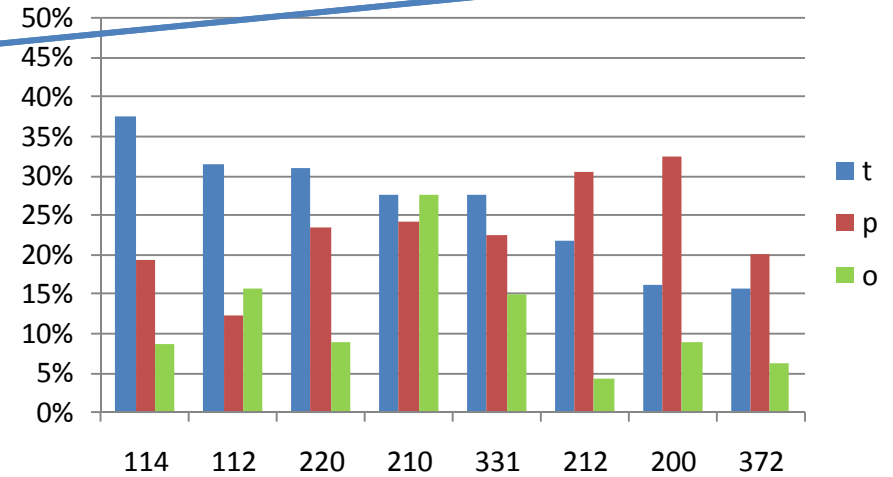


Advantages to students 1

Advantages



Variety (advantages)



v = Variety (three types; see the Discussion section)
 e = Expertise
 o = Other
 n = No comment; or Not true; or Conditional (works if...); or Makes no difference.

t = teaching style, assessment or expectations
 p = perspectives or passion for the subject
 o = "other"

Advantages to students 2

Instructor feedback: advantages to students

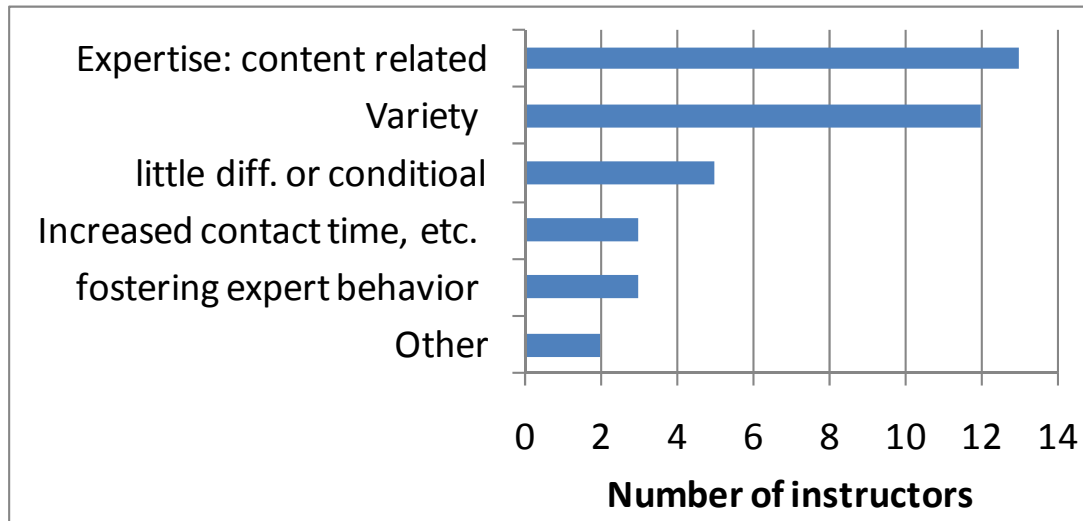


Figure 5. Coded feedback from 17 instructors about the advantages of MI to students. As with students, some instructor comments were coded into more than one category.

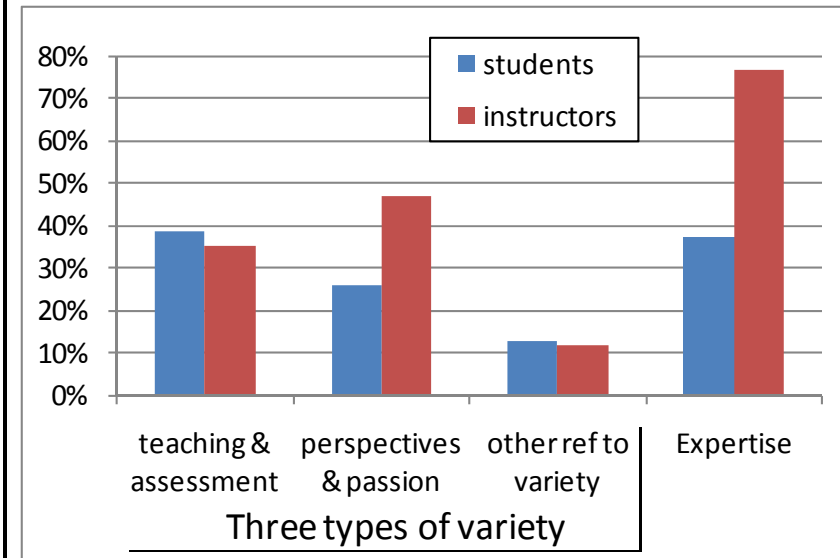
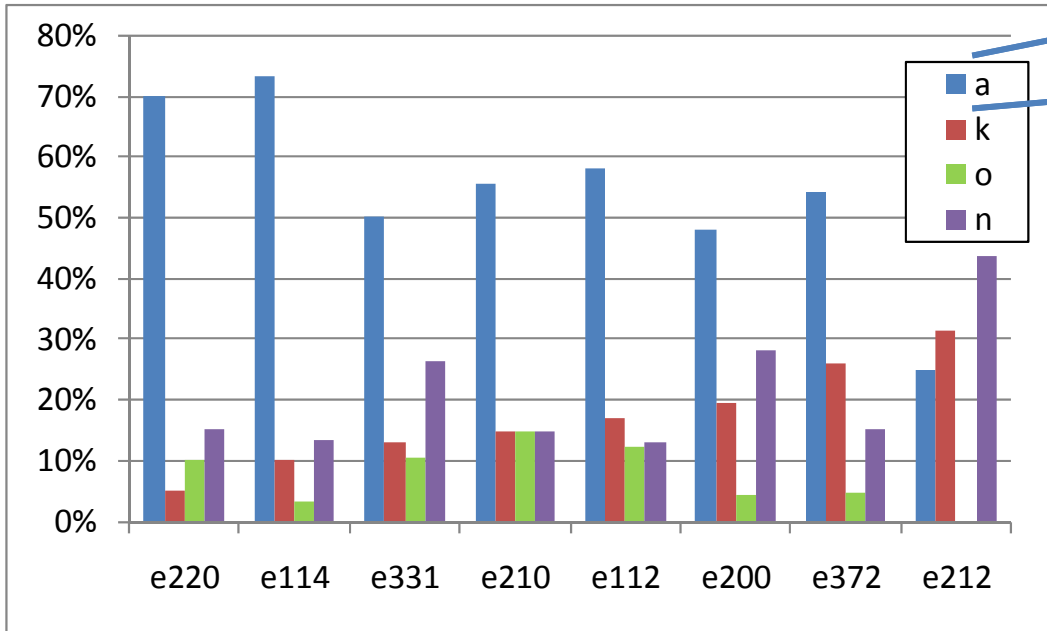


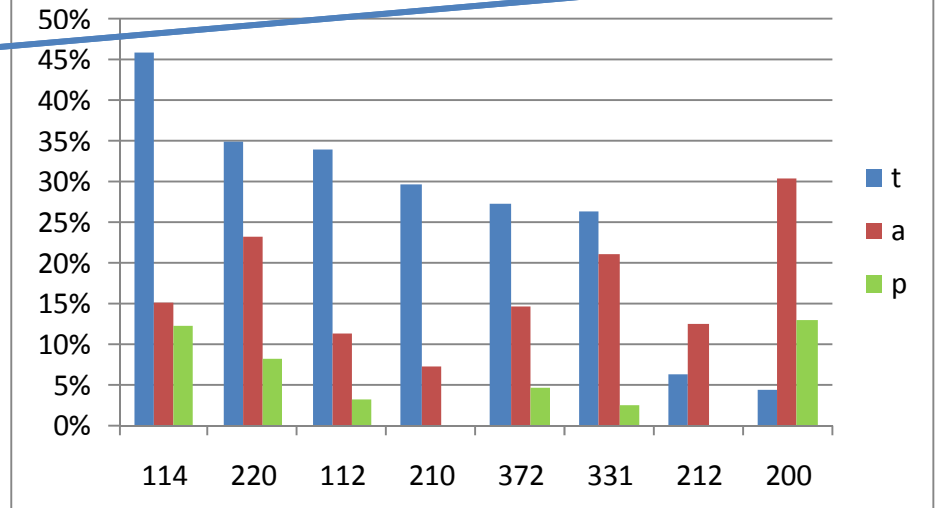
Figure 6. Percentages of individuals who identified each of three types of “variety”, or expertise, as an advantage.

DISadvantages to students 1

Disadvantages



Adjustments (disadvantages)



a = Adjustment (three types; see text for discussion)
 k = caused some confusion; or Lack of effective communication between instructors
 o = Other
 n = not true, no comment, no difference, or conditional.

t = teaching style
 a = assessment or expectations
 p = personality or accessibility

Disadvantages to students 2

Instructor feedback: disadvantages to students

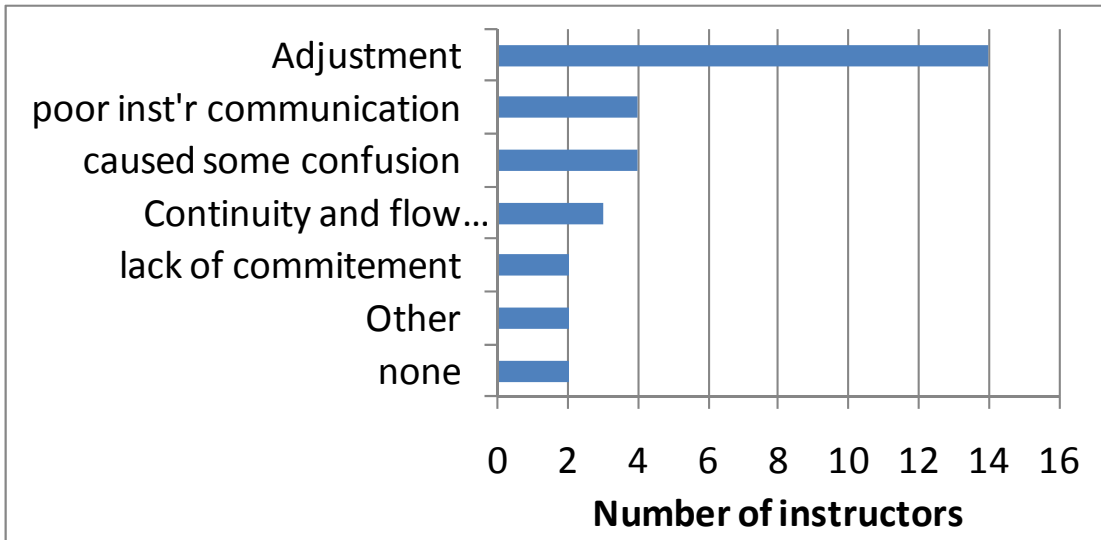


Figure 9: Coded feedback from instructors' open ended responses to being asked what are the disadvantages of multiple instructors to students.

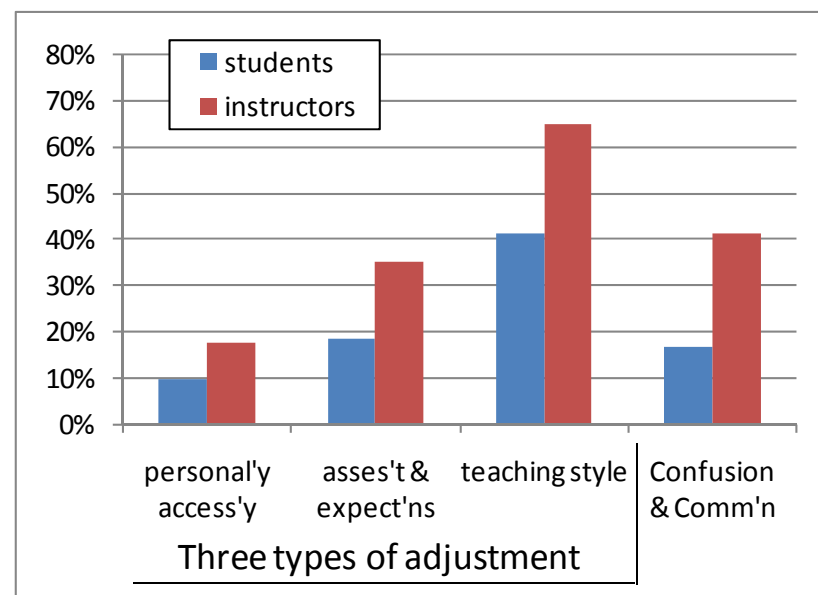
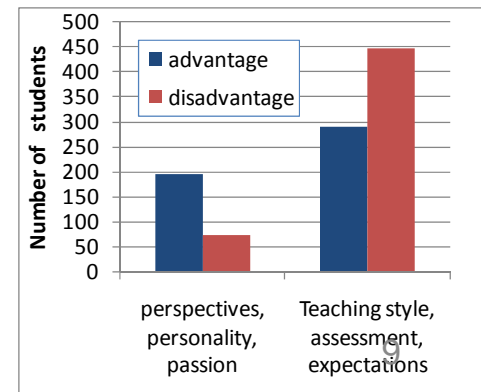


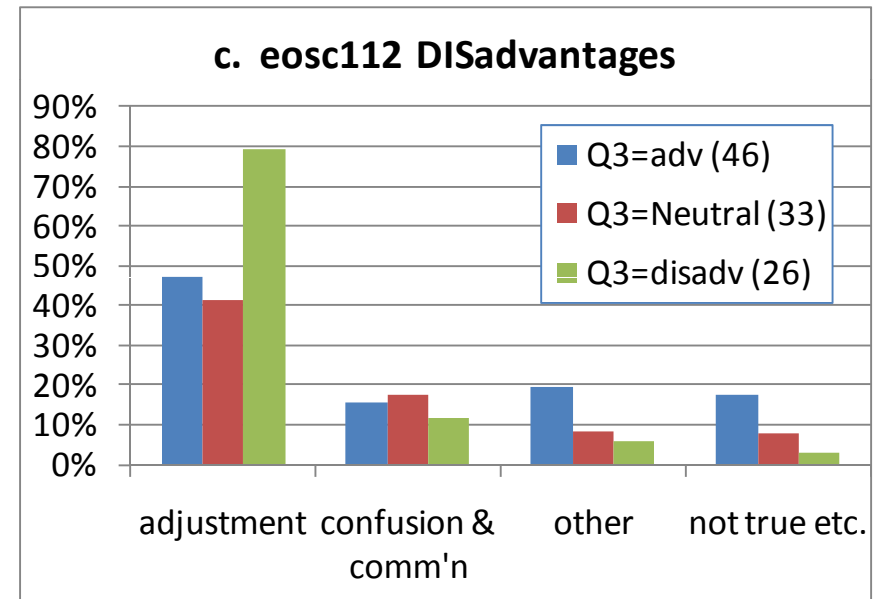
Figure 10 Percentages of people who identified any of 3 types of “adjustment”, or “confusion & communication”, as disadvantages.

Figure 11. Total numbers of students identifying personal aspects and teaching aspects as advantages or disadvantages of multiple instructors.



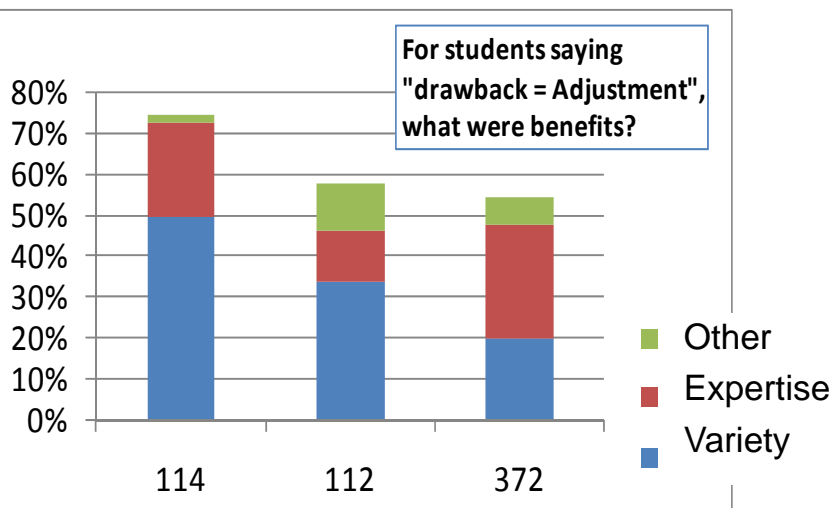
Correlations

- Q3 and responses
 - Usually, specific benefits or drawbacks were NOT correlated with general impressions
 - e.g. here shows both corr'n & no corr'n.



- Disadvantages versus advantages
 - Correlations occasionally augment basic data

Disadvantages



			i	d	c	x	o	k	n	A	A	A	A
		372								p	s	a	t
Advantages	d				0.5%				1.1%				
	i								0.5%		0.5%		
	n							1.6%				0.5%	2.7%
	o			0.5%	0.5%	1.1%	2.7%	0.5%				1.1%	1.6%
	x					1.1%		1.6%					
	e		0.5%	1.1%	0.5%	0.5%	8.2%	3.3%	2.2%	4.3%	8.2%	13.0%	
	t	0.5%	0.5%		0.5%	0.5%	3.3%	1.1%	1.1%	1.1%	2.7%	3.8%	
	p	0.5%		1.1%		1.6%	4.3%	1.6%	0.5%	1.6%	2.7%	4.9%	
	v					1.1%	1.1%	1.1%	0.5%	0.5%	0.5%		0.5%

Recommendations

Note: M.I. = “multiple instructors”

- M.I. must bring passion or expertise that is unique and relevant .
- Actively and visibly reduce variability in learning experiences.
 - e.g. consistent class-room strategies, sources of content, & assessments
 - All team-taught segments must be clearly resolved. Etc
- Allow additional time for instructors to coordinate / collaborate.
- Designate one lead instructor + adequate time & resources.
- Balance benefits of expertise and drawbacks of complexity.
- Do NOT *assign* M.I. Teams must *self-select*.
- True *TEAM* teaching is rewarding for students AND instructors.

