

A Communal Struggle:

Team-teaching at the University of Luxembourg

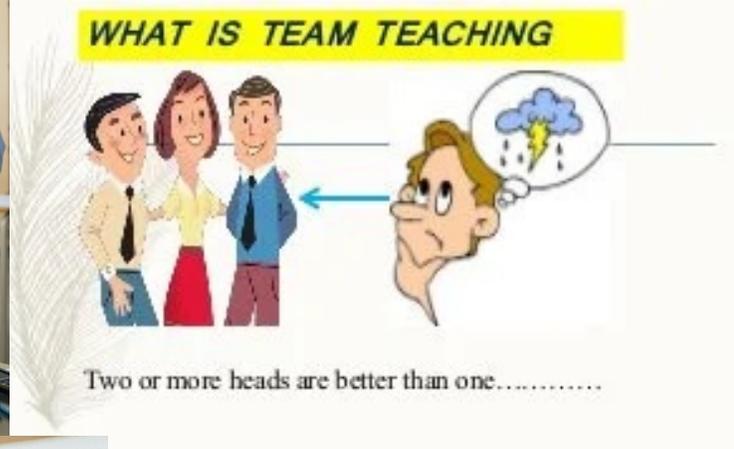


Overview

- What is team-teaching and why should we care?
- Context & Data
- Quantitative Findings
- Qualitative Support
- Closing Remarks

*What can we learn about team-teaching
from course feedback?*

What is team-teaching?



Co-Teaching

Multi-instructor courses

Collaborative-Teaching

What is team-teaching?

Why should we care?

- Democratization of higher education and thus a diversification of learning styles
 - + need for accommodations
- Increasing complexity of topics and materials
- Increasing specialization of expertise and subject knowledge, i.e., need for interdisciplinarity
- Increasing interest in quality assurance in higher education
- Personnel resource management, i.e., efficiency concerns and issues

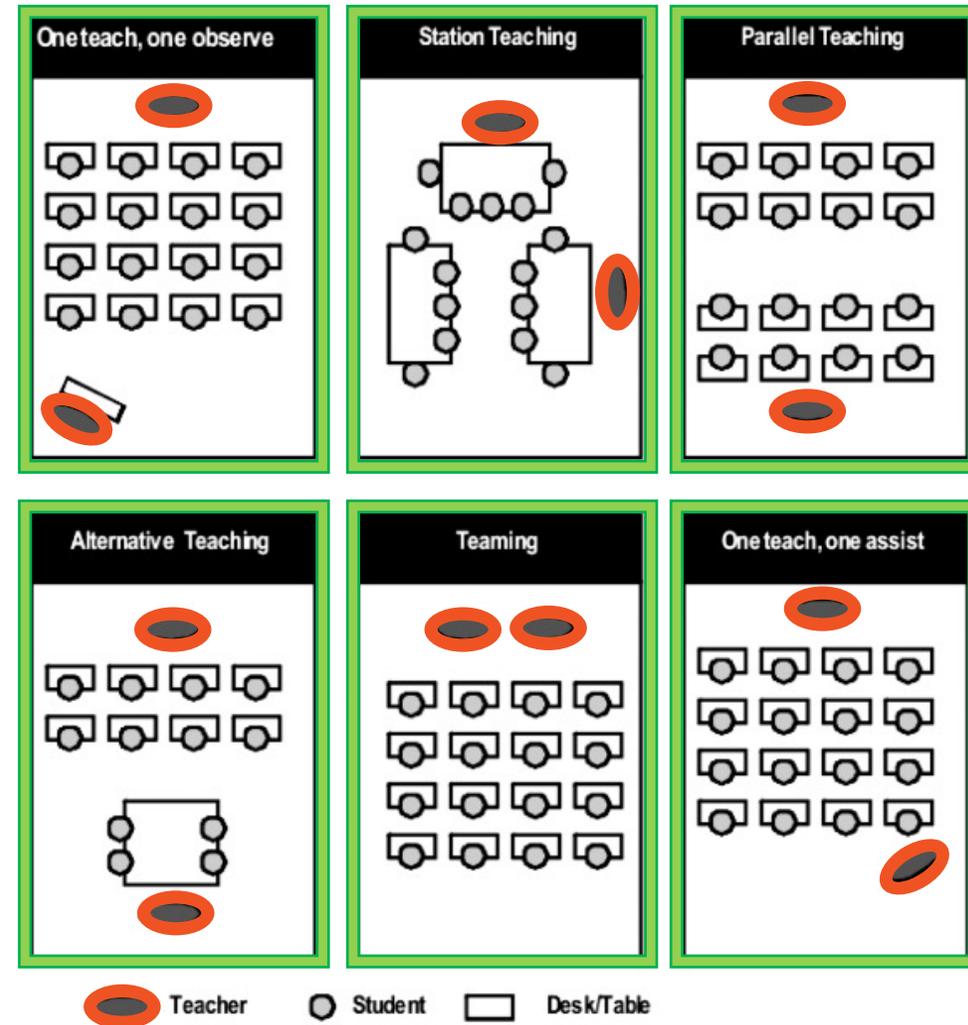


FIGURE 1 Co-Teaching Approaches. From M. Friend & W. D. Bursuck, 2009, *Including Students With Special Needs: A Practical Guide for Classroom Teachers* (5th ed., p. 92).

Quantitative

(mean score of ten 7-point Likert-items)

- Course feedback data (aka SET items)
- Trilingual (EN, DE, FR)
- Faculty of Human Sciences and Education
- 8 semesters (winter 2015 to summer 2019)
- ~ 25K individual feedbacks/evaluations (~ 3100 p/semester)
- ~ **2800 courses** (~ 350 p/semester)
- Results using OLS regression on average course rating, w/robust std.errs
- Stata v.17

Qualitative

(open-text comments for 2 questions)

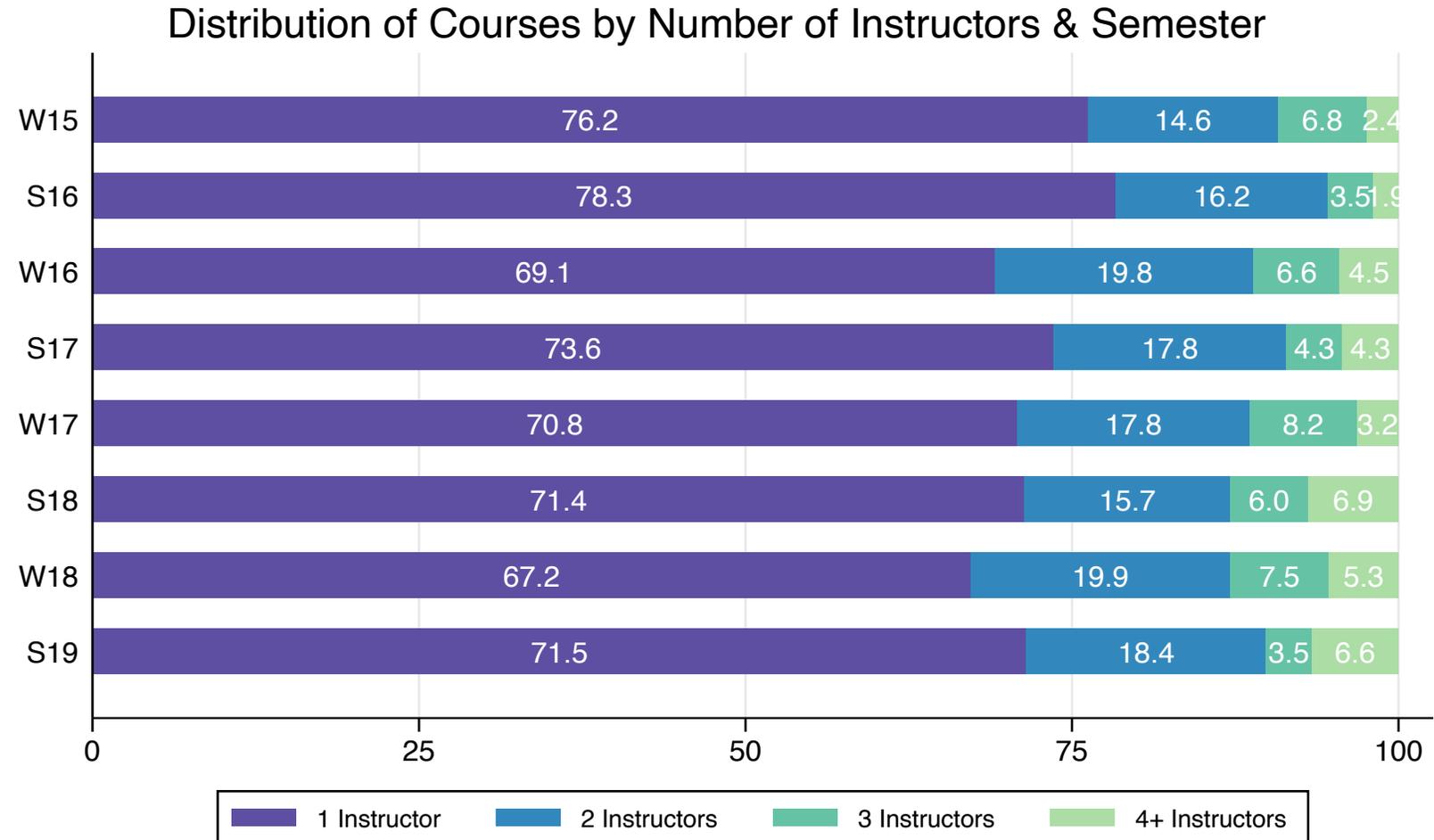
- **Q11**: *“Is there anything you particularly like about the course?”*
- **Q12**: *“Do you have any suggestions that could help us improve this course?”*
- Slightly more than 50% of quantitative feedback has open-text comments for Q11 and/or Q12 (~ 13.5K)
- Findings reported below draw on approximately 25% of the open-text comments, randomly selected
- Supported by NVIVO

Who's involved in Team-teaching (or multi-instructor courses)?

title	count	%
Professor	45	7.0
Asst-Prof	71	11.1
Post-doc	90	14.1
PhD Candidates	94	14.7
Prof.Ret./Invitee	27	4.2
Vacataire/External	303	47.4
Aux.Support	9	1.4
	639	100%

Courses by Number of Instructors

- A majority of courses (~72%) were taught by 1-instructor
- Remaining (~28%) of courses are team-taught
- Distribution of team-taught courses across semesters is approximately equal

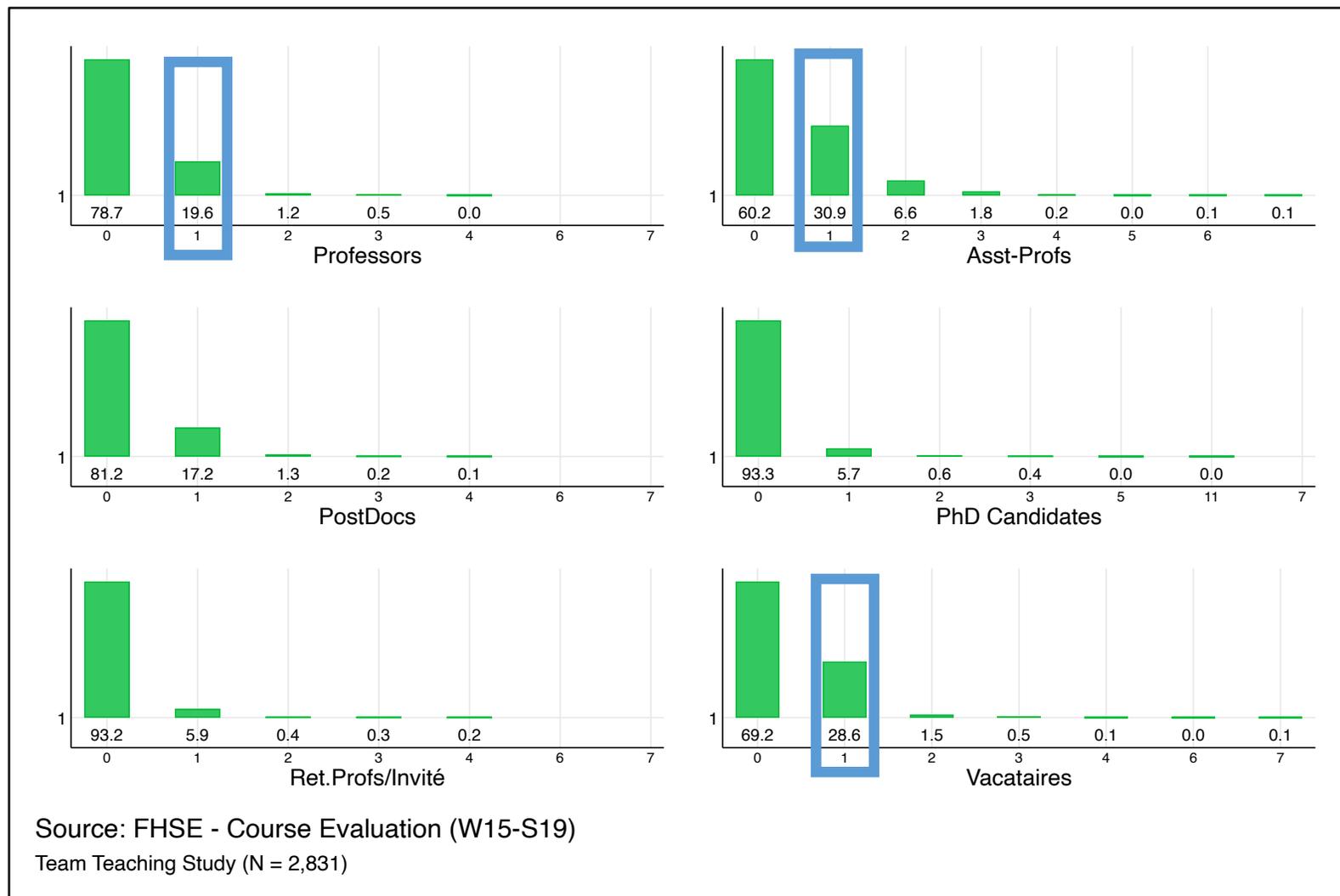


Source: FHSE - Course Evaluation (W15-S19)

Team Teaching Study (N = 2,831)

Percent of courses by type and number of instructors

- Asst-Profes are associated with more courses, both solo (30%) and in multi-instructor (~10%)
- Vacataires (externals), 28% solo, ~2% in multi
- Profs, ~19% solo, and ~2% in multi-instructor courses

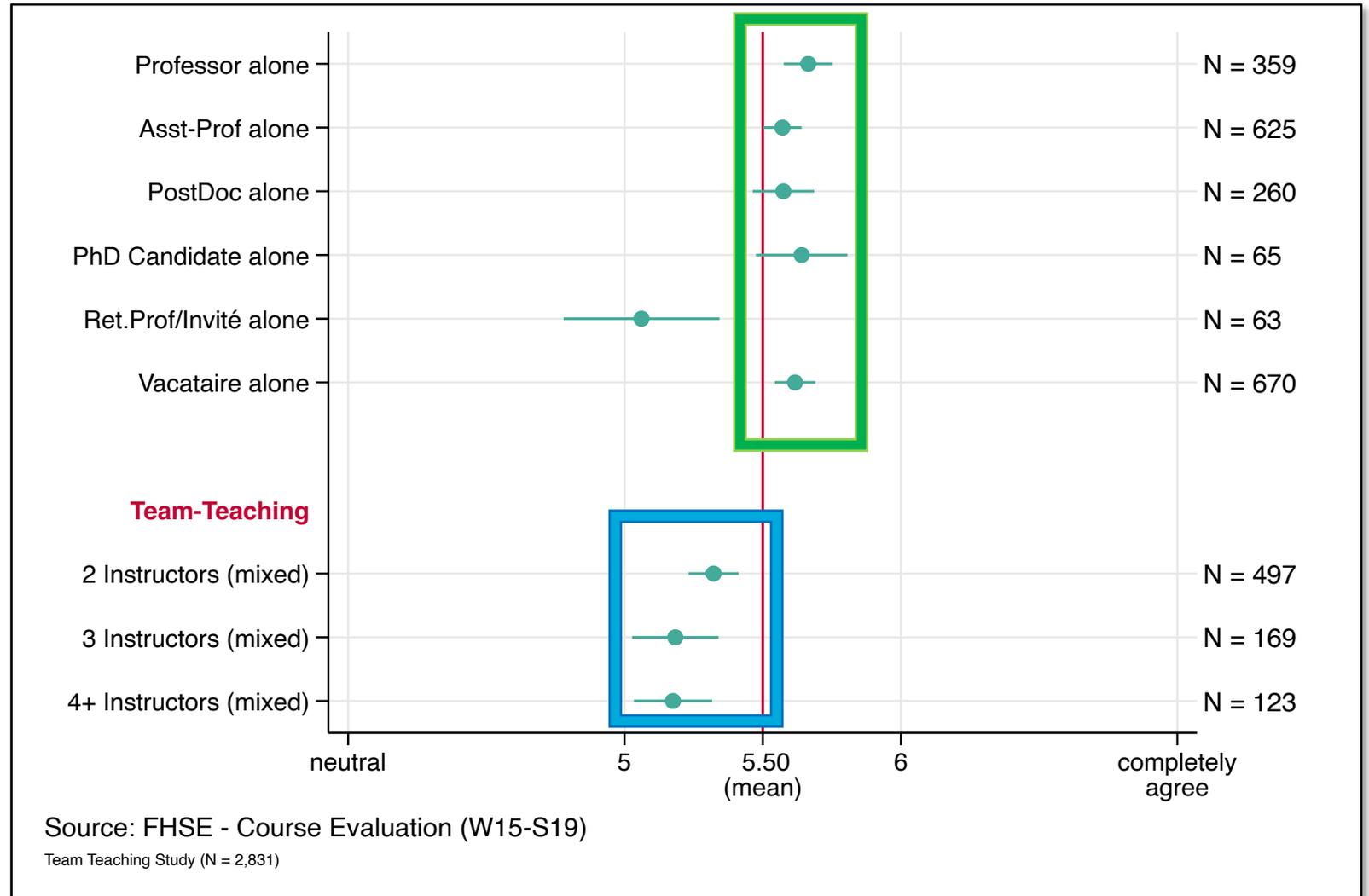


Quantitative Findings

Average Course Feedback Rating by Instructor Type

Average course rating:
~ 5.5 out of 7-points

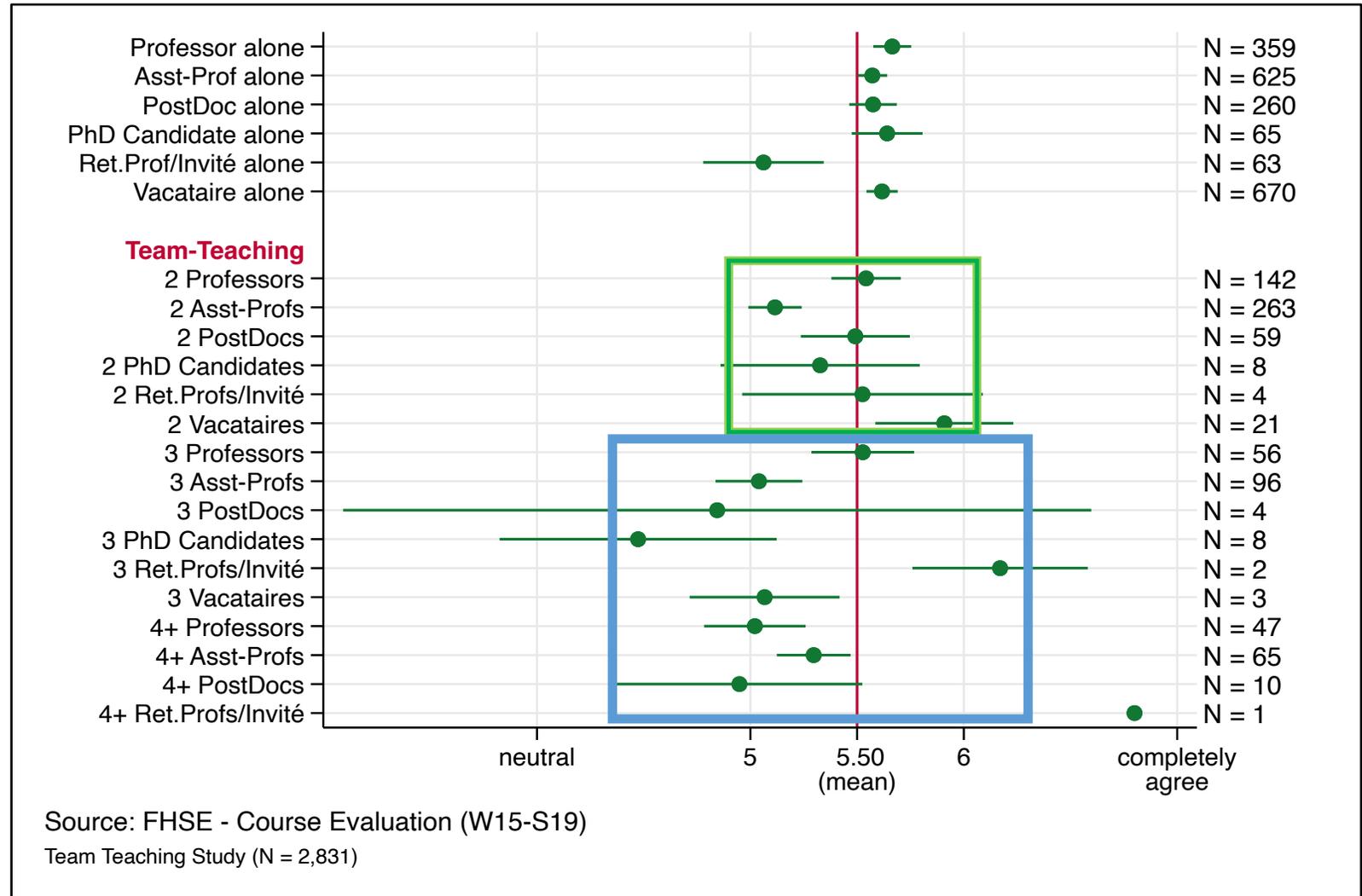
- On average, solo-instructor courses receive higher ratings than multi-instructor courses, except Ret.Prof/Invitees
- Multi-instructor courses receive significantly lower ratings



Average Course Feedback Rating by Instructor Type (unpacked)

Average course rating:
~ 5.5 out of 7-points

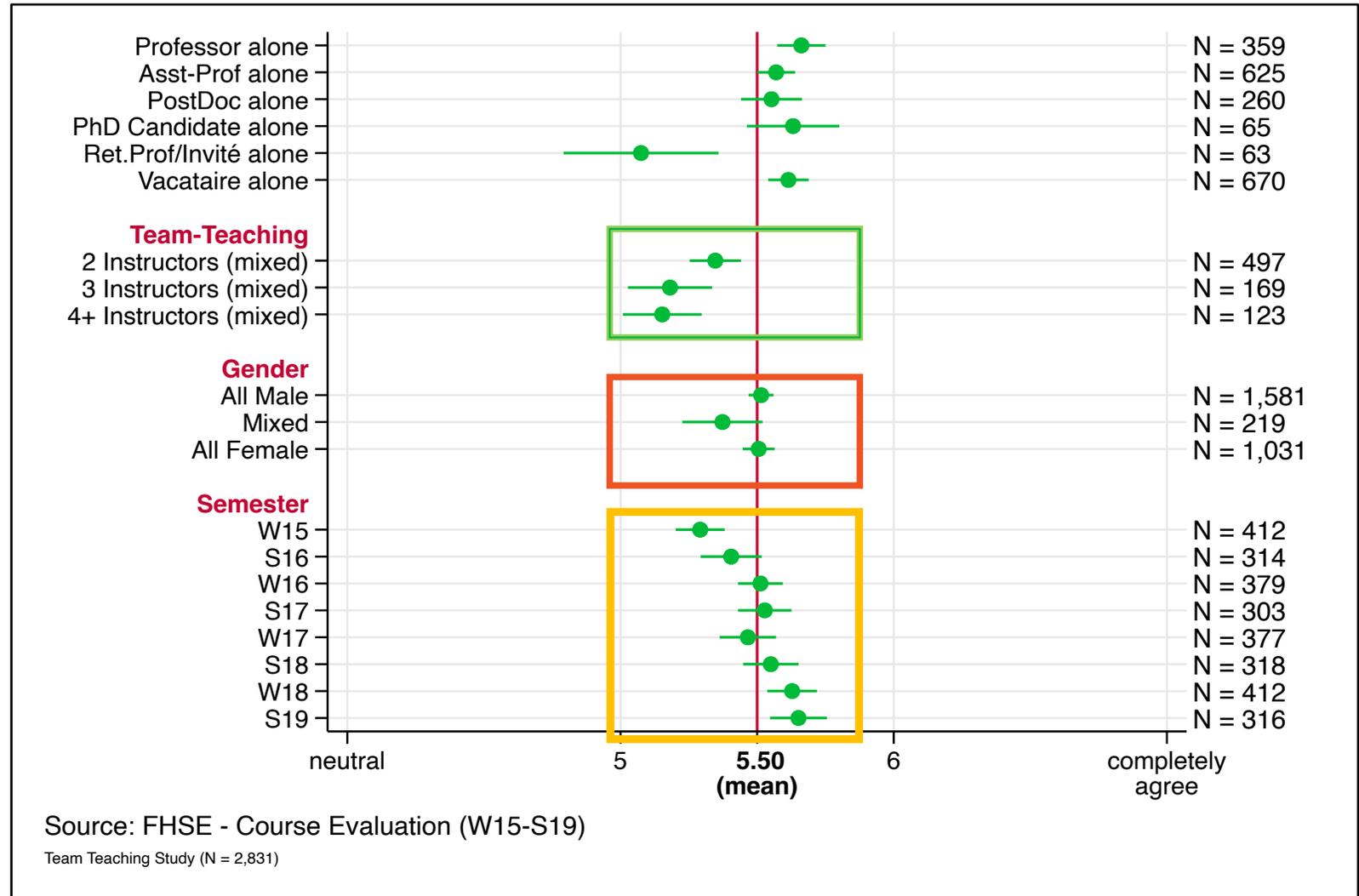
- 2-instructor courses are rated comparably to solo-instructor courses
- 3+ instructors are much more heterogenous in their average ratings



Average Course Feedback Rating by Instructor Type with controls

Average course rating:
~ 5.5 out of 7-points

- Multi-instructor courses are rated lower, even after controlling for gender of instructor(s) and semester
- Gender does not appear to play a role in average course ratings
- Average course ratings appear to improve over time



Qualitative Support

Q11. Is there anything you particularly like about this course?

Most repeated ideas from randomly selected cases,
In descending order of frequency

SOLO - Teaching

1	2	3	4	6	7
			5	8	9
Valorisation of activities and/ or methodologies		Nice, motivated, passionate, committed, dedicated lecturer, etc.	Competent, expert, good lecturer, etc.	Interaction students - lecturer, open for discussion	Enough guidance, support, follow-up, feedback, etc.
			Interesting, stimulating, appealing, useful, meaningful course, etc.	Well structured course, clear objectives, interconnected parts, etc.	Student stimulation, engagement, stimulus

MULTI - Teaching

1	2	3	4	6
			5	7
Nice, motivated, passionate, committed, dedicated lecturer, etc.		Course preparation - well prepared	Interesting, stimulating, appealing, useful, meaningful course, etc.	Competent, expert, good lecturer, etc.
			Student stimulation, engagement, stimulus	Enough guidance, support, follow-up, feedback, etc.

Q11. Is there anything you particularly like about this course?

Most repeated ideas from randomly selected cases,
In descending order of frequency

comments referring to the same idea in
SOLO and MULTI teaching appear in **bold** type

Solo-instructor comments

1. Valorisation of activities and/ or methodologies
2. **Nice, motivated, passionate, committed, dedicated lecturer, etc.**
3. **Interesting, stimulating, appealing, useful, meaningful course, etc.**
4. **Competent, expert, good lecturer, etc.**
5. **Well structured course, clear objectives, interconnected parts, etc.**
6. Interaction students - lecturer, open for discussion
7. **Enough guidance, support, follow-up, feedback, etc.**
8. **Student stimulation, engagement, stimulus**
9. Flexibility, freedom (course content)
10. Time and workload management issues

Multi-instructor comments

1. **Nice, motivated, passionate, committed, dedicated lecturer, etc.**
2. Course preparation - well prepared
3. **Student stimulation, engagement, stimulus**
4. **Interesting, stimulating, appealing, useful, meaningful course, etc.**
5. **Enough guidance, support, follow-up, feedback, etc.**
6. **Competent, expert, good lecturer, etc.**
7. Good dynamic between lectures
8. **Well structured course, clear objectives, interconnected parts, etc.**
9. Added value due to multiplicity of lecturers, methods, approaches and perspectives

Q12. Do you have any suggestions that could help us improve this course?



Most repeated ideas from randomly selected cases,
In descending order of frequency

SOLO - Teaching

1	2	3	4	5
Time and workload management issues	Better - different use of the ppt	Need for a clear course structure, more instructions, connection between parts of the course, etc.	Problems with the pace of the course	Multilingualism related issues

MULTI - Teaching

Lack of dynamic between lectures/ problems of communication, coordination, organization, etc., among them	Need for a clear course structure, more instructions, connection between parts of the course, etc.	Problems due to ³ multiplicity of lecturers, methods, approac...	4 Time and workload management issues	
		5	6	
			7	8

Q12. Do you have any suggestions that could help us improve this course?

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Solo-instructor comments

1. **Time and workload management issues**
2. Better - different use of the ppt.
3. **Need for a clear course structure, more instructions, connection between parts of the course, etc.**
4. Problems with the pace of the course
5. Multilingualism related issues

Multi-instructor comments

1. Lack of dynamic between lectures/ problems of communication, coordination, organization, etc., among them
2. **Need for a clear course structure, more instructions, connection between parts of the course, etc.**
3. Problems due to multiplicity of lecturers, methods, approaches and perspectives
4. **Time and workload management issues**
5. Incompetent, unqualified, unskilled lecturer, etc.
6. Unpleasant, unmotivated, dispassionate, uncommitted, not dedicated lecturer, etc.
7. Need for further guidance, support, follow-up, feedback, etc.
8. Bad atmosphere in the course

Summary

Quantitative

- Clear differences exist in average ratings between solo- and multi-instructors courses
 - Solo teaching rates higher
- Differences are robust over time and after controlling for gender and type of instructor
 - Professors & Vacataires rate higher
 - Single gender rates higher

Qualitative

- Team-teaching is not perceived as an added-value relative to solo-teaching
- Where course issues exist, team-teaching appears to magnify them
- and Team-teaching is exploited as the reason

To team-teach or not to team-teach?

- The world, and therefore social science, is complex
- University students are increasingly heterogenous in their learning styles
- No one person can master all topics, let alone able to teach them all
- Collaboration is necessary for ourselves as experts, and perhaps even more so for our students and their future
- Team-teaching an opportunity to model active collaboration for our students
- **YES**, team-teach! *but...*

Coordinate, communicate and collaborate

- when possible, choose your co-instructors;
- if all else fails, adopt a team-spirit,
- and, remember that while 1 person does not make a team, many working together, coordinating and communicating do

• how do the findings resonate with your teaching?



Thank you!

- for additional comments or collaboration please email us at:
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