Formats for interdisciplinary team-teaching

Since 2015, Learning Communities (LC) at Dawson College has aimed to create structured opportunities for Dawson faculty to work together to co-design and co-teach interdisciplinary courses. From the original paired course model, participating faculty have been conceiving new course models to facilitate different degrees of integration and enhanced opportunities for team-teaching across disciplines and within disciplines. The descriptions below summarize the formats that have been in use since the inception of the LC project, as well as newer ones that are being conceived and prototyped currently.

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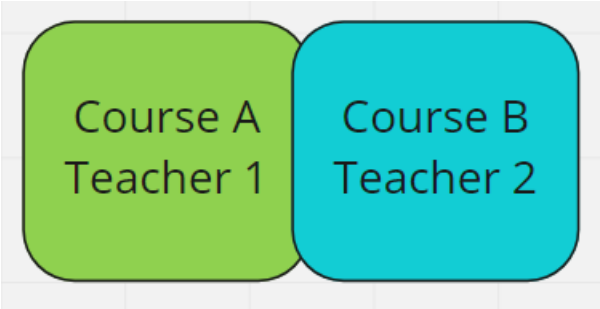
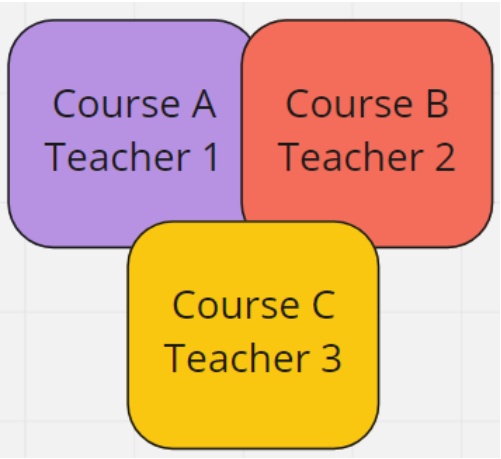
Model 1: Team teaching in paired courses



- Two courses, two teachers from different disciplines, enrolled with same students, scheduled back-to-back if desired
- One complex, interdisciplinary theme
- Designed collaboratively, high level of integration between courses

Examples: *Imaging Violence and Nonviolence* pairs a Humanities Worldviews with a Cin-Com complementary. *Nature Revisited* pairs English 103 Into the Wild with Phys Ed 103 Outdoor Education. *Making the Connections* pairs Biology II and Organic Chemistry I.

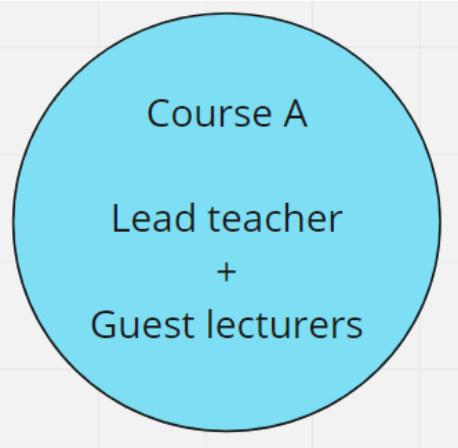
Model 2: Team teaching in a multi-course cluster



- Three courses, three teachers from different disciplines, scheduled at different times, enrolled with same students
- One over-arching theme or wicked problem, ideal for enhancing thematic focus of program or certificate community
- Permits frequent or intermittent integrative activities and assessments, as necessary

Example: *Ethnicity, Race and Migration* (Western Civilization + General Psychology + Introduction to Anthropology). Two required courses and one option course in General Social Science, with a common integrative theme. Two courses are scheduled back-to-back to permit team teaching and integrative learning activities.

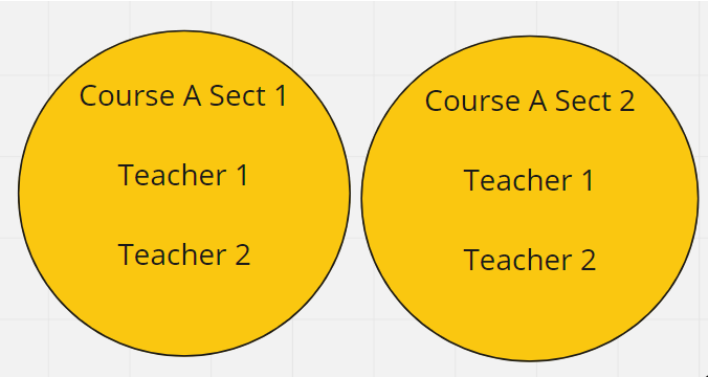
Model 3: Team-teaching in a single course with a lead teacher



- A useful model for a 365 contemporary issues course or program-specific interdisciplinary course that involves a lead teacher and a team of guest teachers.
- The lead teacher is responsible for all the obligations of a standard course and with ensuring the overarching integration of the course material provided by the guest teachers, who teach one or two classes during the semester.
- Ideally, a pre-semester meeting of all participants is held to explore the links between topics and establish a coherent progression for the course.

Examples: 365 Contemporary Issues *Gender Matters*: Women/Gender Studies foundational course. Between eight to thirteen Dawson and external guest teachers have volunteered to lead a class once over the semester, resulting in a rich interdisciplinary experience for students. Peace 365, another 365 Contemporary Issues course featuring "Peace Panel" guest speakers at three points over the semester.

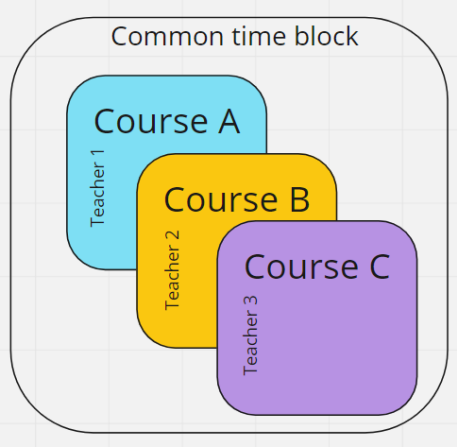
Model 4: Team-teaching across multiple sections



- One course with multiple sections, with two (or more) teachers from the same or different disciplines sharing the responsibilities for teaching and assessment for the course.
- This is an interesting model for certificate foundational courses and interdisciplinary courses, but it could also offer students unique experiences in both introductory and second-level disciplinary courses in programs.

Example: *The Energy Dilemma,* John Abbott College Science program option course. One course, one over-arching interdisciplinary theme, taught by 2 teachers, one from physics and one from Chemistry. Two sections of the course offered at the same time, one assigned to physics and the other chemistry; both teachers listed as co-teachers for both sections. Teachers shift between sections by design, according to the sequence of physics and chemistry topics. During registration, seats are opened gradually to ensure an equal number of students in both sections. One option is to have multiple sections of the course corresponding to the number of participating teachers, ideally scheduled in the same time block. In this way, teachers can have the equivalent of a normal CI for a single course, despite shifting between sections.

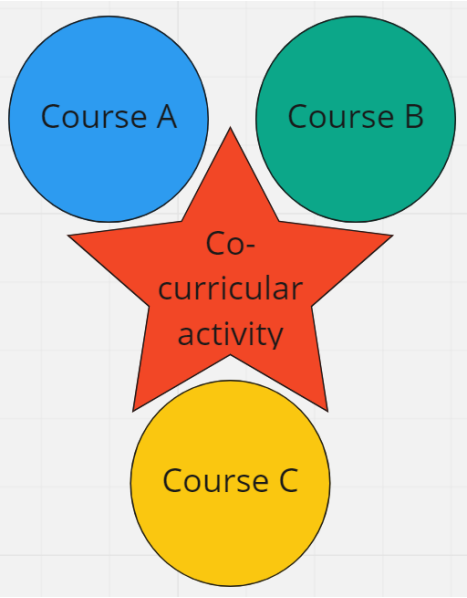
Model 5: Team-teaching across different courses sharing a common time block



- Two or more courses enrolled with different students, two or more teachers from same or different disciplines, courses stacked within same time block
- One overarching common theme, addressed from different disciplinary perspectives
- LC "lite" approach offers maximum autonomy to teachers within their courses while creating opportunities for interdisciplinary collaboration: Teachers shifting between sections allows interdisciplinary exchanges; team-teaching days where two or more classes meet in larger groups; special events like guest lectures or symposia or simulations
- Possible field trips outside of regularly scheduled class time.

Example: Intro to Religion and Intro to Classics, two 100-level Social Science option courses, are scheduled at same time with different students, with both courses focused on a common theme: The Temple. Common time block allows for team teaching, shared guest speakers, and common integrative activities as desired by lead teachers. The Temple features two field trips outside class time with dates/times identified in registration guide.

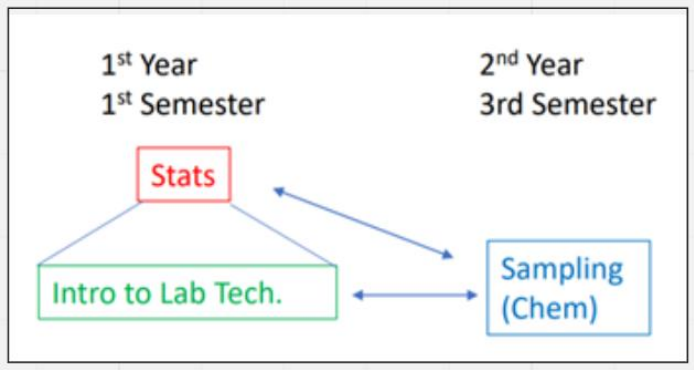
Model 6 – Standalone courses linked by participation in co-curricular activity



- One or more standalone courses taught by different teachers connected by a shared co-curricular activity.
- Team teaching and student collaboration on for-credit projects linked to co-curricular exhibition, simulation, event.

Example: Co-curricular Dawson events affiliated with SPACE, Creative Collective for Change, Sustainable Dawson, specific Certificates, Science Week, etc. Collaborating teachers and students work asynchronously on for-credit projects culminating in participation in co-curricular event outside class time.

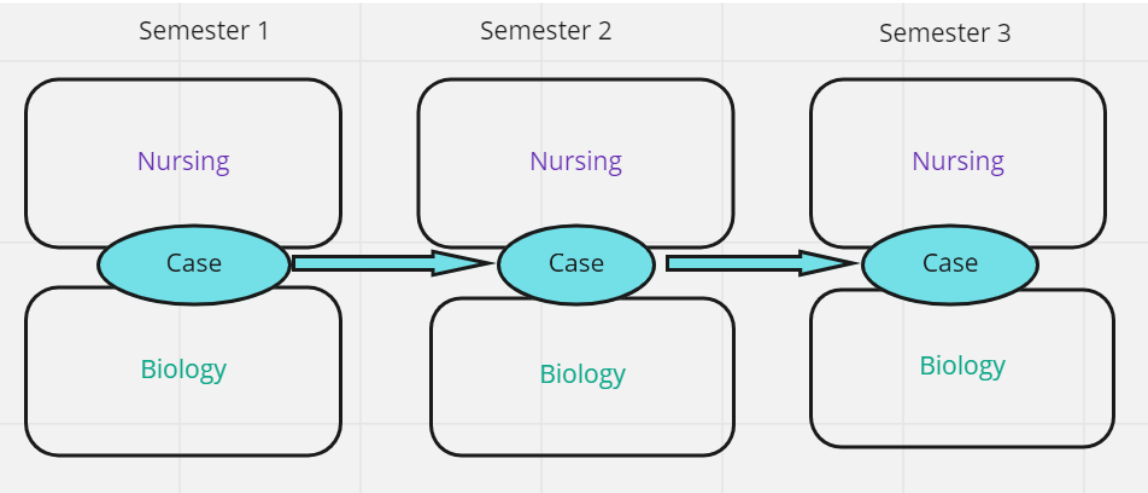
Model 7: Team teaching across multiple courses from different years within a program



- Two or more courses from different years within a single program
- Opportunities for peer-to-peer learning across semesters of a program
- Facilitates mentorship links
- Reinforces collaborative skills necessary for success in the professional workplace

Example: A three-way integration within the Analytical Laboratory Technologies program. The Statistics course is flipped so that the transfer of information is done prior to class, and class time is used to apply statistical tools in the context of chemistry. Some of the Statistics assignments use data directly taken from existing labs done in the 3rd semester *Sampling* course. First semester *Intro to Lab Tech* students shadow third semester *Sampling* students for one lab. They perform the manipulations under the supervision of a third semester students and complete an assignment based on the lab. Typical data from the labs are also used in the *Statistics* course to anchor the concepts seen in class.

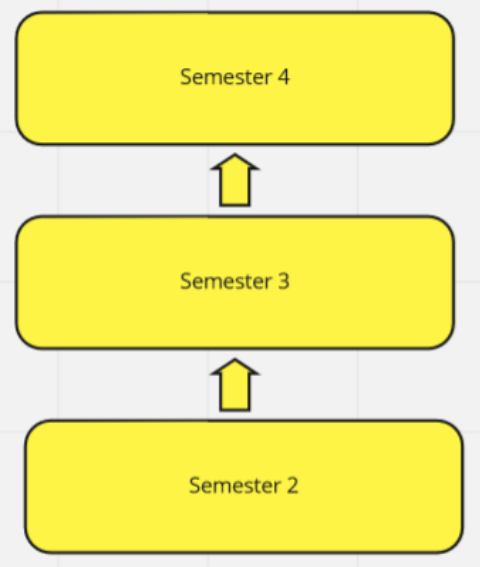
Model 8: Team teaching through collaboration of contributing disciplines and programs via case studies across multiple semesters in a program



- Contributing discipline courses are integrated with program courses over several semesters by means of a common case study taken up by teachers in both courses.
- Teachers can team-teach to the program and discipline competencies in the context of a progressive elaboration of the complexity of the case.

Examples: Teachers in Biology and Nursing created a common case study to be introduced and elaborated over 3-4 semesters in both Nursing and Human Biology courses. Extension of the case over multiple semesters gives coherence and relevance to student learning in the contributing discipline.

Model 9: Vertical integration using Certificate themes across multiple semesters



- A consistent cohort of program students
- A multi-semester sequence of courses required in a program
- Content adapted to deepening engagement with a Certificate theme (DIS, Peace, Women and Gender Studies, SPACE, Environment and Sustainability, Hellenic Studies)
- One or several participating teachers from one or several disciplines

Example:
Vertical integration of Social Science methods sequence (RM, QM, IS) with focus on Decolonization and Indigenization. Student cohort recruited from General Studies Social Science / DIS Certificate students.