



# Team-Teaching Liberal Arts and Sciences



# UNIVERSITY COLLEGE TILBURG



# University College Tilburg



- $\pm$  300 students



- Staff

Teachers: 70



+

Core staff: 12



# Innovative Teaching Method: Team-Teaching

- **Our definition:**  
at least 50% of the course lectures are prepared, delivered and assessed by two teachers.
- This is the **collaborative approach** to Team-Teaching:  
“two or more teachers [who] regularly and purposefully share responsibility for planning, presentation, and evaluation of lessons prepared for the same group of students.”
- As opposed to the **rotational approach**: “alternate solo performances”

(cited in Carpenter et al. 2007)

# Goal of Team-Teaching

By bringing two teachers from different academic disciplines together, we try to strengthen the interdisciplinary character of our education and to increase student-participation.



# Research Pilot

- **Goal of research pilot:**  
inventory of the responses from teachers and students to Team-Teaching
- **Central Question:**  
how do teachers and students experience Team-Teaching?
- Interviewed 13 teachers engaged in 7 courses in past semester.  
Student Surveys in 3 courses.
- Future research: more interviews, more student surveys and student-panel discussions.

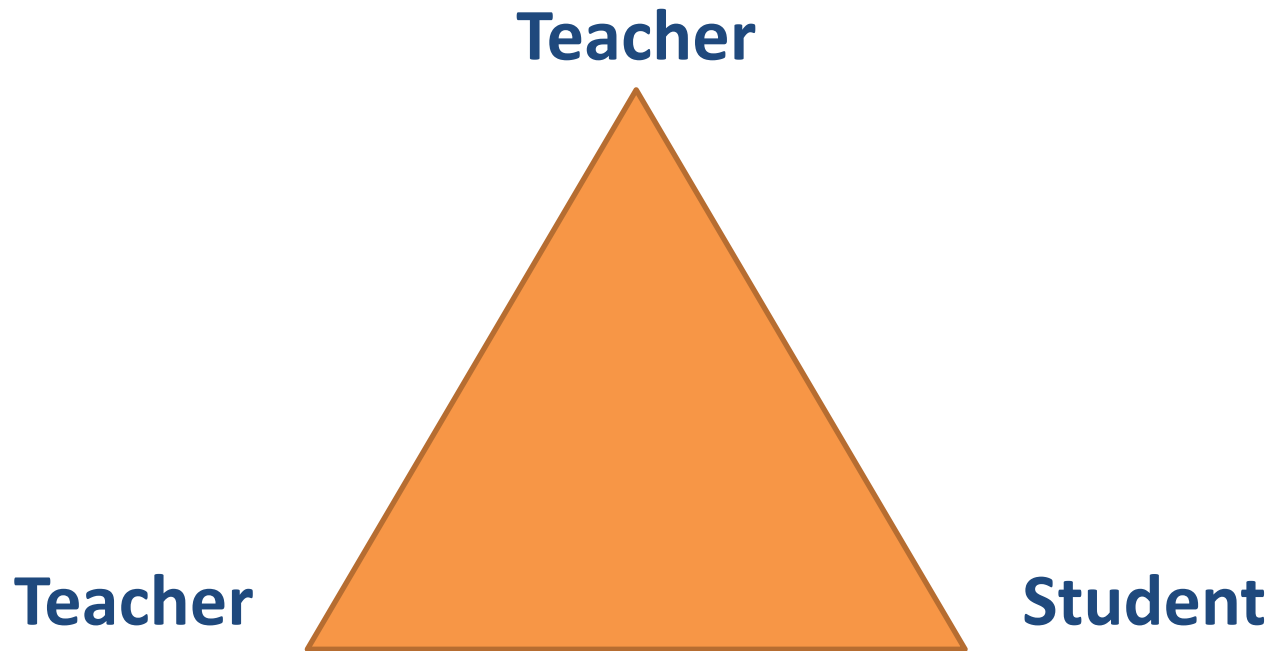
# Findings: goal of Team-Teaching

According to our teachers, the central goal of Team-Teaching for teacher and students is:

to realize that an **appreciation** of the **differences in perspective** is key in developing a **critical, academic attitude**.

# Findings: advantages for teachers

**TT improves intellectual and academic development**



# Findings: advantages for teachers

## TT challenges our teachers

- Extra pair of eyes
- No possibility to 'cut corners'
  - No escape into jargon





# Findings: advantages for teachers

## TT reduces the experienced individual workload

- In-class: “It’s not a ‘one (wo)man show’”
- Out of class: flexibility, efficient preparation and feedback

“My classes are a lot less stressful because I am comforted by the fact that my colleague is present. This enhances my confidence as a teacher.”

# Findings: advantages for teachers

## TT strenghtens the relationship between our teachers

“[TT] strengthens the ties between you and your colleague in the sense that you have to trust each other. If this works well, a personal friendship may develop.”



# Findings: disadvantages for teachers

**Successful TT requires deliberation and cooperation throughout the course**

- Time issue
- Conflicting working styles
- Dominance of teachers
- Conflicting (personal) opinions
- Limitation of own discipline





# Conclusion teachers

All teachers state that the disadvantages of TT do not weigh up to its benefits: even though TT is intensive, its enriching and challenging aspects give them a more valuable teaching experience.

# Findings: advantages for students

**The interactive and dynamic nature of TT courses motivates students to be active and critical**

“All the advantages of TT are concerned with critical reflection.”



# Findings: disadvantages for students

## TT can be confusing and stressful

The interdisciplinarity of TT-courses plus the presence of two teachers can make it difficult for students to integrate all the information into a coherent whole





# Points of interest

- Teachers found it hard to pinpoint the advantages for students
- Assessing TT:
  - How can we adapt our assessments to fit TT?
  - How can we assess the students on their interdisciplinary skills?





Thank you for your attention!

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