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.

Model 1: Team teaching in paired courses

Two courses, two teachers from different disciplines, enrolled with

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

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

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

Two or more courses from different years within a single program

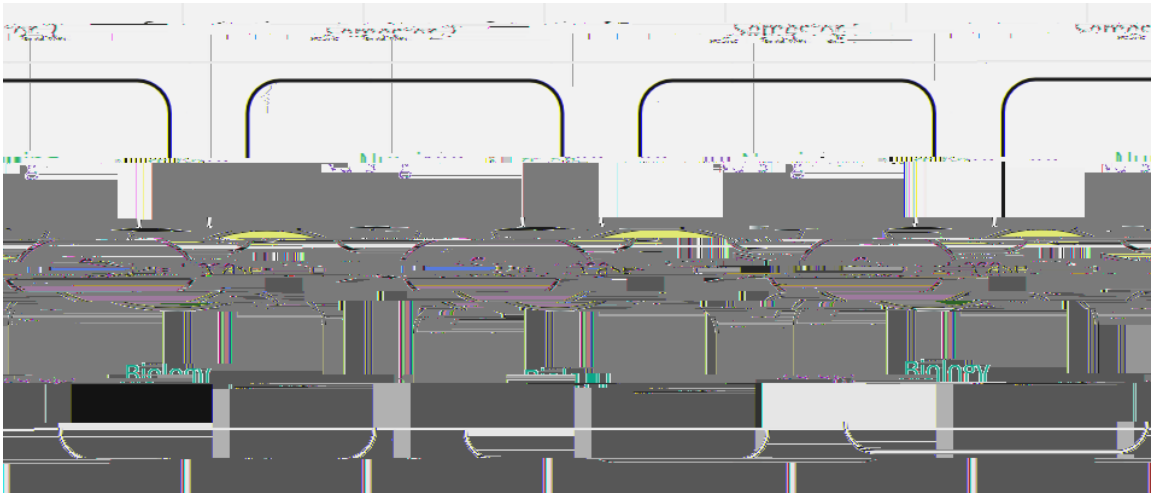
Opportunities for peer-to-peer learning across semesters of a program

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

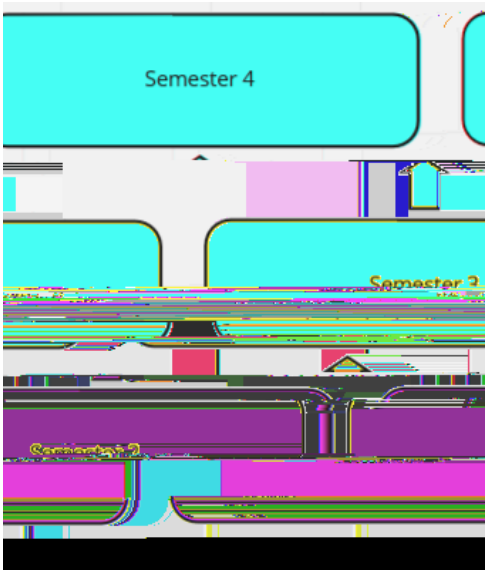


Contributing discipline courses are integrated with program courses over several semesters by means of a common case study taken up by teachers in both courses.

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.