

## Paired Teaching for transfer of evidence-based pedagogy: How does it work, and what have we learned in EOAS so far?

### What is the Paired Teaching Project?

As you all know, multiple courses in EOAS have been “transformed” through CWSEI to incorporate best practices in teaching. With support from John and Deb Harris, the Faculty of Science, and the department, we are investigating the potential of a paired teaching model to achieve transfer of these practices to instructors who have not been a part of a course transformation team. We started this project in Fall 2014.

### What does Paired Teaching look like in EOAS?

In Paired Teaching arrangements, two or more instructors are sharing the planning, organization, delivery and assessment of instruction, as well as the physical space in the classroom<sup>1</sup>. In EOAS, this generally means that both Instructors (the “Experienced” and “New” Instructor – reflecting one who has previously taught the course, and one who is new to the course) are present in every class. In some cases, the paired Instructors each cover certain topics or individual classes; in others, they bounce back and forth in each class session. What the actual delivery of material looks like is up to the pair, but the focus is on exposing the New Instructor to, and giving them the opportunity to use, evidence-based teaching strategies in the context of that particular course. Each pair is supported by an STLF, who will provide classroom observations and feedback for both Instructors, opportunities for reflection, and pedagogical support.

### Courses involved in the project to date:

Course (Term)	# Instructors (always 1 “New”)
EOSC 220 Introductory Mineralogy (F 2014)	3
ENVR 200 Introduction to Environmental Science (F 2014)	2
ENVR 300 Introduction to Research in Environmental Science (W 2015)	3
EOSC 516 Teaching and Learning in EOAS (F 2015)	2
EOSC 112 The Fluid Earth: Atmosphere & Ocean (F 2015)	2
ENVR 200 Introduction to Environmental Science (W 2016)	2

### What data is being collected to determine the effectiveness of this project?

- Semi-structured interviews with instructors: pre-term and post-term
- Classroom observations during paired teaching term
- Weekly reflections from both Instructors
- One-year later interviews with New Instructors
- Observations of subsequent classes taught by New Instructors

**So ... what have we learned so far from the Instructors who have taken part? See next page!**

<sup>1</sup>Bacharach, N., Heck, T.W., & Dahlberg, K. (2008). Co-teaching in higher education. *Journal of College Teaching & Learning*, 5(3): 9-16.

## What Advantages and Challenges of Paired Teaching have emerged from our data so far?

Advantages	Challenges
<ul style="list-style-type: none"> <li>• Allows for practice/fostering of specific teaching skills, in a “safe” environment, with feedback</li> <li>• Paired teaching in an already transformed course gives additional time &amp; energy to reflect on teaching practice and course materials (for both Instructors)</li> <li>• Gives New Instructor insight into mechanics &amp; logistics of instructional strategies (timing, choreography, etc.)</li> <li>• Gives Experienced Instructor a mentoring experience</li> <li>• Gives New Instructor a “leg up” on preparing for subsequent courses</li> </ul>	<ul style="list-style-type: none"> <li>• Additional planning time required for coordination with other Instructor(s) (*but overall, this is generally compensated for by less actual teaching/grading time)</li> <li>• To be successful, the pairing needs to be a true collaboration, with a two-way exchange of information/ideas/feedback</li> <li>• New Instructor may feel pressure to emulate Experienced Instructor’s teaching style (*but, some say this is a good way to start)</li> <li>• Success of pairing is perceived as being dependent on personalities of individuals involved</li> </ul>

## What are the most effective roles each Instructor can play, to facilitate pedagogy transfer?

### Experienced Instructor:

- ✓ Model teaching practices
- ✓ Explain subtleties of teaching (choreography, timing of activities, monitoring group work)
- ✓ Ask for input from New Instructor: fresh eyes = fresh ideas!
- ✓ Activity/lecture development: model, then guide, then consult

*“I learned an effective (to me) way to organize the teaching of the basics of [subject X].”*

Experienced Instructor

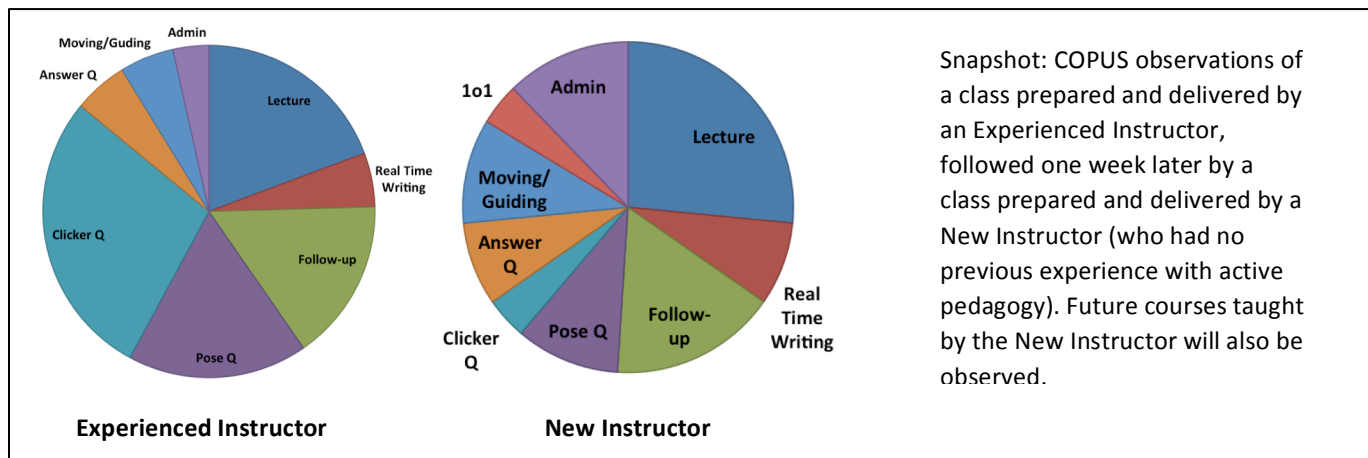
### New Instructor:

- ✓ Start as active observer. Reflect on class and ask questions of experienced instructor
- ✓ Take equal ownership of class; don’t be the “glorified TA”
- ✓ Develop some materials/activities independently, ask for feedback

*“I learned, by example, effective ways to do adaptive teaching, like react to questions posed by students.”*

New Instructor

## How do we know if “transfer” of teaching practices is happening?



Interested in being part of a teaching pair? Contact Sara Harris ([sharris@eos.ubc.ca](mailto:sharris@eos.ubc.ca))