



Key features of an Effective Team Instructional Approach

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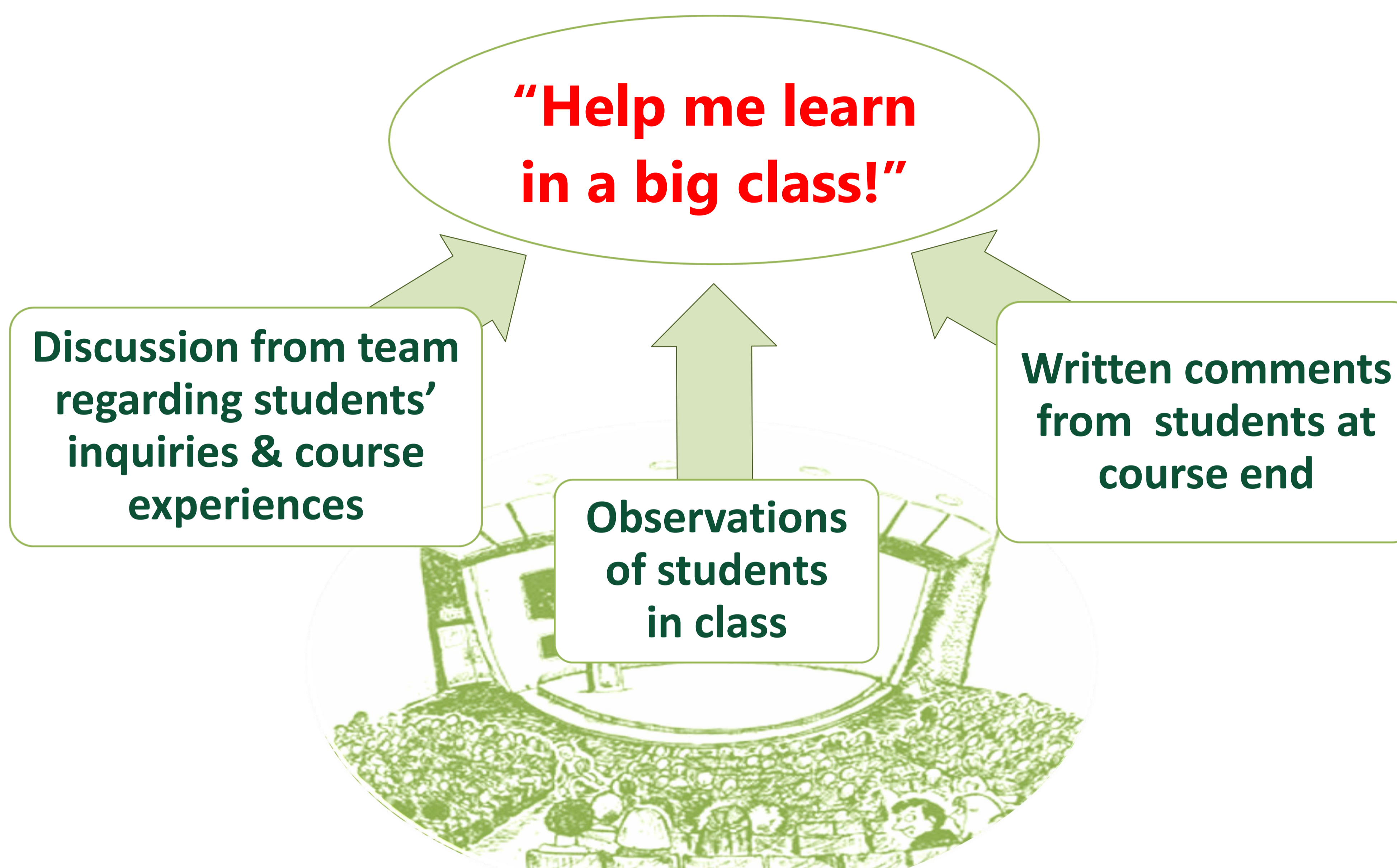
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What is this all about?

✓ This poster reports the impact of the Team Instructional Approach (TIA) as having enhanced students' learning and opportunities for engagement in a large class environment.

✓ TIA refers to the coordinated efforts of multiple instructors and graduate teaching assistants (GTAs) in course planning and delivery with the aim of providing an effective and equitable learning environment for undergraduate education students enrolled in 9 sections (mean size 150) of the EDPY 303 course.

✓ Students' classroom engagement and course experiences were triangulated across multiple data sources: in-class observations (n=90), weekly team meeting summaries (n=16), and post course surveys (n=344). Analyses were performed in two ways: (a) within each data source, and (b) across data sources to generate mixed methods interpretations.



What have we learned?

This study provides *evidence of a cost effective and pedagogically sound approach* that begins to address the challenges identified within the *large class learning environments*.

✓ Key Feature 1: Consistency in the course instructional delivery and assessment yet responsive to individual student needs.

✓ Key Feature 2: Engagement in the course instructional activities is promoted by use of innovative and authentic methods.

✓ Key Feature 3: Learning is supported by diverse opportunities for accessing timely and relevant feedback from instructors and graduate teaching assistants.

This research was supported by teaching and learning enhancement fund



What was observed in class lectures?

A 14 dichotomous item (yes/no) checklist was completed by GTAs to track student participation, instructional activities, and in-class interactions.

- GTAs consistently agreed that "There was alignment between goals, lectures and assessments."
- Across sections it was a common practice for instructors to communicate the goals orally as well as to review the written intended learner outcomes at the beginning of each lecture.
- Lecture activities were unified across sections including review of previous concepts, and discussions.
- Assessments were common across sections.

- During class delivery across both terms, students were reported to be engaged most of the time.
- During in-class activities such as small group and large group discussions, demonstrations, and i>clicker reviews, students showed engagement through active participation.

The following activities aimed at clarifying course material in and out of the classroom were found to enhance students' understanding:

- Students are encouraged to ask questions in class and online.
- Instructors used i>clicker to monitor students' progress.
- Instructors share personal experiences and used examples to clarify topics.



What was reported by the team?

Weekly meetings were facilitated on a rotating basis and summaries were generated to serve as means of communicating information among team members and documenting challenges for informing ongoing course development.

- Ongoing team meetings served the purpose of communicating information among team members to prepare them for providing equitable experiences for all students.
- Team members were flexible in adapting to changing student needs throughout the term.
- Lectures were collaboratively planned to be engaged and instructive, to encourage discussion among students, and to prepare student for the assessment of their learning of higher cognitive thinking.

- Participation in class was encouraged by diverse means, including ongoing in-class review using i>clickers, discussion on specific real-life situations, and sharing of personal experiences.
- Students were provided with a variety of real-world examples for each new topic that is introduced.
- Instructors provided feedback to students with the aim of addressing misconceptions and extending existing knowledge.

In-person support was provided before, during and after class. Instructor and TAs have scheduled and ad hoc office hours: "I liked the fact that I was able to talk to instructors before or after class if I had any concerns."

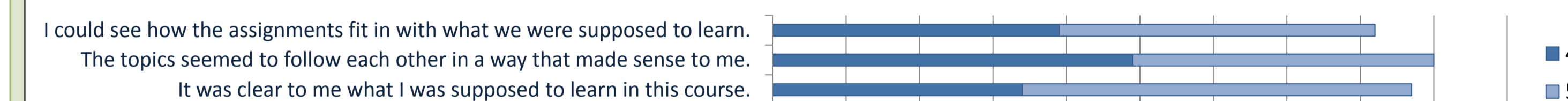
Online support was provided in an ongoing basis via eclass and email: "I find in a class this size it is easier to post over e-class to receive responses from peers and from the TAs than mailing anyone." "Asking questions to TAs or the instructors was very helpful and being able to communicate with them via email was great as well."



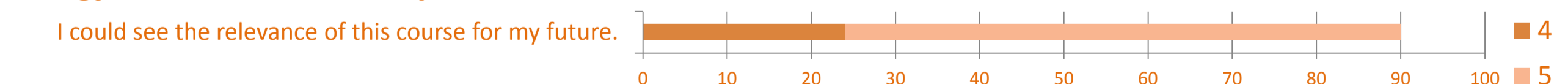
What was written in the post survey?

Students' perceptions of the Teaching-Learning Environment were measured with the 'Experiences of Teaching and Learning Questionnaire' 5-point Likert scale (Entwistle et al, 2002) in addition to researcher developed open ended questions.

All sections reported similar experiences related to course delivery and assessment. Students reported satisfaction with the lectures. "**Awesome quality of lectures!**" (4=somewhat agree, 5=agree)



The course provides students with real world situations for discussion during class. "**Class discussions raised meaningful and authentic questions.**" (4=somewhat agree, 5=agree)



- I>clickers were an anonymous means to monitor students learning progress; "I enjoyed actively participating especially since your answers are anonymous."
- Practice quizzes were helpful for exam preparation; "I used them before I even started studying, just to see how much I already knew and what I really needed to focus on."
- The peer assessment was useful for improving achievement; "... I found I was really stuck and could not improve my assignment any more. After the peer review it made my assignment much better."

