

CO-TEACHING MODELS

Possible Course Configurations

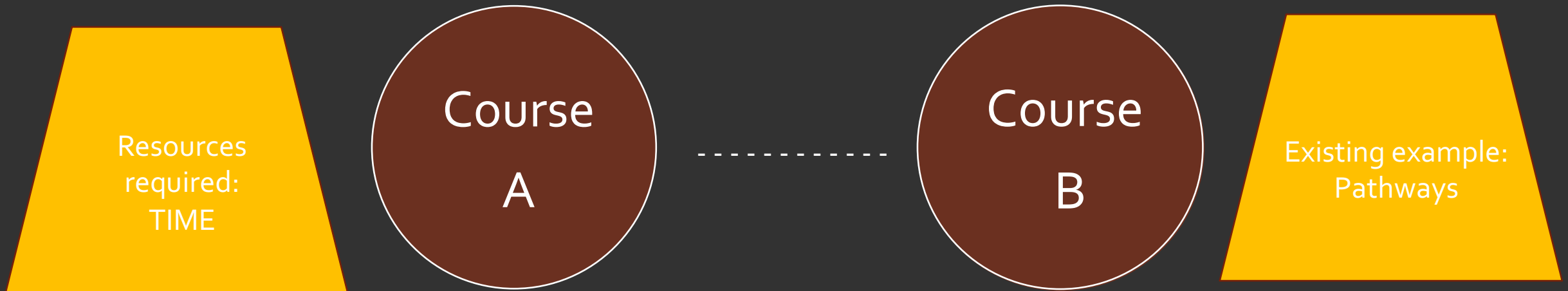
1. LINKED COURSES

- Same students enroll in two or more different courses with independent meeting times

Faculty consult with each other, perhaps reference common readings or other course content

(stronger version: classes address a common issue from different disciplinary perspectives)

Creates potential learning cohort, but changing faculty limits buy-in



2. INFORMALLY BLENDED COURSES

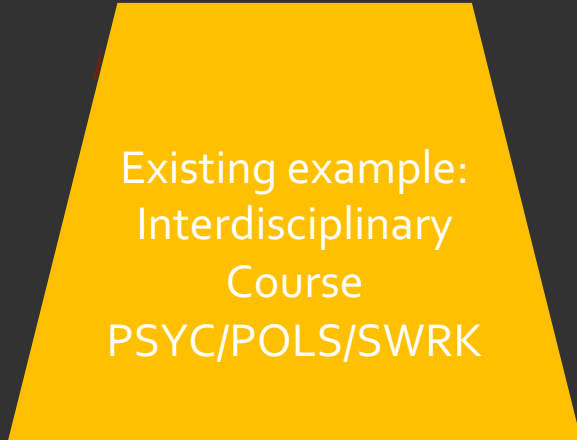
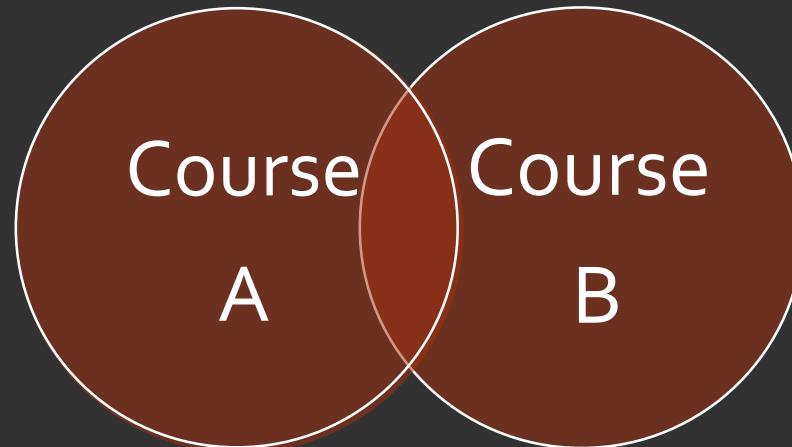
Same students enroll in two (or more) courses that meet in the same time

Courses taught separately but meeting pattern allows for some blended sessions (may require an additional room)

Faculty teach some material in common—typically an inquiry-based project



Resources
required:
TIME &
Classroom space



Existing example:
Interdisciplinary
Course
PSYC/POLS/SWRK

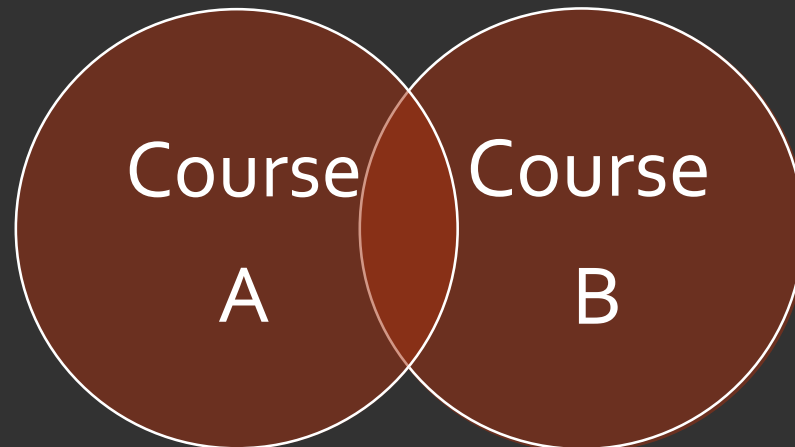
2. FORMALLY BLENDED COURSES

Same students enroll in two (or more) courses that meet in the same time and place (back-to-back scheduling)

- Typical session has both faculty in the room the whole time
- Flipped classroom model allows for significant in-class time devoted to work on inquiry-based project
 - Limited number of suitable classrooms, prohibitively expensive without high enrollment



Resources
required:
TIME, funding,
classroom space



Existing example:
First Year
Experience

2. MERGED COURSES

Students enroll in a single multidisciplinary course with two (or more) instructors (variable unit count)

- Allows for a thoroughly interdisciplinary approach to a single subject
- Prohibitively expensive without high enrollment

