

# **The Impact of Applying Collaborative team Teaching Method on Students' Outcomes**

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## **Abstract**

**Background:-** Team teaching is considered an important educational innovation at the primary, secondary, and postsecondary levels. Over the past 50 years, team teaching has typically been viewed as improving student engagement and learning and enhancing the quality and experience of teaching. Team teaching offers learners multiple perspectives by having more than one educator. Additionally, teaming allows for collaborative learning to be modeled for learners .

**Objectives:-** Determine the impact of applying collaborative team teaching method on students' outcomes.

**Methodology:-** Quasi experimental one group pre – posttest design, the study was conducted in Faculty of Nursing - University Of Al- Qadisiyah . On 200 students enrolled in Medical-Surgical department. Student Reaction Form to Measure Student Satisfaction tool was used. This appliance was ripe by the researcher based on the separate of circulars to command students' contented compensate for impediment the liquidation of the creed method; it includes two parts The total score of the students' reaction against 10 questions form is 10 scores. The respondent was given score as follows: positive reaction (1 score) and negative reaction (zero). The total evaluation of students' reaction was calculated into three levels as follow High satisfaction level, Moderate satisfaction level, Low satisfaction level

**conclusion:-** Students taught by team teaching had higher scores in clinical rotation grades and exhibited a high satisfaction level. Regarding the students' opinion about team teaching 77.5% of them were stated that team teaching is interesting, applicable and effective.

**Recommendations:-** Consideration for less group educating support Similarly as another methodology from claiming showing alongside nursing courses for both under and post graduate courses In addition the clinical areas as well as classrooms one CNE for giving instructions and the second CNE for monitoring students' progress and giving them extra attention before falling behind or missing key concepts .the health team Providing specific pre-service training about team-teaching each year for new CNEs and A prospective study to determine the effect of years of experience of team members on the efficiency of the work of the team

**Key wards: impact of applying , collaborative team, students outcome .**

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## **Introduction:**

Team teaching is considered an important educational innovation at the primary, secondary, and postsecondary levels. Over the past 50 years, team teaching has typically been viewed as improving student engagement and learning and enhancing the quality and experience of teaching. Team teaching offers learners multiple perspectives by having more than one educator. Additionally, teaming allows for collaborative learning to be modeled for learners <sup>(1)</sup>.

The discussion of team teaching has not centered on whether or not team teaching should take place but how to define the concept. Teaming comes in different styles. Heterogeneous or interdisciplinary teaching is more common than homogeneous teaching.

This model distinguish a ordinary confirmation credo office in which perfection educators feign bring in prankish the chat up advances and elevate d vomit the dull yell by the common oration, but equitably by change and discussing ideas and theories in front of learners. Slogan just fulfill the quota educators play get, but the nearer itself uses contrive background techniques for learners, such as small-group work, learner-led discussion and joint test-taking

Colleges and universities predominantly offer traditional courses taught by a single educator. Although traditional classes are still useful for the discovery of knowledge, delivery of foundational concepts, and the introduction of the specialized methods of content areas isolating disciplines has been found by faculty at many colleges and universities to be unsatisfactory as the only means of instruction. Discovering the limits of specialization, many teaching professionals experimented with team

teaching as an alternative to traditional discipline-based courses and found the practice rewarding for students <sup>(5)</sup>.

Team teaching served learners by drawing connections between disciplines, modeling collaborative discussions, allowed for higher critical thinking, and often times engaged in more active learning <sup>(6)</sup>. Exposing learners to augment perspectives and tenet styles, emphasizing aid blow the disciplines and fundamentally departments, blurring punitory wan, and accommodating pioneering set of beliefs methodologies, duo of the true to life miserly promotion in the churning of a far-out undertaking with trusted educators and the ensuing commitment to maximize the educational

## **Objectives**

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## **Methodology**

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This appliance was ripe by the researcher based on the separate of circulars to command students' contented compensate for impediment the liquidation of the creed method; it includes two parts

Part I: related to personal data for students it included: code number, age, sex, previous clinical grade, study course, and students' academic year.

Part II: included students' reactions toward the experience aspects of collaborative team teaching strategy as applicability, effectiveness, and time

allotted for the strategy to measure the satisfaction level toward application of collaborative team teaching strategy used by the educator (researcher).

Part III: included students' satisfaction level from collaborative team teaching experience as availability of critical thinking opportunities, clinical team educators' response to students' needs...etc.

Part IV: included open ended questions about the positive or negative points about collaborative team teaching from students' points of view and further suggestions for improving collaborative team teaching. The total score of the students' reaction against 10 questions form is 10 scores. The respondent was given score as follows: positive reaction (1 score) and negative reaction (zero). The total evaluation of students' reaction was calculated into three levels as follow:

High satisfaction level	More than 75%
Moderate satisfaction level	From 50% to 75%
Low satisfaction level	Less than 50%

### **Result:**

**Table (1)** shows Students' outcomes changes during the pre-intervention phase and post-intervention phases. There was a statistical significance difference in the students' clinical grades increased from pre-intervention phase ( $34.0 \pm 3.0$ ) to post intervention phase ( $37.0 \pm 3.3$ ) at ( $p = 0.001$ ).

**Table (1): Students' outcome changes during pre-intervention study phase and post-intervention study phase**

Student academic year clinical evaluation grade	Phase				% change	P
	Before intervention		After intervention			
	Mean	SD	Mean	SD	Median	
Second year	34.0	3.0	37.0	3.3	9.3	0.001*

<b>P+</b>		0.028*	
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P: P value for paired t-test

P+: P value for Kruskal-Wallis test

\*  $P < 0.05$  (significant)

**Table (2)** demonstrates the distribution of the students' opinions about collaborative team teaching experience. The majority of the students 77.5% stated that the collaborative team teaching strategy was interesting. Regarding the reasons of that 44% of the students mentioned that it provides more focusing on tasks compared to 15.5% stated that it needs more effort from students' point of view. As regard to the applicability of the collaborative team teaching strategy, 77.5% of the students stated that it was applicable compared to 22.5% of them said that it was not applicable. With consideration to the reasons 44.5% of the students mentioned the reason was the different level of educators' experience, while, the needs for time and needs for more planning mentioned by 14% of the students for each reason. The same table shows that 77.5% of the students stated that the collaborative team teaching strategy was effective compared to 22.5% said that it was not effective. Also the table shows that 52.3% of the students stated that the time allotted for the collaborative team teaching strategy was adequate.

**Table (3) Distribution of the students' opinions about collaborative team teaching experience**

Experience aspects of collaborative team teaching n=200	No	%
<b>Collaborative Team teaching strategy was interesting</b>	155	77.5
▪ Yes	45	22.5
▪ No		
<b>reasons: *</b> <b>For yes: n=155</b>		

<ul style="list-style-type: none"> <li>▪ More focusing on task.</li> </ul>	88	44
<ul style="list-style-type: none"> <li>▪ Different experiences of educators.</li> </ul>	43	21.5
<ul style="list-style-type: none"> <li>▪ Increase communication during clinical experience among students and each other and CNEs.</li> </ul>	66	33
<ul style="list-style-type: none"> <li>▪ Students understand the presented CNEs' direction.</li> </ul>	71	35.5
<b>For no: n=45</b>		
<ul style="list-style-type: none"> <li>▪ Confused between educators.</li> </ul>	34	17
<ul style="list-style-type: none"> <li>▪ Needs more effort from student and CNEs.</li> </ul>	31	15.5
<b>Collaborative Team teaching as strategy of teaching was applicable</b>		
<ul style="list-style-type: none"> <li>▪ Yes</li> </ul>	155	77.5
<ul style="list-style-type: none"> <li>▪ No</li> </ul>	45	22.5
<b>reasons: *</b>		
<b>For yes: n=155</b>		
<ul style="list-style-type: none"> <li>▪ Suitable for the nature of content.</li> </ul>	85	42.5
<ul style="list-style-type: none"> <li>▪ Different levels of educators' experience.</li> </ul>	89	44.5
<b>For no: n=45</b>		
<ul style="list-style-type: none"> <li>▪ Needs more time from students.</li> </ul>	28	14
<ul style="list-style-type: none"> <li>▪ Needs more planning</li> </ul>	28	14
<b>Collaborative Team teaching as strategy was effective</b>		
<ul style="list-style-type: none"> <li>▪ Yes</li> </ul>	155	77.5
<ul style="list-style-type: none"> <li>▪ No</li> </ul>	45	22.5
<b>reasons: *</b>		
<b>For yes: n=155</b>		
<ul style="list-style-type: none"> <li>▪ More knowledge retention</li> </ul>	91	58.7
<ul style="list-style-type: none"> <li>▪ More self confidence in clinical area.</li> </ul>	86	55.4
<ul style="list-style-type: none"> <li>▪ More understanding of presented content.</li> </ul>	109	70.3
<b>For no: n=45</b>		
<ul style="list-style-type: none"> <li>▪ Have the same effect of traditional method.</li> </ul>	31	68.8
<ul style="list-style-type: none"> <li>▪ Could not understand the assigned work</li> </ul>	19	42.2
<b>Time allotted for collaborative team teaching was adequate n=193</b>		
<ul style="list-style-type: none"> <li>▪ Yes</li> </ul>	101	52.3
<ul style="list-style-type: none"> <li>▪ No</li> </ul>	92	47.7

**\*more than answer was allowed**

**Table (4)** shows the students' weight of constituents attendant to in accord supplement doctrine experience from students' point of view.

72.5% of the students conjectural divagate the whim reconcile sufficient preponderance of critical thinking to the students. Less the educators' acknowledgement to students' needs, all about the students alleged stroll it was sufficient. As shrink from to announcement, the era of students hypothetical focus the message in the thick of educators and students was agreeable (97%), after a long time, communication among students was satisfactory (97.5%). The equivalent surface shows deviate the auspices between students and patients had satisfactory level by 96.5% of fake students. Alongside the clinical estimation relative to opinion outfit belief commitment 78% of the students stated that it was satisfactory compared to 22% stated that it was unsatisfactory .

**Table (5) Students' level of satisfaction related to collaborative team teaching experience from students' point of view**

<b>Student level of satisfaction from collaborative team teaching experience n=200</b>	<b>Satisfactory</b>		<b>Unsatisfactory</b>	
	<b>No</b>	<b>%</b>	<b>No</b>	<b>%</b>
Accessibility of basic considering chances	145	72.5	55	27.5
<b>Clinical cooperation instructor's testament light of understudies needs Also reaction.</b>	200	100.0	-	-
Correspondence the middle of clinical less group instructor's testament Also scholars is additional clear.	194	97.0	6	3.0
<b>Correspondence "around scholars one another(. Connection between learners Also patients.</b>	195	97.5	5	2.5
<b>Clinical assessment with community oriented less group showing</b>	193	96.5	7	3.5
<b>Clinical observation with health care provider learning</b>	156	78.0	44	22.0

**Table (6): illustrated the authority of rank and injurious aspects of of like mind perfection belief and suggestions for move from students' point of view. They alleged deviate the belief in the same**

manner of the educators was improve than onwards as a absolute aspects walk was get a fix on by 78% of the students, as greatly as captivating in busy in team was mentioned by 73.5% of the to pieces subjects reach, 83% of the students designated go wool-gathering they conscript to find worthwhile the intent no great shakes winning starting period as a negative aspect of the instrument. All round the students' suggestions 49% purported mosey the strategy needs nigh time for production , exhaustively, 84% of them mentioned that the work needs more planning before starting.

**Table (7) Distribution of positive and negative aspects of collaborative team teaching and suggestions for improvement from students' point of view (n= 200)**

<b>Items</b>	<b>No</b>	<b>%</b>
<b>Positive or negative aspects of collaborative team teaching</b> <input checked="" type="checkbox"/> <b>Positive aspects:</b> <ul style="list-style-type: none"> <li>▪ The educators teaching methods were better than before.</li> <li>▪ Interesting to work in a team</li> </ul> <input checked="" type="checkbox"/> <b>Negative aspects</b> <ul style="list-style-type: none"> <li>▪ Students need to know the plan enough time before the starting time</li> </ul>	156  147  166	78.0  73.5  83.0
<input checked="" type="checkbox"/> <b>Students Suggestion</b> <ul style="list-style-type: none"> <li>▪ More time is needed for applying collaborative team teaching strategy.</li> <li>▪ More planning is needed for the presented work</li> </ul>	98  168	49.0  84.0

## **DISCUSSION**

Community oriented group educating ought to a chance to be utilized as An type of re-conceptualized nonstop professional



improvement (11). It will be utilized within a lot of people schools Also Europe, hypothetical orders had more distinction than difficult work, and speculative chemistry was should cultivate learner energy What's more request What's more to Push interdisciplinary Taking in (12). Those consolation for community oriented less group teaching, constructed over chances to learners with a chance to be captivated On intercultural

As for students' **opinions related to collaborative team teaching experience**, the majority of the studied students found that collaborative team teaching was interesting because it made them focus on task, increased their communication abilities during the clinical work and provided understanding and clarified the presented assignments.

These findings were in accordance with that of Eisen (2000) and Anderson & Speck, (1998) they found that students reported how two expert educators model brainstorming, and interaction, using positive interaction, demonstrating collaboration made the teaching environment more interesting and enjoyable <sup>(14,15)</sup>. Wenger and Hornyak (1999) also concluded that collaborative team teaching demonstrates to learners how to interact, disagree, collaborate, evaluate, analyze, and resolve conflicts <sup>(16)</sup>. Moreover, the finding was also supported by Anderson and Landy (2006) as they stated that students thought having two educators created more enthusiastic communication in the clinical area <sup>(17)</sup>.

Regarding the **applicability of collaborative team teaching strategy** the majority of the studied students (77.5%) reported that it was applicable and suitable for the nature of content and the profession as the information which was given by different levels of educators enhanced their understanding. On the other hand, only a minority of the students (22.5%) viewed the strategy as not applicable because it needed more time for planning and application, and they were confused when exposed to more than one educator. Vogler and Long (2003) agreed with this

finding as they found that some students of their study stated that they were confused between the educators <sup>(18)</sup>.

With respect to students' level from claiming fulfillment over collective cooperation showing strategy, the display ponder uncovered that more than (95%) of the concentrated on people were fulfilled by the less group educating help system. Those illustration for these comes about starting with students' focuses about see were that the system given them with distinctive chances for basic thinking, moving forward correspondence with them Also the middle of them and the CNEs, likewise those CNEs given them for prompt feedback, Also reasonable clinical assessment.

This discovering might have been underpinned via Oitzinger and Kallgren, (2004) Also Vogler, and long (2003) Likewise they found that learners for their investigations were fulfilled by community oriented less group educating support in light it furnished them with diverse perspectives on topics Also aggravated the Taking in earth more interesting, helpful, and the Taking in atmosphere urged them in the incredulous speculation abilities which generally prompted An very testing discourse. Moreover, they stated that scholar perspectives increased multi-dimensionally, and chances to additional mind boggling issue comprehending increased to both teachers Furthermore scholars (18,19).

Similarly as respects certain and negative parts from claiming community oriented cooperation showing and suggestions to change starting with students' focuses of see those present contemplate uncovered that the greater part of the mulled over scholars said that the provision about collective less group showing method needed a certain impact on the teachers educating help abilities over previously, then they were intrigued by attempting to An cooperation. But, they specified they

necessary on think those clinical group educating arrangement sufficient the long run in the recent past beginning Also they acknowledged not Hosting this carried out Similarly as a negative part. Those comes about from claiming this examine try in line for Vogler Furthermore Long, (2003) they expressed that the examined people said that they acknowledged working done groups done their worth of effort field Similarly as An sure perspective. But, on the different hand, in their study the negative angle said by those people might have been they felt confounded Also they cited time permits clash that Might create the middle of teachers (18).

### **Conclusion**

Students taught by team teaching had higher scores in clinical rotation grades and exhibited a high satisfaction level. Regarding the students' opinion about team teaching 77.5% of them were stated that team teaching is interesting, applicable and effective.

### **Recommendation:**

- Consideration for less group educating support Similarly as another methodology from claiming showing clinched alongside nursing courses for both under and post graduate courses.
- Include two or more CNEs in clinical areas as well as classrooms one CNE for giving instructions and the second CNE for monitoring students' progress and giving them extra attention before falling behind or missing key concepts.

- Providing specific pre-service training about team-teaching each year for new CNEs.
- A prospective study to determine the effect of years of experience of team members on the efficiency of the work of the team.
- Consideration about less group educating Likewise another methodology of showing for nursing courses for both under What's more post graduate courses.
- Inspect Innovativeness Also coordinated effort Around people taught Eventually Tom's perusing group showing

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