

Teaching for Societal Impact Resources and Support for Teachers

Template for collecting Expert Input

The purpose of this template is to collect material on teaching approaches from experts nominated by the Aurora universities. The material collected will be further developed and published on the Aurora Virtual Campus and transformed into infographics or short flyers.

One template per group. Deadline for submission is April 15th 2022

1. Short definition of the Aurora approach you are an expert on.

Here you can describe the approach in a nutshell, that can be easily understood by a teacher with no or little experience. Max approx. 50-100 words.

Joint courses are created collaboratively by two or more academic teachers (across Aurora Universities), if possible from different disciplines, where they design, teach and evaluate a course together.

2. Description of main benefits for students. Max approx. 50 words.

Joint courses give academic teachers and students the possibility to exchange, teach and learn in a more collaborative, inter- and transdisciplinary manner, as joint courses require in particular ACF (LOUIS) competences such as perspective-taking

3. Description of main benefits for teachers. Max approx. 50 words.

Joint courses help improve pedagogical skills and knowledge by exposing academic teachers to different teaching styles and methods. They provide opportunities for peer learning to refine and reflect on pedagogy by making possible collaborative planning, teaching, and reflection on the courses and allow peer exchange concerning disciplinary and even research issues.

4. First steps for teachers.

Here we ask you to try to describe the 3-5 main practical steps a teacher needs to take to successfully implement the approach. Ideally each step is described in 1-2 sentences.

The Collaborative Instructional Cycle



There are different levels of planning for co-creation and co-teaching of a joint course:

1. Co-design: meet on regular basis and design the course together
2. Co-teach: plan the course sessions and decide who will teach which section of the course
3. Co-evaluate: at the end of the course, reflect on the collaborative classroom teaching, what worked, what didn't
4. Co-assess: evaluate the course learning outcomes collaboratively and reflect on its effectiveness for students
5. Co-develop: Make strategies for future development of the course

5. Further resources

Please copy links if possible, to any relevant resources; websites, webinar, reading material, guidelines, examples of best practices. The more the merrier.

Example of Aurora joint courses: <https://aurora-universities.eu/understanding-europe/>
Guidelines and Reading Material:

- <https://icoteach.com/resources>
- <https://education.wm.edu/centers/ttac/documents/packets/coteaching.pdf>
- https://specialconnections.ku.edu/collaboration/cooperative_teaching/teacher_tools/types_of_co_teaching
- <https://wp.csusm.edu/co-teaching/resources/>

- https://ecommons.udayton.edu/cgi/viewcontent.cgi?article=2697&context=graduate_theses

Books:

- <https://www.amazon.com/Co-Teaching-That-Works-Structures-Strategies/dp/1118004361>
- <https://www.routledge.com/Two-Teachers-in-the-Room-Strategies-for-Co-Teaching-Success/Stein/p/book/9781138689992>

6. If you know of any planned workshops or trainings in 2023 that relates to the approach, please list them here.

- <https://icoteach.com/professional-learning/2022-national-conference-on-co-teaching-overview>

7. Support agents/contacts

Please list here all possible contacts, centrally/locally.

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