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Speaking of

# Learning

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ulate class creativity (Wentworth and Davis, 2002, p. 27).

topic may have to take a backseat. Faculty must make the shift from being “experts” to being “expert learners,” for in the collaborative classroom, teachers and students join in a shared process of intellectual discovery (Wentworth and Davis 2002, p. 23). Instructors generally agree that being prompted to look at a topic from a different angle can be one of the most rewarding experiences of participating in a teaching team. Teachers can “get out of their own conceptual boxes” and learn new approaches that will enhance their own research and writing (Corcos, Durchslag, and Morriss, 1995, p. 235). Anderson and Landy, for instance, have co-authored a paper that was inspired by the topics covered in the courses they have taught together. In addition to creating new research opportunities, team teaching can also encourage instructors to hone their pedagogical skills. Anderson remarks, team teaching “does raise your game, and sometimes quite dramatically so.” As Landy says, team teaching gives professors the opportunity “to teach in a different way, and to learn in a different way.” It allows instructors to hone their pedagogical skills and develop new topics for research and scholarship. The benefits of team teaching extend to students as well, improving learning outcomes by offering increased student-teacher interaction, as well as a multi-dimen-

sional approach to subject matter. Ultimately, the advantages of team teaching far outweigh the time and energy it requires. Anderson and Landy describe themselves as “recidivists,”

returning time and again to the challenges, and the rewards, of team teaching.

—*Melissa C. L’O*