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TEACHING, LEARNING,
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DIALECTIC TEAM TEACHING AT THE UNIVERSITY LEVEL: A STUDY OF
FOUR TEAMS (216 pp.)

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The primary purpose of the study was to explore the following question: How do four teams of college English teachers teaching a developmental writing course at the university level experience and perceive team teaching? The study was a naturalistic inquiry and the design borrowed elements from case study methodology. Data were collected via multiple methods: classroom observations, three types of interviews, and syllabi collection. Data from these sources were analyzed to convey a sense of what team teaching was like for these four teams. The researcher was a member of one of the teams in the study, so she included herself in the process. Findings of the study revealed the following: (a) These four dialectic, homogeneous teams perceived themselves compatible and flexible in their interactive behaviors; (b) These four dialectic, homogeneous teams described a pedagogy centered on facilitative teaching and active student engagement; (c) These four dialectic, homogeneous teams perceived there to be consistency within individual teams in terms of curriculum, assessment, and evaluation but an absence of consistency of these areas across the four teams; (d) These four dialectic, homogenous teams perceived teaming as a means to improved student support and teacher development.