Nugget Response for Patch 11

After reading the **Patch 11: What We Learned from Co-Teaching** By By Maha Bali, Hoda Mostafa and Sherif Osman (https://openfacultypatchbook.org/college/patch-eleven-what-we-learned-from-co-teaching/), it prompted me to share two scenarios of co-teaching. There are times when co-teaching is beneficial to students (Scenario 1 below) and there are times when it is less beneficial (Scenario 2 below).

Scenario 1: Co-Teaching to leverage expertise from two professors

In this scenario, two professors taught a new Clinical Systems course: one from the Health Science with expertise as a Medical Doctor and another professor with expertise in Information Systems development and implementation. This co-teaching effort provided many benefits to both faculty and students and one of the benefits is in Patch 11:

- ***More ideas****: When there's another person thinking about designing and teaching the same course for the same students, you can bounce ideas off one another.*

Scenario 2: Co-Teaching to increase faculty utilization

In this scenario, a professor teaches the first leg of the course and a co-teacher teaches the final stretch. The course outcomes and unit outcomes were clearly laid out at the start of the semester. However, some students had some apprehensions similar to those in Patch 11:

- ***Co-teaching and student acceptance****: … When you start you get an advantage of being with students exclusively when they are keen to fit into the pace and culture of the course. It is more challenging to take over the second half of the course when you are in a subtle but real comparison with the previous co-teacher.*
- ***Student Confusion****: … Different attitudes and policies of each co-teacher can throw students off guard mid-semester after they get comfortable with one style and set of "rules".*