

November 2002

## Enhancing team teaching with WebCT

Gene Awyzio

*University of Wollongong*, [gene@uow.edu.au](mailto:gene@uow.edu.au)

Penelope McFarlane

*University of Wollongong*, [penney@uow.edu.au](mailto:penney@uow.edu.au)

A. Fuller

*University of Wollongong*, [annef@uow.edu.au](mailto:annef@uow.edu.au)

Follow this and additional works at: <https://ro.uow.edu.au/infopapers>



Part of the [Physical Sciences and Mathematics Commons](#)

---

### Recommended Citation

Awyzio, Gene; McFarlane, Penelope; and Fuller, A.: Enhancing team teaching with WebCT 2002.  
<https://ro.uow.edu.au/infopapers/39>

Research Online is the open access institutional repository for the University of Wollongong. For further information contact the UOW Library: [research-pubs@uow.edu.au](mailto:research-pubs@uow.edu.au)

---

## Enhancing team teaching with WebCT

### Abstract

Team teaching has been shown to benefit both students and faculty and we have previously shown a class management package (WebCT) supports an interdisciplinary team environment. However, what happens when the team constituency changes? This paper explores our experience with this situation as we depend on WebCT to facilitate adapting to such a change, further highlighting that WebCT is an integral member of our team.

### Keywords

team teaching, WebCT, class management package

### Disciplines

Physical Sciences and Mathematics

### Publication Details

This article was originally published as: Awyzio, G, McFarlane, P & Fuller, A, Enhancing Team Teaching with WebCT", 32nd ASEE/IEEE Frontiers in Education Conference, 6-9 Nov. 2002, Vol 1, pp.T4E-7. ISSN 0190-5848. Copyright IEEE 2002.

## ENHANCING TEAM TEACHING WITH WEBCT

Gene Awyzio,<sup>1</sup> Penney McFarlane<sup>2</sup> and Anne Fuller<sup>3</sup>

**Abstract** — Team teaching has been shown to benefit both students and faculty and we have previously shown a class management package (WebCT) supports an interdisciplinary team environment. However, what happens when the team constituency changes? This paper explores our experience with this situation as we depend on WebCT to facilitate adapting to such a change, further highlighting that WebCT is an integral member of our team.

**Index Terms**—team teaching, WebCT, class management package

### INTRODUCTION

This paper discusses our experiences using WebCT to manage an introductory IT course of four hundred to six hundred students which was team taught in Spring Session 2000 to 2002. Initially we planned to use WebCT to simply streamline administration, and provide students with an online community that that could demonstrate the benefits of IT in education.

Three staff members volunteered to be involved in this project, a software engineer, a telecommunications engineer and an IT generalist with an English background. The team also decided that WebCT had the potential to alleviate several administrative tasks as well as addressing the difficulty of the external campus delivery and support required. Subsequently, we also found that WebCT was able to contribute substantially to our ultimate success as a team [1].

### TEAM TEACHING STRUCTURE

Structure was determined by the course objectives. Each team member selected those objectives most suited to their particular skills. Once this was established, the ease of WebCT use allowed for individual loading of associated course materials. In addition, we found WebCT provided the ideal support for one very important aspect of a results-driven structure i.e. the desirability for each member to know “how the team is functioning at any given time”[2].

Having determined their relative responsibility for various sections of the subject, team communication was facilitated by emails and weekly formal and informal meetings. The private forum area of WebCT contributed to the collaborative climate, allowing personal communication between the group members during the course’s duration, and was used to float ideas prior to their being considered more formally in meetings.

### BENEFITS FOR THE TEAM

The team found that the WebCT site made contact with the students easier. Subject updates, alerts and notices could be sent easily. The forum alleviated the number of emails usually directed to the instructors, and often questions asked were answered accurately by other students.

The ability to post work from a variety of venues was found to be most beneficial in the running of this subject. The individual nature of posting content, meant that no one academic was waiting for another to complete a body of work. Team members could work from home effectively and post their work from there, and one team member stayed in contact although teaching offshore for a period of time.

### COPING WITH TEAM CHANGES

The modular nature of the team structure facilitates the replacement of individual team members and allows for the subject to be taught by different teams in different locations[3].

The forums provide new team members with a historical perspective of the subject which helps them familiarise themselves with how the subject has been managed. This even allowed staff new to the university to join the team in mid semester. It also has a mentoring aspect as junior staff joining the team can adapt a previously developed module to suit their particular teaching style and interest.

### CONCLUSION

We conclude that WebCT, or any course management package providing similar features, can facilitate team teaching at the college/university level. Furthermore it changes in team structure are more easily accommodated.

### REFERENCES

- [1] Fuller A, Awyzio G & McFarlane P., Using WebCT to support team teaching, Proceedings of the IEEE International Conference on Advanced Learning Technologies: Issues, Achievements and Challenges
- [2] Davis, J R, *Interdisciplinary Courses and Team Teaching – New Arrangements for Learning*, Oryx Press, Arizona, 1995
- [3] Fuller A, Awyzio G & McFarlane P; The benefits of increasing the integration of WebCT, To be presented at the 4<sup>th</sup> WebCT Users Conference, July 2002, Boston

<sup>1</sup> Gene Awyzio, University of Wollongong, gene@uow.edu.au

<sup>2</sup> Penney McFarlane, University of Wollongong, penney@uow.edu.au

<sup>3</sup> Anne Fuller, University of Wollongong, annef@uow.edu.au