Team Teaching Impact on Medical Student Learning Outcomes

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Background

- Large medical school with an EBM thread
- Nine campuses throughout Indiana
- Eight faculty librarians teach EBM concepts
Why Team Teach?

- Provides an opportunity to learn new teaching techniques/strategies
- Solidifies knowledge of topic
- Ensures a uniform learning experience for students
- Provides backup for knowledge gaps or unforeseen logistical issues
Methods

- Materials for the sessions were developed by the Assistant Director. All liaison librarians were trained on the material. Liaison librarians were instructed to reach out to one of three experts (Assistant Director, Associate Director, and/or Director) to team teach as schedules permitted.

- **Session 1**: 6 campuses were team taught. 3 were taught solo.
- **Session 2**: 5 campuses were team taught. 4 were taught solo.
- **Session 3**: 3 campuses were team taught. 6 were taught solo.
Results

Class #1: 3.56%
Class #2: 5.45%
Class #3: 11.5%
Discussion

Pros

- Given the available data, we can say with some confidence that team teaching is an effective strategy.
- Liaison librarians enjoy the experience.
- Students appreciate having a diversity of teaching styles.

Cons

- It’s difficult to arrange team teaching logistically.
- The data may be skewed because solo teachers tend to have more content knowledge and teaching experience.
Discussion

- Overall, it seems that team teaching is working for us.
- Difference in pre-and post test scores is higher.
- Liaison librarians feel more confident.
- Students receive a more uniform educational experience.
Next Steps

- Recruit clinicians for team teaching.
- Develop and test a peer evaluation of teaching rubric.
- Gather more data to solidify confidence in results.
Team teaching shows promise at our institution. We will continue to work to develop the value of team teaching strategies for our students.