

EVALUATING CO-TEACHING AS AN ENGAGEMENT STRATEGY FOR ONLINE LEARNING SCIENCE STUDENTS

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KEYWORDS: engagement, online learning, co-teaching

BACKGROUND: Delivering course content online challenges student engagement due to different learning styles, lack of self-confidence or underdeveloped instructional design. Designing interactive online experiences is necessary to engage these students. In this study we evaluate the use of a co-teaching model as an engagement strategy.

STUDY DESIGN: A co-teaching model was implemented in a second-year cell biology subject (129 students). The subject had synchronous online lecture/workshops that were recorded for asynchronous viewing (using *Zoom* software). Online classes had two lecturers who jointly presented the material, with one individual also responsible for interacting with the 'chat' stream. Students were surveyed at semester end to gauge satisfaction with the teaching model and if they perceived it to improve their engagement and their learning experience.

OUTCOME: Engagement with the synchronous class was predominantly via the chat function, but as semester progressed students increasingly engaged using their microphone to answer questions and discuss concepts with the lecturers. Initial feedback indicates that students found the co-teaching model and the conversational dynamic between the co-teaching team to have a positive impact on their learning. Quantitative data from the student survey and analysis of engagement with the asynchronous content will be presented.

Proceedings of the Australian Conference on Science and Mathematics Education, 29 September - 1 October 2021, page 31, ISSN 2653-0481