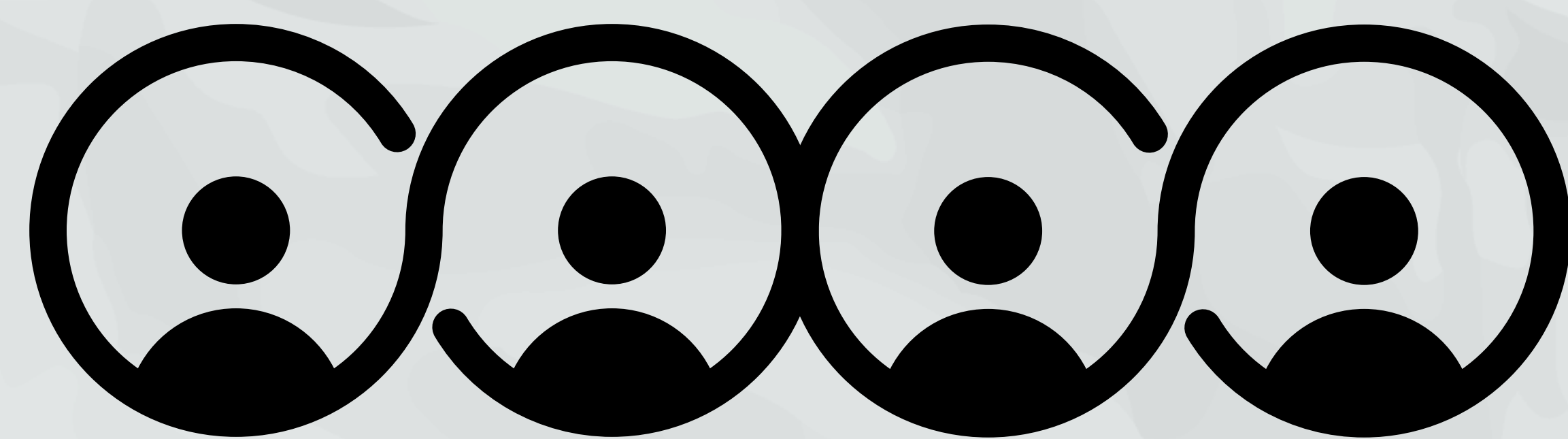



WE'RE ALL IN THIS TOGETHER: A MULTIPLE FACULTY MODEL FOR A TEACHING METHODS COURSE



INTRODUCTION

Many agricultural education programs assign a single faculty member to instruct a course related to the methods of teaching agriculture. The University of Idaho examined the question:

 **What if a teacher preparation program could capitalize on the strengths of ALL faculty members in delivering content related to teaching methods within a single course?**

HOW IT WORKS

- Four faculty members collaborated to teach a 16-week methods course before student teaching.
- Each faculty member led lessons aligned with their expertise
- Faculty assignments were based on lesson topic, not specific weeks or blocks of time.
- The course was designed around shared objectives and a unified syllabus.

RESOURCES NEEDED

- No additional monetary investment
- Standalone course with all senior-level agricultural educators
- Considerable amount of effort in planning and set up to determine scope, sequence, and responsibility of the course instruction
- The FTE allocation for the course was split (we recognize not all universities have this opportunity)

RESULTS TO DATE

- Graduate student surveyed participants at the end of the semester
- Almost all students felt "prepared" or "very prepared" for the classroom
- Students appreciated seeing multiple teaching styles
- Students only comment for improvement was more consistency on assignments and feedback
- Faculty felt they had better insight into student progress and were able to give more personalized support

What aspects of the course have been most beneficial to your learning?

"seeing everyone's different teaching styles because I definitely feel like my teaching style aligns with some"

"I enjoyed how **engaging** class was. I did gain a lot of **resources** to used in my lesson which I appreciated."

"I liked having all four teachers instruct this course. I like getting different **real world examples** that I could then connect my learning to."

"I liked hearing from **multiple perspectives** that I could apply in the future"

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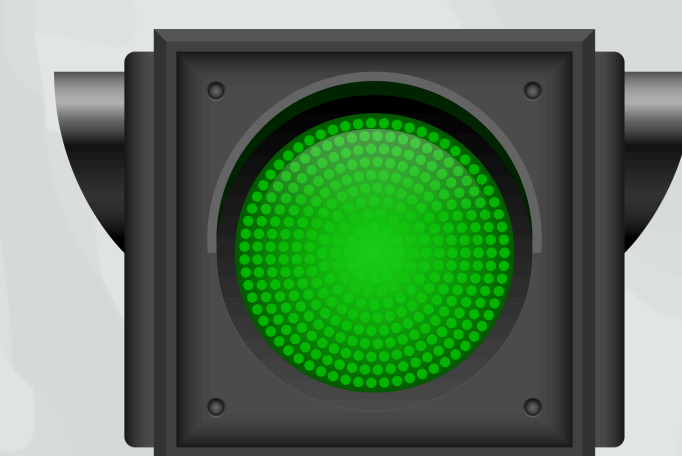
ADVICE FOR OTHERS

- Align faculty strengths with course content.
- Plan together early and often.
- Be ready to adjust as needed.
- Accept that not all students will prefer this model—but it reflects the real-world diversity of feedback and teaching styles.

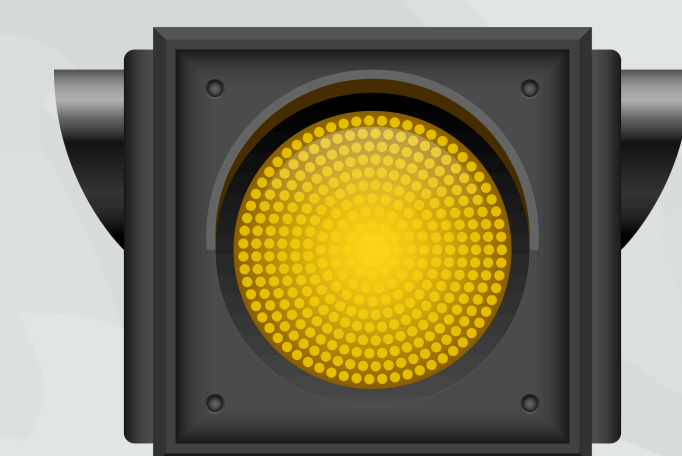
 **IMPORTANT!**
A cohesive faculty is critical for this method to be effective!

FUTURE PLANS

The model will be used again in Fall 2025 with improvements.



Keep: multi-faculty course assignment



Adjust: clearly defined faculty grading roles

RELATED LITERATURE

Darling-Hammond, L., & Bransford, J. (Eds.). (2005). Preparing teachers for a changing world: What teachers should learn and be able to do. Jossey-Bass

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