



Better Together:

The Power of Interdisciplinary Co-Teaching

Elizabeth Dimmitt, MS, LPC
& Jenny Rytting, Ph.D

Why Interdisciplinary Co-Teaching?

- Prepares students for complex, real-world problems
- Merges expertise across disciplines
- Supports deep, transferable learning



What Is Co-Teaching?

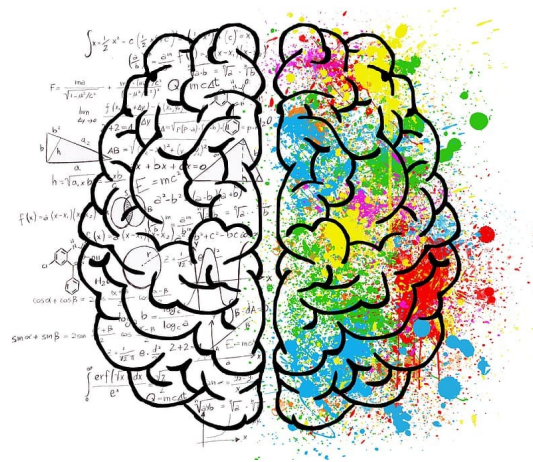
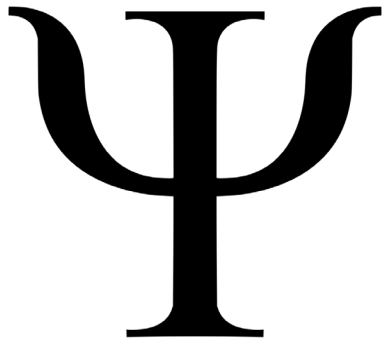
- Collaborative planning, instruction, assessment
- Models:
 - One Teach, One Assist
 - Team
 - Parallel
 - Station
 - Alternative, Assist



[This Photo](#) by Unknown Author is licensed under [CC BY-NC-ND](#)

Interdisciplinary Teaching

- Integrates content across fields
- Strengthens conceptual transfer
- Promotes real-world reasoning



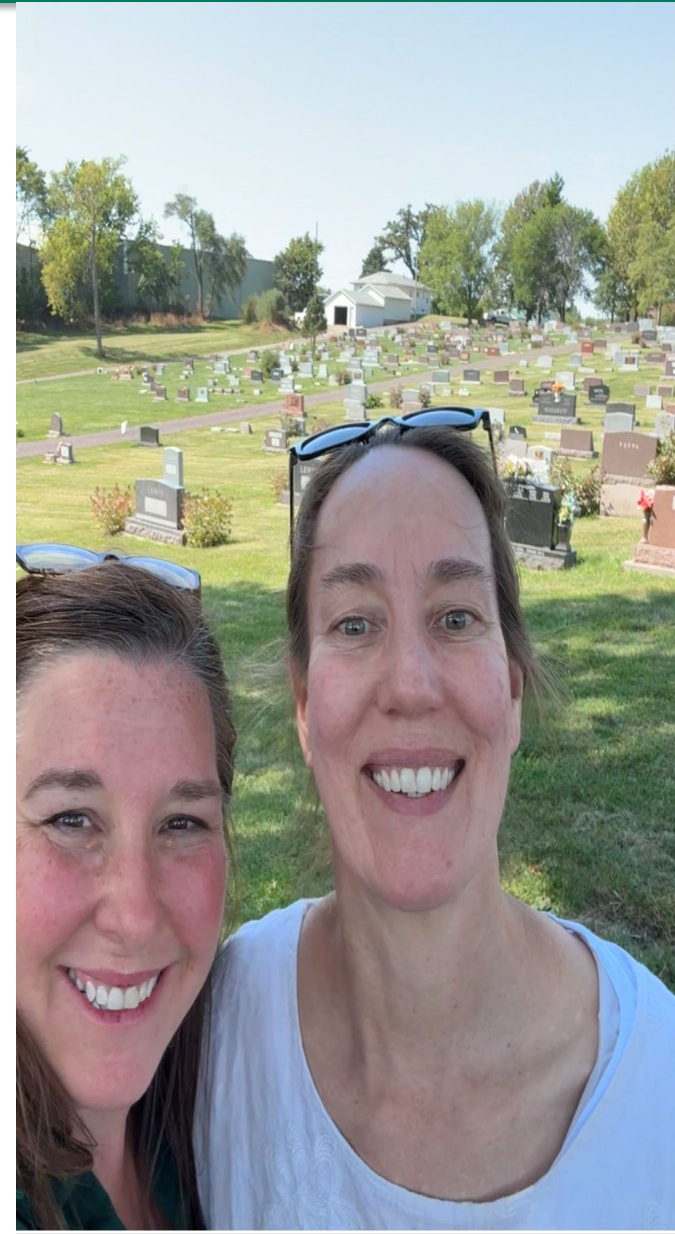
Student Benefits

- Higher engagement and retention
- Stronger critical thinking
- Multiple learning modalities
- Inclusive learning structures



Faculty Benefits

- Professional growth
- Reduced isolation
- Shared workload
- Innovation through collaboration



Institutional Benefits

- Stronger cross-department culture and practices
- Supports inclusive excellence
- Aligns with strategic priorities
 - Mitigating concerns
 - All voices heard
 - Engaged learning
 - Connecting the dots-deeper learning
 - Safer experience



Practical Examples

Literature + Psychology

Art + Biology

Sociology + Statistics

Psychology + Theatre



Activity: Interdisciplinary Sparks

- Identify a lesson you teach
- Consider what discipline(s) could enrich it?
- Where would a co-teacher add value?
- Introduce yourself and your discipline to your neighbor, share your ideas, see if this sparks new ideas.



Challenges

- Time constraints
- Uneven participation
- Role ambiguity
- Philosophy differences



Solutions

- Protected planning time
- Clear roles
- Communication & trust
- Shared ownership
- Set norms
- Match models to lessons
- Reflect regularly
- Administrative support



Activity: Model Match-Up

- Choose
- Choose a lesson
- Select a co-teaching model
- Define roles & student actions



Hit a Homerun: Try Interdisciplinary Teaching

- Co-teaching enriches learning
- Strengthens collaboration
- Builds interdisciplinary culture
- Students benefit most



Q & A



References

- Boix Mansilla, V., & Duraisingh, E. (2007). *Interdisciplinary learning framework: Connecting theory and practice*. [Publisher if known].
- Friend, M., & Cook, L. (2016). *Interactions: Collaboration skills for school professionals* (8th ed.). Pearson.
- Gardesten, M. (2023). How co-teaching may contribute to inclusion in mathematics education: A systematic literature review. *Education Sciences*, 13(7), 677. https://www.mdpi.com/2227-7102/13/7/677?utm_source=chatgpt.com
- Jackson-Summers, A. G., Mrakovcich, K. L., Gray, J. P., et al. (2024). A systematic review of inclusive pedagogical research using the CIRTl inclusive pedagogy framework: Multi-disciplinary and STEM perspectives. *Discover Education*, 3, 30. https://link.springer.com/article/10.1007/s44217-024-00093-y?utm_source=chatgpt.com
- Mastropieri, M., Scruggs, T., & Graetz, J. (2005). Case studies in co-teaching: Research and practice. *Learning Disabilities Research & Practice*, 20(2), 102–111.
- Murawski, W. W., & Swanson, H. L. (2001). A meta-analysis of co-teaching research: Where are the data? *Remedial and Special Education*, 22(5), 258–267.
- Pratt, S. (2014). Achieving symbiosis in co-teaching: Strategies for collaboration and student success. *Journal of Special Education Leadership*, 27(2), 73–81.
- Repko, A. F. (2008). *Interdisciplinary research: Process and theory* (2nd ed.). Sage.
- Richter, C., Dubroy-McArdle, C., & Cowan, M. (2025). Co-teaching as a model for scholarly interactions and the acceptance of limits to knowledge. *Frontiers in Education*, 10. https://www.frontiersin.org/journals/education/articles/10.3389/feduc.2025.1531156/pdf?utm_source=chatgpt.com
- Rytivaara, A., Ahtiainen, R., Palmu, I., & Pesonen, H. (2024). Learning to co-teach: A systematic review. *Education Sciences*, 14(1), 113. https://files.eric.ed.gov/fulltext/EJ1453843.pdf?utm_source=chatgpt.com
- Scruggs, T. E., Mastropieri, M. A., & McDuffie, K. A. (2007). Co-teaching in inclusive classrooms: A metasynthesis of qualitative research. *Exceptional Children*, 73(4), 392–416.
- Sharma, B. U. (2025). The role of co-teaching in enhancing instructional strategies in inclusive classrooms. *International Journal of Research and Scientific Innovation*. https://rsisinternational.org/journals/ijrsi/articles/the-role-of-co-teaching-in-enhancing-instructional-strategies-in-inclusive-classrooms/?utm_source=chatgpt.com
- Solomon, R., & Rhodes, L. (1995). Co-teaching: A practical guide for inclusive classrooms. *Intervention in School and Clinic*, 31(1), 11–17.
- Svobodová, Z., et al. (2024). Transformation of teaching through co-teaching and innovative methods. *Acta Educationis Generalis*, 14(3), 41–55. https://sciendoc.com/article/10.2478/atd-2024-0017?utm_source=chatgpt.com
- Thousand, J., Villa, R., & Nevin, A. (2006). *Collaborative teaching in inclusive classrooms: An evidence-based approach*. Corwin Press.
- “Enhancing learning-oriented assessment through co-teaching in higher education.” (2023). *Studies in Educational Evaluation*, 79, 101307. https://www.sciencedirect.com/science/article/abs/pii/S0191491X23000731?utm_source=chatgpt.com
- Yan, Y., Zuo, M., & Luo, H. (2024). Investigating co-teaching presence and its impact on student engagement: A mixed-method study on the blended synchronous classroom. *Computers & Education*, 222, 105153. https://www.sciencedirect.com/science/article/pii/S0360131524001672?utm_source=chatgpt.com
- Zach, S., & Avugos, S. (2024). Co-teaching in higher education: Implications for teaching, learning, engagement, and satisfaction. *Frontiers in Sports and Active Living*, 6, 1424101. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC11298369/?utm_source=chatgpt.com