America. The class will be interdisciplinary, drawing from the sciences as well as from history and literature.

Instead of one teacher with a single expertise controlling the classroom, a team shares multiple perspectives. Students will need multiple perspectives in their occupations. With the broadening of knowledge, however, the presentation of material must be managed through a specific agenda. Otherwise, students will be overwhelmed. The interdisciplinary, whether team-taught or individually taught, is general education for the new age. With elasticity and specificity, it gives the students the skills they will need to manage their own futures.

*Note: For more information on team teaching, see "Mythic America: Teaching Literature and History in a Two-Year College," in Teaching English in the Two Year College to come out either in October or February of next year. This article details the experience and success of Dr. Phillip Gibbs (history) and my co-teaching a course entitled Mythic America. We taught another course that combined history and English (and music, art, and architecture), entitled The South in Story, Song and Myth.*

# Collaborative Modeling of Critical Thinking in the Classroom: "Sounds Good But..."

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COLLABORATIVE TEACHING HOLDS ADVANTAGES and challenges for students and faculty. Adult students bring life experiences and a background in general education which contribute to the learning experience. By capitalizing on the inherent strengths of the adult learner, learning activities are developed which foster the development of critical thinking, team playing, and decisions making.

In the Associate Degree Nursing Program at Coastal Georgia Community College faculty share class planning and preparation. Teams of two to four instructors facilitate learning in each class section. Each instructor is responsible for command of content and the management of classroom dynamics. Richard Paul's model of teaching critical thinking serves as the foundation for learning activities. The ongoing interaction and "out loud" thinking of the instructors fosters the students' willingness and comfort in testing new ways of thinking, exchanging ideas, and making complex decisions. Even large classes of students have been facilitated in this manner.

In any given classroom hour one may find students role-playing, group problem-solving, providing peer assessment, and discovering new connections among previous life experiences and learning. These learning activities are applied in ways that are relevant to their emerging professional roles in nursing.

While students are involved in learning activities instructors are simultaneously managing time, task-orientation, interpersonal dynamics, and environment. Instructors maintain a class norm of safety for the students as they risk sharing ideas, questions, and their understandings of content. Instructors also monitor the class for student reaction of excitement, "ah-hah" moments of discovery, boredom, frustration, and possible overload. The student's awareness of his/her own thinking process and relational responses is enhanced by the instructors as they openly note and respond to such cues. This process is therefore shown to have value in team endeavors. For example, when a student displays a sudden grasp of a complex issue, instructors spotlight this student. The student then shares the new understanding, especially reflecting upon the steps which led to the discovery. In another example, when a student shows an apparent "block" in learning, instructors enlist the support of students who have mastered the content or issue. The supporting students accept the class norm of assisting struggling class members by modeling their successful thought processes. Instructors carefully time summaries to clarify and highlight essential information and processes of thinking, learning, and teamwork.

In addition to monitoring student behaviors, instructors are constantly observing each other for reactions and cues. If an instructor is unclear about a colleague's intent, he/she may stop to clarify, agree or disagree, and reach a decision regarding further progression of the class activity. In order to do this, faculty trust levels for each other must be high. Methods for managing divergent points of view must be agreed upon

prior to the class. By witnessing and at times being involved in "working out" these and other classroom challenges openly, students are learning higher levels of problem-solving, interaction, and decision-making, not merely essential content.

While the collaborative approach "sounds good," there are obstacles. The obstacles originate from faculty, from students, and from colleagues.

Faculty may find that collaborative approaches expose them to perceptions of reduced control over content and class activity. They may perceive the exchange of personal feedback during class time as threatening. Collaborative planning is time-consuming at first. Faculty experience "content crisis," a term our faculty has coined to describe fear of losing control over the class to the extent that essential content (by faculty perception) is not covered. Over time faculty gain confidence with the process and with each other. The resulting gains in student critical thinking negate the concerns about content.

Often students perceive the experience as a radical departure from previous classes. Resistance often centers upon fear of missing information which may appear on tests. Fear of ridicule from peers or instructors accompanies the risking of sharing thought processes as they are developing and being shared. Students must surrender traditional and familiar modes of receiving spoon-fed information to new ways of thinking. As this process begins to unfold students begin to think critically about information, application and consequences. Creating a safe learning environment reduces feelings of insecurity. This also encourages students to take risks.

Colleagues may question the practicality of this use of manpower and time. However the consequences of this approach to classroom teaching have been significant increases in retention of students in this community college setting.'

# Developing a Technology Learning Community

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*These presenters describe a model for developing interactive problem-solving exercises that incorporate international and interdisciplinary concepts and issues. The Global Citizen Project is an internet-based project that requires a team approach to fulfill its potential as a learning tool across the curriculum.*

THE WORD IS OUT: redesign the delivery of education. Studies documentated by the Office of Technology Assessment (1990) show that technology-based education can provide greater mastery of material in less time and with higher retention than can the typical classroom lecture. Furthermore, businesses see a gap between current workplace needs and the skills students learn in college. Understanding the power of technology and its application makes students valued workers. Teachers need to develop new approaches and adapt to the change in their traditional role from the expert to the partner in learning.

Teachers, when faced with the challenge of technology innovation, raise these questions. Is learning taking place? How do we benefit as teachers? Who will support us in this additional effort and with what resources?

To address these questions and begin an ambitious internet-based, interdisciplinary project called the Global Citizen Project, we believed we needed to develop a model for change that would incorporate the above mentioned issues and provide us with the structure to support the myriad expertise levels of the faculty involved. The process we have followed in the development of this project are discussed after a brief description of the project itself.

As research shows, nonlinear structures as exhibited by the world wide web actually facilitate the growth of relational thinking and make effective tools in the learning environment (Yang, 1996). In the Global Citizen Project, the power of the web is harnessed to deliver solutions to a complex group of needs. It is based on the conceptual framework of the Global Citizen, Inc. a hypothetical international conglomerate that employs graduates of the University System of Georgia. Students in every class in the core curriculum are given job assignments prepared by a collaborative effort of academic and technology specialists from the College. These as-