

Revolutionizing Learning Environments with Guerrilla Pedagogy in Large Classes

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*Abstract*³

Engaging students in large classes can be challenging for educators. In this study, we implemented a guerrilla tactic in an effort to engage our students. Guerilla tactic is a pedagogical approach where one teacher (the “guerrilla”) enters into a colleague’s class that is in session, sits for a while, takes over the teaching for about ten minutes, then leaves the classroom. There is an element of student surprise with guerrilla pedagogy because students are not informed in advance about the guerrilla visit and the host instructor has no prior knowledge on what the visiting guerrilla instructor would talk about. For this study, two practical nursing instructors who teach the same courses (i.e., anatomy and physiology, and pathophysiology) to different sections collaborated as guerrilla instructors. Four sections of students; two from anatomy and physiology and two from pathophysiology participated in the study. Each section had about one hundred students. The

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³ Some of the results reported in this manuscript were presented at the virtual 6th International Conference on Higher Education Advances (HEAd’20) and published in the peer reviewed conference proceedings (Manokore & McRae, 2020).

disruptive guerrilla pedagogy was implemented during the 2019 winter semester. At the end of the semester, students completed a survey about their experiences that had both Likert scale and open-ended questions. The instructors critically reflected on their experiences. Thematic analysis and descriptive statistics were used to analyze the data. Overall, students and the instructors had positive experiences with the instructional strategy. In our reflective analysis, we answer Hutchings's (2000) taxonomy of scholarship of teaching and learning (SoTL) inquiry questions. We found that students appreciated being exposed to two experts who have different instructional strategies. Educators have to trust and respect their peers in ways that allow them to be vulnerable and enhance their practice. The surprise and instructor collaboration brought by guerrilla pedagogy enhanced students' engagement in large classes.

Keywords: collaboration, disruptive pedagogy, guerrilla pedagogy, students' experiences, team teaching

REVOLUTIONIZING LEARNING ENVIRONMENTS WITH GUERRILLA PEDAGOGY IN LARGE CLASSES

It is important for educators to create engaging learning environments in order to enhance students' learning. Issues related to student engagement can be challenging in large classes typical of higher education environments. Consequently, educators who find themselves in large classes often try new ideas that might enhance their professional practice and improve students' engagement and learning. Learning collaboratively with and from peers is another way for educators to enhance their practice. However, coteaching is not as common in higher education as it is in K–12 (Lock et al., 2018). In higher education, peer collaboration is mainly through research. In this study, we revolutionized our learning environments in an effort to improve student engagement as we implemented an unconventional pedagogical strategy known as guerrilla tactics: a pedagogical strategy in which an instructor visits a colleague's class while it is in session, temporarily takes over the instruction for about ten minutes, then leaves. This paper explores both students' and instructors' experiences with guerrilla pedagogy as we highlight the pros and cons of this revolutionary pedagogical strategy.

Educators often engage in the scholarship of teaching and learning (SoTL) in an effort to find ways of enhancing students' learning. In addition, educators try different kinds of teaching strategies and reflect on their practice as they identify what works in their own contexts. According to Hutchings (2000), every profession is defined by the kinds of questions practitioners ask; the same is true of the discipline of SoTL. Hutchings' (2000) taxonomy of SoTL inquiry questions divide questions into the following four main categories:

1. **What works:** These kinds of inquiry questions are related to the concept of evidence-based practice where educators seek evidence with regard to effectiveness of instructional

approaches. In our study, we were interested in whether guerilla pedagogy would enhance students' engagement in large classes.

2. **What is:** These kinds of questions focus on describing different teaching approaches and not necessarily the effectiveness of the strategies. In this study, we provide a detailed description of what guerrilla pedagogy entails. We describe what guerrilla instructional approach is and share students' and instructors' experiences with it.
3. **Visions of the impossible:** These are the questions that focus mainly on goals for teaching and learning. The goals could include both what is already known and what is unknown. In this study, our goal was to find ways of engaging students and making learning interesting and memorable in a large class setting.
4. **Formulating new conceptual framework:** These kinds of questions focus on building theories and frameworks for SoTL. Our current study was not designed to develop or build a theory or framework of teaching or learning. Our instructional strategy was formulated around the framework of a novel idea: the of guerrilla method of teaching.

Collaborative or team teaching is another way of engaging in SoTL. There is no single definition of what this kind of teamwork looks like. As a result, there are many models of team teaching. In some models of collaborative teaching, instructors collaborate on the evaluation of learners (e.g., Yanamandram & Noble, 2006). In other models, instructors collaborate during planning and instruction (e.g., Lock et al., 2018; Yanamandram & Noble, 2006; Zhang & Keim, 1993). When educators plan together, they also agree on content to be taught, materials to be used, and how the content will be delivered and who does what and when. Unlike other forms of collaborative teaching, however, guerilla pedagogy does not require team planning or agreements on what the other teacher will do. As a result, guerilla instruction is a collaborative strategy that could save on planning time.

Yanamandram and Noble (2006) highlight four elements that are important in team teaching:

1. The first element suggests that in team teaching, the instructors also learn just as much as their students. As pointed out by Gabelnick et al. (1990; cited in Yanamandram & Noble, 2006), the interactions between collaborating instructors strengthen their expertise as lifelong learners and professional practitioners. When the guerilla instructor watches the host instructor interact with students (and, vice versa, when the host watches the guerilla), professional learning also takes place.

2. The second element supports the argument that students are active participants who engage with their peers as well as their collaborating instructors. As active participants, there is a possibility of co-construction on knowledge between instructors and students—a process that helps students to take responsibility of their own learning.
3. The third element alludes to the issues of autonomy and interdependence of the instructors involved in team teaching. Yanamandram and Noble (2006) argue that collaborating instructors should be able to compromise, share power, and be open to learning from their peers.
4. The fourth element is about inspiring both the students and teachers involved in collaborative teaching and learning; both teachers and students can be inspired as they are surprised by the joy of the intellectual activity (Rinn & Weir, 1984, cited in Yanamandram & Noble, 2006). The guerrilla tactic is full of surprises for both students and instructors and that could be inspiring.

According to Weems (2013), guerrilla pedagogy “is a form of engagement that makes use of a wide range of strategies, tactics, and missives toward the aim of reterritorializing both the academy and what counts as knowledge production” (p. 51). There is an element of ownership when it comes to the learning environment. Educators often throw around terms like my class, my students, my lesson, and so on. It is common norm and knowledge that teachers close their doors when teaching, to minimize distractions or for other reasons. This sense of propriety leads us to refer to classrooms, in some cases, as territories. However, institutionalized norms, boundaries of knowledge, and knowledge production should be challenged and questioned in order to create robust learning environments (Spivak, 2012). By entering into a colleague’s classroom, or territory, the guerrilla strategy challenges teaching and learning norms where the class teacher and their students typically occupy the territory.

According to Weems (2013), the attributes of guerrilla pedagogy include “performativity, surprise and responsibility” (p. 52). As professionals, educators have moral, ethical and educational responsibilities to facilitate learning- another critical element of guerrilla pedagogy (Manokore & McRae, 2020; Weems, 2013) and is enhanced by the elements of performativity and surprise. Performativity embraces the idea that teaching is like stage performance in the classroom; participants have “prescribed roles and rituals” (Weem, 2013, p. 54). The term performance is also loaded with expectations and indicators of the quality of the execution, and there are expectations from both students and instructors in a learning environment.

Surprise is another key element of the guerrilla tactics pedagogy. According to Weems (2013), “surprise is a key feature of education because learning must ‘surprise the very subjectivity

of the subject” (p. 55). Surprises create memorable experiences and could help learners remember what they learned during the surprise. With guerrilla tactics pedagogy, both the entrance of the guerrilla instructor and the unannounced performance surprises students. Not knowing what is coming next creates suspense and surprise for both students and the host instructor. Not knowing when the guerrilla will “attack” also creates a sense of apprehension on the part of the host instructor. The host instructor is further surprised by the guerrilla instructor’s presentation because there is no prior communication about what will be covered.

The main objective of the study was to explore instructors’ and students’ experiences with guerrilla tactics pedagogy. In line with attributes of SoTL, we wanted to explore what works, envision revolutionized learning environments, and formulate feasible ways of implementing guerrilla tactics pedagogy in large classes. This paper reports on the findings of the study.

METHODS

The two collaborating educators involved in this study—who are also the authors of this paper—have been teaching partners for more than eight years. As teaching partners, we often brainstorm how to engage our students in ways that enhance their learning. In this study, we decided to take our collaboration to another level using guerrilla tactics instructional strategy. Prior to this study, we had filled in for the other instructor when they were away. In that instance, we planned together and then teach the same class on different days and students’ feedback we received then was phenomenal. That was the time we discovered that students do appreciate our teaching styles and collaboration. In this study, we decided to implement guerrilla strategies that would surprise students. We collected students’ feedback on their experiences after the implementation of the study and also critically reflected on our own experiences.

Study Context

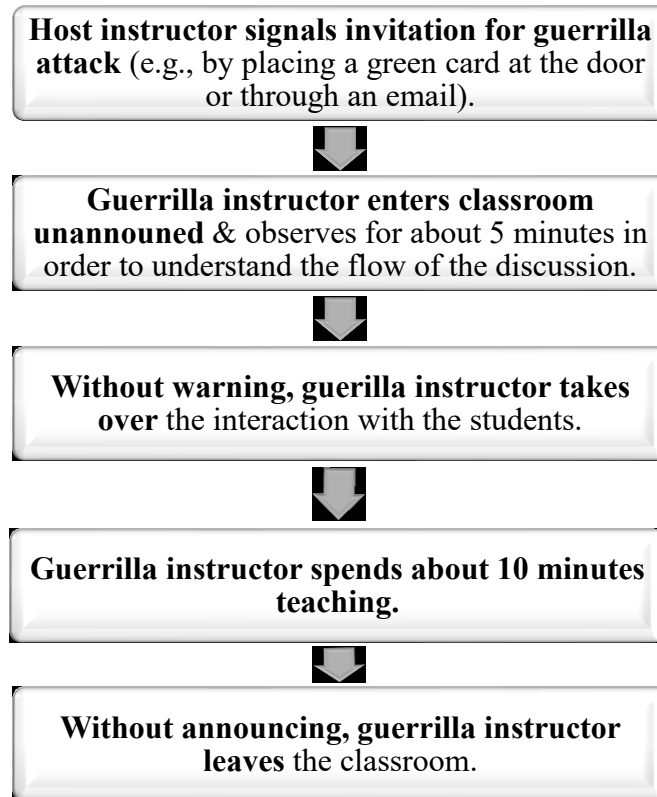
The study was carried out at a community college in the department of practical nursing. Students enrolled in the two courses (four sections) taught by the two guerrilla collaborators during the winter 2019 semester participated in the study. The two courses were human anatomy and physiology (ANPH), and pathophysiology for healthcare professionals. Each instructor taught one section of each of the two courses. The typical enrolment in each section was about 100 students.

Ground Rules for Guerrilla Teaching

Anderson and Fierstein (2018) described guerrilla teaching as an unconventional approach that is designed to achieve conventional, powerful learning dynamics. In this study, the guerrilla

was the instructor who visited/attacked their colleague’s (host instructor) class. Figure 1 depicts the steps of the guerrilla tactic instruction approach.

Figure 1: Description of Guerrilla Instruction.



Note. Adapted from Anderson & Fierstein (2018); Manokore & McRae (2020).

As shown in Figure 1, each visit lasted for about 15 minutes: 5 minutes to get acclimatized and understand the flow of the class discussion, and 10 minutes of taking over the instruction. The entrance to class and takeover of the instructions was just as “dramatic” as the exit without announcement. Though the host instructor would know the day the guerrilla instructor may visit because they signalled the days they were open to have a guerrilla “attack,” the host would not know the date or time of the guerrilla instructor’s arrival nor the concepts they would share with the class. Each class was visited four times by the guerrilla instructor throughout the winter 2019 semester.

Student Participants

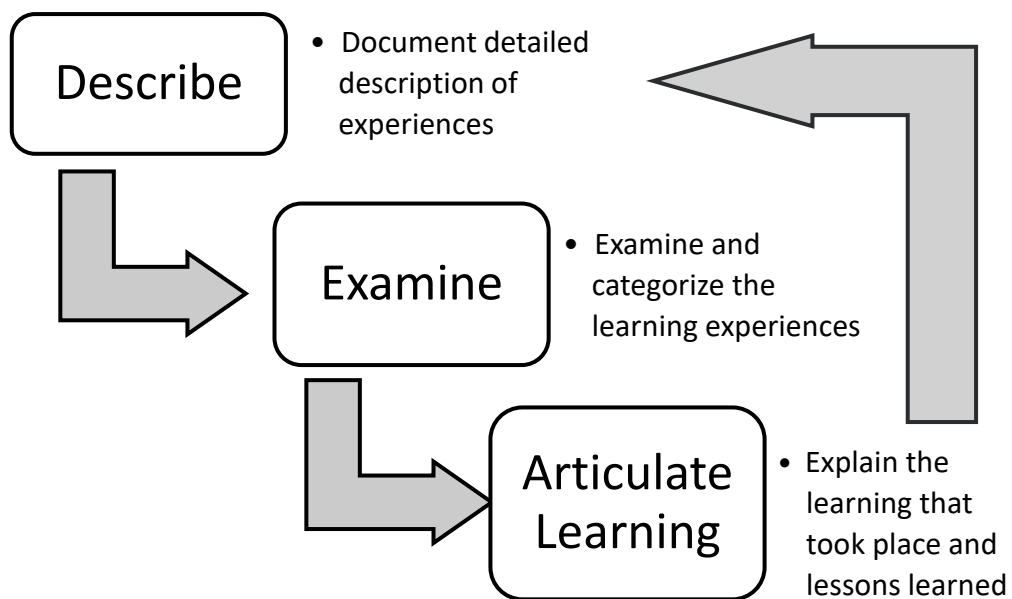
The implementation of the guerrilla tactics teaching style was meant to be a surprise to the students. As a result, students were not aware of the strategy before experiencing the teaching

approach. Practical nursing students enrolled in the courses taught by the collaborating instructors were invited to provide feedback on their experiences with the guerrilla tactics teaching strategy. Students who consented to providing feedback completed an online survey that included a four-point Likert scale survey, yes/no and open-ended questions. The open-ended questions provided qualitative data that became the main sources of evidence to support claims made in this manuscript. A total of 28 students completed the survey and provided feedback. As a result, the main source of the data in this paper is from their open-ended qualitative part of the feedback survey.

Instructor Participants and DEAL Reflection Model

Each collaborating instructor has more than fifteen years of experience as educators in post-secondary settings. During implementation, we also documented our critical reflections on how we felt during the process and our perspectives on how the students responded to the disruption of the guerrilla tactics instruction. According to Brookfield (2017), critical reflection helps to increase awareness of one’s practice from different vantage points as possible. Brookfield argued that, as a result of critical reflections, instructors may also look to peers for mentoring, advice, and feedback. During the implementation of the study, we also had the opportunity to learn different instructional strategies from each other and to reflect on how our students were responding and interacting with the guerrilla instructor in ways that enhance professional practice.

Figure 2: The DEAL Critical Reflection Model.



Note. Adapted from Ash & Clayton (2009).

Ash and Clayton (2009) argue that critical reflection is an evidence-based method of examining practice and identifying gaps with the intent to improve knowledge and practice. The DEAL critical reflection model involves describing, examining, and articulating learning that occurred (Figure 2).

Whether we were the host or the guerilla, we used Ash and Clayton's DEAL critical reflection model to reflect on and document our experiences before and after each class visit. We only shared with each other the reflections that we were comfortable sharing. During implementation, we also learned from our experiences ways that we could make the next guerrilla attack even better than the previous to ensure that each visit was not a replica of previous visits.

Data Analysis

Students who consented to provide feedback completed a questionnaire that had Likert scale, yes/no, and open-ended questions. Descriptive statistics were performed on the Likert scale questions to find the mean response for each question. Thematic analysis was used to identify patterns evident in students' responses to open-ended questions. We also did thematic analysis on our own experiences and critical reflections to identify common themes and patterns.

The goal of the thematic analysis was to find common themes and interpretations of the data in order to address the study objectives (Braun & Clarke, 2006; Maguire & Belahunt, 2017). In this study, latent thematic analysis was used to try and unpack students' responses and identify themes that represented the underlining ideas and assumptions from the data. We followed Braun and Clarke's six-phase framework for thematic analysis. Braun and Clark's phases, which we also reported in Manokore and McRae (2020), are:

1. **Familiarization with data:** This was done through reading and rereading students' responses to open-ended questions. We also went through the reflections we shared with one another several times to try and understand the ideas and assumptions underlying our reflection diaries.
2. **Generate initial codes:** Initial codes were generated by identifying what students said and grouping similar responses to identify common patterns. For our reflections, we identified codes based on common, underlining ideas across reflections.
3. **Identifying themes:** Within codes, the underlining ideas and assumptions were identified for both students' responses and our reflections.
4. **Theme review:** Themes were reviewed and reorganized based on how the underlining ideas were defined.

5. **Define themes:** Following the review, the themes and subthemes were defined and reviewed with supporting evidence from literature.
6. **Write up:** The write up involved making use of the specific student quotes as evidence to support claims made about the themes and subthemes. The themes from our reflections were described in the context of SoTL inquiry questions (Hutchings, 2000).

RESULTS AND DISCUSSION

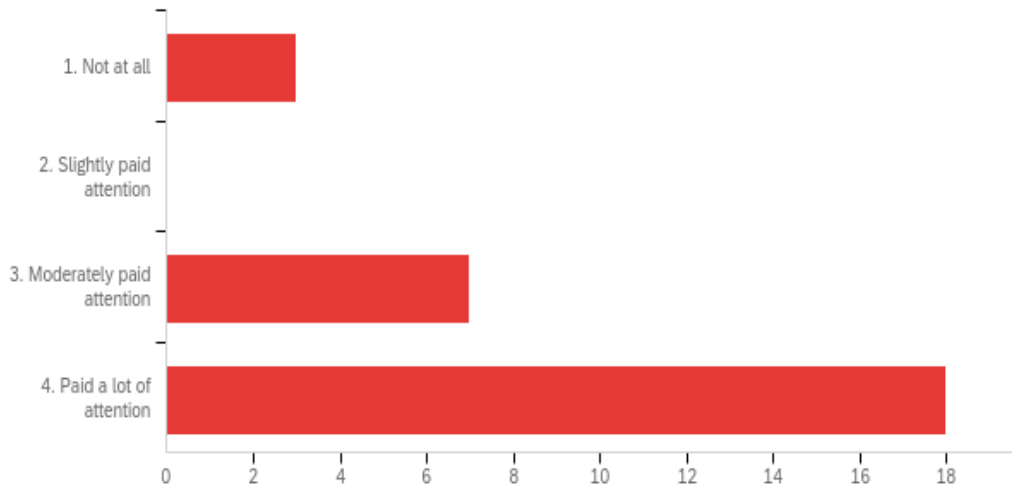
In this section, we start by highlighting students' experiences and then share our own lessons. Given the amount of data that was collected, we decided to combine the results and discussion sections to minimize the length of this article. Though the number of respondents was not large enough to make any meaningful statistical inferences, open-ended questions provided very rich data that lead to important insights with regard to students' experiences.

Overall, students had positive experiences with guerrilla pedagogy. Two out of 28 students who responded to the open-ended questions on the survey explained why they did not like the guerrilla teaching strategy. One student felt it was a "show off" and the other said they were used to their instructor and did not like disruption. We took the "show off" comment as a compliment. This is because we believe that individuals "show off" what they are good at; as such, the comment could have implied that we were both good in our presentations as guerrillas.

Based on students' responses, a majority of those who completed the questionnaire paid attention when the guerrilla instructor was teaching—a positive learner behaviour that may enhance learning. In their feedback about their experience of guerrilla pedagogy, some students listed the concepts they learnt from the guerrilla instructor—another piece of evidence that shows that students understood some concepts shared by the guerrilla instructor. Only three respondents said they were not paying attention (Figure 3).

It is important to note that out of the 28 students who responded to the survey, three students indicated that they did not want the guerrilla visits. This was, however, somewhat expected; not every instructional strategy will work for all students. We are cognizant of the idea that different learners have different learning and teaching preferences. In addition, there are some students who do not pay much attention in class regardless of the instructional strategy used. In general, teaching large classes can be challenging; captivating the interest and attention of more than 90% of respondents was a great achievement for us.

Figure 3: Whether Students Paid Attention When Guerrilla Instructor Was Teaching.



In this study, the guerrilla visits were limited to a maximum of four times per course section per semester. Given that this teaching strategy is about surprise as well as different perspectives and instructional approaches, we did not want to overdo the technique because we did not want it to lose its uniqueness. The element of surprise creates memorable experiences. If guerrilla pedagogy is done too many times, it could remove the surprise aspect of the strategy that seems to attract students’ attentions. When asked whether the “guerrilla” instructor should have visited more often, 81% of the students who completed the survey said yes. One student said, “Instructor should stay longer, visuals and explanations with diagrams and flow sheets.” The student’s comment seem to suggest that the guerrilla instructor should have brought instructional and learning materials. This is a suggestion we will consider as we move forward.

Anderson and Fierstein’s (2018) ground rules for guerrilla pedagogy (listed above) include limiting the length of a guerilla visit: “ten minutes is the maximum time limit for the ‘learning attack’ session” (p. 1). Student respondents in this study were split in half when it came to duration of each guerrilla visit: half wanted the guerrilla to have stayed longer than the 10 minutes; the other half indicated that the 10 minutes was enough. The recommended time for guerrilla “attacks” could be related to issues of students’ attention span, which are not a focus of this article. Given the split student preferences for the duration of the guerrilla visit, we argue that the sessions should not be longer than 10 minutes in order to sustain students’ interest and engagement.

One student who did not like the guerilla approach indicated that they did not see value in the approach. The student indicated that when they were enrolling for class, they had chosen a specific teacher for a reason and did not enjoy having another teacher come to their class. The student indicated that they had gotten used to specific instructional strategies and were not very

open to disruption. It is important to note that students have embodied perspectives and narratives of what a learning environment should look like (Weems, 2013), and that, for some students, any disruption to such norms will not be well received. The disruption in this study, however, only took 15 out of 120 minutes of instruction time on a guerilla visit day. In addition, the host instructor always asked if students wanted to go over the same materials covered by the guerrilla again, once the guerilla instructor left. As a result, we argue that it is important to vary instructional strategies in-order to meet the needs of different learners. In addition, the guerrilla strategy also provides learning moments for both instructors by allowing them to simply observe their peer interact with their students.

The themes that emerged from the analysis of students’ responses to open ended questions are shown in Table 1. The main themes are exposure to subject matter experts, disruptive pedagogy, and collaboration (see Manokore & McRae, 2020).

Table 1: Students’ Experiences Themes.

Main theme	Quotations from students	Comment
Exposure to experts	<p>“I thought it was very inclusive and sometimes different teachers have a way of explaining things that make what we are studying easier. Some have a playful attitude that make it more engaging and fun and its interesting when different teachers work together as we get to hear the perspective of others”</p> <p>“It is great to have two people who are very smart on the subjects both teaching with their point of view and different teaching techniques”</p> <p>“I felt it was a great experience, having another instructor teach encouraged me to focus more”</p>	<p>Different learners have different learning preferences and styles. There is no one instructional strategy that meets the needs of all learners or liked by all students. As pointed out by Lock et al (2018), students get to experience different perspectives from different instructors. Having students acknowledge how <i>guerilla</i> tactics made the learning more engaging is a testimony to the potential of the strategy. The exposure was for both content and pedagogy.</p>

	<p>“Huge knowledge between both instructors. They should teach every course in the program”.</p>	
<p>Disruptive pedagogy</p>	<p>"The short timing and rapid teaching style are great, as maximum concentration can be observed for a relatively short period of time. This is great for large pieces of information, that are presented in a condensed way”.</p> <p>“New face, not in your regular routine, it sticks in your mind better. They make you pay attention and it increases your ability to learn”.</p> <p>“Having both instructors explain concepts together allows for two different perceptions, which I believe helps retention. "</p> <p>“They may have a different way of explaining things that you may find easier to learn from”</p> <p>“Different teaching style and explanations helped further explain the topics”</p>	<p>Disruptive pedagogies challenge the assumption in education about what traditional classroom look like (Mills, 1997). Disruptions in learning environments do create memorable experiences. As pointed out by Weems (2013), it is important for educator to redefine what counts as knowledge production. A common thread in all students’ responses was the value of having another expert coming in with a disruption that helped them engage more.</p>
<p>Collaboration</p>	<p>“I think everything about it was good. It was great collaboration and interesting having two different teaching styles in a same room. I loved it”</p>	<p>Nursing practice is a profession where healthcare workers work collaboratively when taking care of patients. It is therefore</p>

	<p>“It is a very collaborative teaching method, and it allows everyone to participate in answering questions and to provide important information”.</p> <p>“[<i>The guerrillas</i>]... are both excellent teachers therefore it was nice to experience their combined knowledge. It gave the class a nice change of pace and I, personally felt everyone was lethargic before [<i>the guerrilla</i>] came in but became engaged afterwards”.</p> <p>“I felt it was a great experience, having another instructor teach encouraged me to focus more”.</p>	<p>important for nursing students to have role models on how good collaboration can result in good experience of the “clients”. In this study, students appreciated our collaboration that had a positive impact on their learning experiences.</p>
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Exposure to Experts

I felt that this teaching method was helpful. The instructor (guerrilla) went a little more in depth and gave tips on how to remember certain things. (student feedback).

It was evident was that the guerrilla teaching strategy exposes students to pedagogical content knowledge of the guerrilla teacher. In this study, two teachers who are experts in their own rights and have been teaching the same courses for eight years were the guerrilla instructors. The guerrilla experience provided an opportunity for the students to be exposed to the expertise of the guerrilla instructor in addition to their usual instructor. The student quote that begins this section shows how the exposure to an alternate expert was noticed and appreciated. The students experienced the pedagogical content knowledge of the guerrilla instructor. At the same time, the guerrilla pedagogy demonstrated to students how peers could collaborate in ways that helps to achieve a common goal. Role modeling of teamwork is important in professional practice.

As shown in Table 1, students mention the benefits of “combined knowledge” and describe how the element of surprise from the guerrilla instructor injected some energy into the learning environment. The entrance and subsequent takeover by the visiting guerrilla instructor enhanced

student engagement. As educators we often try to find ways to keep our students engaged and focused on the tasks. Based on students' feedback gathered in this study, we argue that guerrilla tactics pedagogy can be used as a strategy to enhance learner engagement and reenergize the learning environment, especially when covering abstract concepts in large classes. Not only were students energized by the guerrilla entrance on the stage, the student feedback suggests that they were engaged even after the guerrilla left the classroom. The element of surprise brings a breath of fresh energy and enhances students' engagement as they look forward to what the guerrilla instructor was up to.

According to Dalal (2014), another way of responding to diversity of student learning preferences and styles is by diversifying instructional strategies and expertise. Having the guerrilla instructor take over the class briefly exposes students to a different voice and instructional strategy. Guerrilla teaching strategies provided students with opportunities to learn materials presented in a different way. The following quote from the student shows that student enjoyed the exposure to different teaching styles on the same topic: "They both teach completely different yet complement each other." Students' feedback shows that students appreciated different approaches to teaching. Given that different students have different approaches to learning, we argue that guerrilla pedagogy is another way of responding to students' diverse learning needs. Based on students' feedback, the guerrilla instructional technique helps students to consider alternative perspectives, which is important to enhancing students' critical thinking skills.

Disruptive Pedagogy

It was great to have new experiences in our 2-hour long classes. They can drag on and become quite boring, to have another teacher come in, I really enjoyed it and paid better attention. (student feedback)

Another main theme that was evident is the concept of disruptive pedagogy. In this study, disruptive pedagogy is defined as instructional strategies that disrupt teaching practices that are generally perceived as the norm (Mills, 1997). Guerrilla tactics pedagogy was disruptive in the sense that the guerrilla instructor surprised the students by entering into the classroom and briefly taking over the instruction. What was disrupted in our study includes students' learning and norms in the learning environment.

The following quote from a student demonstrates how the disruptive guerrilla tactics pedagogy helped them to remember some concepts: "The short timing and rapid teaching styles are great as maximum concentration can be observed for a relatively short period of time. This is great for large pieces of information that are presented in a condensed way. Having both instructors explain concepts together allows for two different perceptions, which I believe helps retention."

The student's feedback also alludes to the idea that educators should be cognizant of students' concentration span when designing learning activities. Having a disrupting guerrilla instructor temporarily take over the class for 10 to 15 minutes helped learners to pay attention and remembered what the guerrilla presented. Another student mentioned that a guerrilla instructor helped them with tips on remembering certain concepts. Learning concepts and remembering them can be a transformative learning experience for students. Based on students' feedback, guerrilla pedagogy provided opportunities for transformative learning.

Mills (1997) argues that disruptive pedagogies encourage challenging inherent assumptions about traditional learning environment. Weems (2013) characterize guerrilla pedagogy as "a form of engagement that makes use of a wide range of strategies, tactics, and missives toward the aim of re-territorializing both the academic and what counts as knowledge production" (p. 51). This means that, as educators, it is important to consider what traditionally counts as a typical learning environment and how that can be revolutionized or transformed in ways that enhance student learning. Weems (2013) pointed out that guerrilla pedagogy, reorients students and teachers to the learning environment in ways that are not familiar and disrupts the norm. In this study, a majority of the students liked the disruption of the traditional learning space caused by the entrance of the guerrilla to the stage. A majority of students appreciated different teaching approaches (see Table 1). Feedback from students shows that the disruption of the learning space could yield positive learning outcomes for students. In this study, we argue based on students' feedback that guerrilla pedagogy disrupts the norm and may lead to transformative learning.

Collaboration

The Guerrilla teaching method allows for another perspective on what is being taught. It gives a second explanation on the topic, which can be helpful if the first explanation did not make sense. (student feedback)

Anderson and Fierstein (2018) highlight that teaching tends to occur in isolated "silos," meaning there is not much collaboration between educators. According to Yanamandram and Noble (2006), elements of team teaching provide students with opportunities to witness how a collaborative team function. Experiencing functionality of teamwork is important in nursing workplaces where interdisciplinary collaboration is the order of the day. Practical nursing is a profession where nurses collaborate with an interdisciplinary team to provide safe patient care. Collaboration is an undoubtedly huge and critical element in healthcare. However, in higher education, instructors often close classroom doors when teaching, and students rarely see the collaboration that takes place behind the scenes.

As shown in Table 1, it was encouraging to have students comment about teacher collaboration and how that relates to their own learning. Teacher collaboration has been documented to be beneficial to the teachers as it provides opportunities for them to learn from each other (Johnson, 2003). In this study, guerrilla tactics pedagogy benefitted both the students and the instructors, who got to learn from each other. One student pointed out that “the instructors work really well together.” It was good that, as instructors, we role-modeled what collaboration can look like in workplaces and we hope that our students learned from the experience.

Guerrilla tactics teaching strategy provided students in this study with examples of collaboration. One student stated, “Just the ability to have the material covered more detailed than our normal instructor” was a great experience for them. As pointed out by Yanamandram and Noble (2006), opportunities to observe faculty members working well provides students with a model for teamwork. The following quotes from students show that students who experience guerrilla pedagogy observed functionality of how faculty can work together in ways that could enhance students’ learning. One student said, “yes, they work great together and positively feed off one another”; another mentioned that “the instructors work really well together.” Students’ feedback is an example of the importance of creating academic communities of practice in ways that foster collaboration and team teaching—a strategy not so common in post-secondary as compared to elementary and secondary education. Consequently, we argue that as guerrilla instructors, we managed to role model teamwork to our students.

Instructors’ Experiences

In this section, we highlight our own reflections as guerilla and host instructors. We also used the four categories—what works, what is, visions of the impossible, and formulating new conceptual frameworks—of Hutchings’s (2000) SoTL taxonomy as an analytic lens to explore our experiences.

What works

According to Hutchings’s (2000) taxonomy, the “what works” questions seek evidence about the effectiveness of approaches. In our study, we did not explore students’ performance as a measure of effectiveness. Rather, we reflected on students’ written experiences, our experiences, and observations as we implemented the strategy. Based on students’ feedback and our reflections, we explored whether guerrilla pedagogy would work in a large class. The following is an example of part of a day-one reflection from one guerrilla instructor. The reflection shows that there was a sense of vulnerability and apprehension felt by the collaborating partners.

Before class visit. Today is my first day to visit my colleague's class. I am so nervous and I hope all goes well. I also do not like the room where the class is. Will I be able to engage with the learners? Will they understand my accent? Plus, I have a cold and my voice is not that good. My own students usually take more than a class to get used to the way I speak and teach; I hope the students will not walk out on me. 10 minutes might not be enough time to explain any concept. I will give it my best, I hope my teaching partner will not negatively judge my teaching approach.

After class visit. Oh, I am not sure if I should continue with this. I really did not understand why the students gave me a standing ovation when I made my way to the door. Was I that boring such that they wanted me gone? As I walked to the stage to take over, I just made a fool of myself with a dry joke; at least they giggled and gave me some energy to continue. Alterations in the endocrine system is one of my favourite topics and I think I explained it to the best of my ability. Their nonverbal cues gave me some positive energy, the way they were answering questions was also not bad. What can I do differently next time? Now I cannot prepare for my own class until I chat with my colleague about this class. I need my teaching partners' feedback especially on the standing ovation. We should go for coffee as soon as my colleague gets back and he can give me some feedback on how the class went.

The discussion between the host and guerrilla focused more on students and the ways they engaged with the guerrilla instructor. The host instructor indicated that students were participating in ways that showed they were following the discussion. Though the guerrilla instructor thought the standing ovation was a celebration of departure, the host instructor clarified that the students were happy with the experience and asked the host instructor when the guerrilla was going to visit again. The visits created memorable experiences for students and their asking for more implied that the approach was meeting their learning needs.

Friberg (2018) suggests that the "what works" category can be broken down into three subcategories: problems, opportunities, and wonderment. These subcategories can be used to further understand our and students' experiences of guerilla tactics pedagogy:

1. **Problems:** The potential problems that can be explored in SoTL include effective use of classroom space, managing learning in large classes and figuring out why certain concepts are difficult for students. In our study, we were keen on engaging students in a large class. Based on feedback from students and our observations of how the lessons went, we believe that guerrilla strategies, if done well, help to engage students. The areas chosen by the guerrilla instructor were, to a certain extent, chosen as areas they felt

strongly about presenting as well as topics that have caused students to struggle in the past.

2. **Opportunities:** These include positive teaching and learning opportunities in different contexts. The opportunities that can be explored in SoTL can be comparing different instructional strategies or analyzing students' learning. In our study, we were interested in exploring an instructional strategy in order to find out from learners if they liked the approach. As instructors, we found the approach to be another way of engaging students in a large classroom.
3. **Wonderments:** This subcategory is about adding something new to the learning environments. In our study, we implemented an approach that was new to us and wanted to see if it provides learning support for our students. It was evident that the learners appreciated the approach when they asked for more visits. To us, this is evidence that the guerilla approach works.

What is

According to Hutchings's (2000) SoTL taxonomy, the "what is" questions describe teaching approaches and how learners learn. The descriptive nature of the guerrilla approach was explained earlier in this manuscript. In this section, we highlight some of important tenants of the guerrilla instructional approach based on our reflections. As already mentioned, instructors can be territorial about teaching. With guerrilla pedagogy, the guerrilla is invited into this territory to take over the instruction. This requires trust.

The following is part of a reflection from a guerrilla instructor showing the importance of trust in a guerilla/host teaching relationship. Collaborating instructors must be able to allow themselves to be vulnerable in each other's presence in the classroom.

My anxiety and heart rate were elevated. I could not help myself but kept asking the following questions: Am I good enough to have a positive impact on the students? What will my peer think of my knowledge (content and pedagogy) as I take over? Will my colleague give me the feedback I need in order to enhance my practice?

When you walk into a class that is in session, the host might feel that they are being evaluated and same applies when guerrilla instructor takes over. The apprehension and nervousness we had during the implementation was minimized by the collegial and respectful relationship between the collaborating educators. We thus believe that the description of the guerilla strategy given above should be extended to include the importance of trust, respect, and

vulnerability between collaborating instructors that comes with implementing guerrilla “attacks” in classrooms.

Visions of the Impossible

Questions on visions of the impossible include the aspects related to goals for teaching and learning (Hutchings, 2000). This is where one explores to see if goals were met. Our goal was to see if this new way of engaging our learners in large classes actually worked. We wanted to create memorable, engaging, and fun experiences for our learners. When we looked at our reflections, our perception of students’ verbal and non-verbal feedback suggest that our goals were met. After the guerrilla exited the class, the host teacher would ask if learners want them to go over the same materials taught by the “attacking guerrilla”; in all instances, students said there was not need to revisit the materials. Rather, they would ask the host instructor when the next visit would be.

We had to vary our entrance styles so that the element of surprise was maintained. For example, instead of walking in when a class was in session, there were instances where we would “sneak” in during their class break or walk in before class started and sit at the back. Subsequent entrances were, however, never again as impactful as the first entrance.

Formulating New Conceptual Frameworks

Inquiry questions on formulating new conceptual frameworks are designed to come up with frameworks for SoTL (Hutchings, 2000) . Our study was not designed to come up with frameworks for teaching and learning. However, as we reflected on our experiences with guerrilla pedagogy, we noticed that it was important to focus more on students and how they learn. For example, when we were apprehensive, it was not so much about learners but about us as educators. Moreover, regardless of our own apprehension, our learners were appreciative of what we were doing for them. As a result, we believe that educators should think about how learners learn and then design strategies to meet the needs of different learners. Not all learners appreciate all strategies, and learners have different experiences.

As we implemented guerrilla pedagogy, we reflected on the concept of putting students first regardless of how vulnerable we felt. Without building our own theory or framework, we question whether SoTL should be changed to SoLT, thereby putting learners first.

CONCLUSIONS

Overall, guerrilla pedagogy enhanced students' engagement in the large classes where it was implemented. Based on students' post implementation survey responses, guerrilla pedagogy had memorable surprises that made them pay more attention. It was evident that students appreciated having two instructors who have different pedagogical techniques collaborate in ways that captured their interests.

Our own experiences as guerilla and host instructors also taught us a lot. Teachers often facilitate learning alone in the classroom. Having another instructor "invade their stage" resulted in feelings of vulnerability for both instructors as there was a sense of being watched and possibly judged by the colleague. That being said, our overall experience was positive and fostered a strong sense of respect and trust between us. Moreover, although we focused more in this study on students' reactions during and after the guerrilla attack, we also focused and on improving our own teaching practice.

Implications to Practice and Recommendations of Further Research

Instructors who teach large classes often run out of innovative ideas that disrupt the norm and achieve a dynamic learning environment. Guerrilla instructional strategy provides opportunities for teachers to collaborate in unconventional ways where they can also learn from their peers as they observe them teach. Instructors can also learn how their students interact with other instructors and respond to different techniques. In addition, students get exposed to different strategies, experts, perspectives, and the role-modeling of collaboration.

The guerilla instructional strategy has other benefits, too. Many team teaching models involve dedicating time and energy to planning lessons together. With guerrilla pedagogy, instructors do not have to plan lessons together; this saves time. The guerrilla leverages what they already know as they take over the teaching from a colleague. The surprise element helps to energize the students and engages them as they listen to the guerrilla instructor. The guerrilla strategy is enjoyable when implemented by educators who have a good professional relationship, trust each other, and willingness to be vulnerable in front of their peers. Now that we have evidence to support the positive impact of guerrilla tactics pedagogy, we will continue to implement the strategy and possibly invite other peers to participate and implement the strategy in the form of a flash mob. Though improving student engagement is a key factor to enhancing learning, more research needs to be done to explore students' learning of key concepts when implementing guerrilla pedagogy.

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