



---

# Instructor and Instructional Designer Partnerships

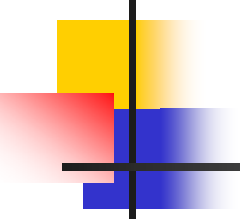
March 4, 2005

Maryland Distance Learning Assn.

Milt Tipperman

Frederick Community College

[mtipperman@adelphia.net](mailto:mtipperman@adelphia.net)



---

When developing or revising an online course, how can the relationship be managed to the satisfaction of both?



# This presentation

---

- **Collaboration concepts/techniques**
- **Consulting strategy/behavior**
- **Personal effectiveness concepts**

**for**

**Synergy**

**Quality courses**

**Mutual satisfaction**



# Q -- Who is here?

---

1. Instructional designers?
2. Instructors?
3. Managers of designers or instructors?
4. Others?

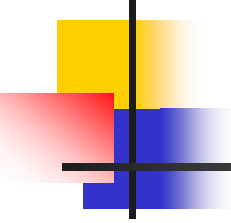


Q --

---

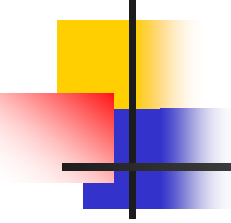
When instructional designers and instructors work together,

what issues have you experienced or witnessed?



---

Managing the project includes  
managing course design  
AND the relationship



Q - How do you know if  
you're working together?

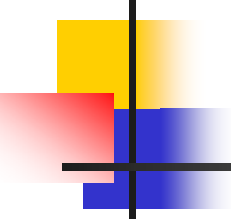
---

**Evidence of working well together**

- 
- 

**Evidence of not working well together**

- 
-

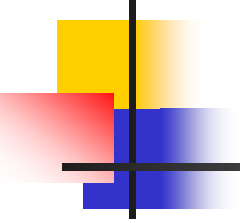


# Q -- Who controls the project?

---

**Examples of . . .**

- **Instructional designer decisions**
- **Instructor decisions**
- **Joint decisions**



# Phases of collaborative projects

---

1. Define project (contracting)
2. Identify resources (gathering)
3. Make plans (deciding)
4. Implement plans (developing)
5. Conclude project (ending)

# Phase 1.

## Define project (contracting)

---

- **Come together**
- **Define scope of project**
- **Agree on timeframes**
- **Clarify roles**
- **See sample project plan**



# Coming together

---

- **Wants, needs, desires, interests**
- **Listening and asking questions**
- **Experience brought to project**



# Instructor's experience

---

- Same course in the classroom?
- Other online courses?
- Courseware? Version?
- Taken an online course?
- Current textbook?



# Instructional designer's experience

---

- **Other course development projects?**
- **Courseware? Version?**
- **Specific skills for this project?**



# The Promise

---

**Develop a course together  
that neither one of us  
could have imagined alone**



# Collaborative behavior

---

- **Active listening**
- **No jargon**
- **Win-Win decisions**
- **Check on other's feelings**
- **Express own feelings**



## Phase 2.

# Identify resources (gathering)

---

- **Syllabus & handouts**
- **Best face-to-face discussions**
- **Textbook, companion site, manual**
- **College template or models**
- **Other online courses**
- **Merlot, World Lecture Hall, search**



# Mutual Responsibility

---

- **50/50 effort in each phase**
- **50/50 effort in each meeting**



# Meetings

---

- **Check-in at beginning and end**
- **Keyboard = control**
- **Informal assessment of skills**
- **Meeting notes**

# Phase 3.

## Make plans (deciding)

---

- Adapt from the classroom
- Standards for course design
- Select and adapt best practices
- Include vs. leave out
- Joint decisions



# Resources for Phase 3

---

## **What transfers to the Web?**

<http://www.towson.edu/~mcmahon/generic/whattransfers.html>

## **Course development worksheets**

<http://www.uncc.edu/webcourse/sb/worksheet.htm>

## **Rubric for course evaluation**

[www.QualityMatters.org](http://www.QualityMatters.org)

## **Grid Analyses**

## **Handouts**



Phase 4.

Implement plans (developing)

---

- **50/50 effort**
- **Prototyping**
- **Learning**
- **Checking in**

# Phase 5.

## Conclude project (ending)

---

- **Extend - Information transfer?**
- **Recycle - Future projects?**
- **Follow-up - Loose ends?  
Unforeseen?**
- **The End**



# Signs of resistance to a partner relationship

---

- 1-word answers
- Silence
- Unavailable, delays
- Compliance
- Flooding with details
- Questioning a lot
- Changing the subject
- Press for short-cuts



# Be a powerful partner

---

**RECOGNIZE COUNTERPRODUCTIVE  
THOUGHTS & WORDS**

- **Blame**
- **Complain**
- **Excuses**
- **My way**



# Be a powerful partner

---

## UNLEASH YOUR ENERGY

- See options
- Use your strengths
- Engage others' help
- Learn from experience



# Partnerships

---

- **Joint decisions**
- **Interdependent parties**
- **Two-way communication**
- **Discuss and negotiate control**
- **Mutual expectations understood**
- **Maximum use of each others' strengths**



# Reference

---

Flawless Consulting:

A Guide to Getting Your Expertise  
Used

by Peter Block

2000, Jossey-Bass Pfeiffer