

Post-delivery Conversation Pilot Proposal

Background

Our team has an organized way in which we plan for and implement collaborations, but we do not have a way to get feedback from instructors and assess the effectiveness of our collaborations once the instructors have taught the course. This feedback and assessment would help us improve our instructional design practices as individuals and as a team. One way we could obtain this feedback is through conversations with instructors after they have taught the course on which we worked. My proposed plan is to offer a one-time meeting with instructors I collaborated with last semester, all of whom are currently teaching the courses we developed or revised together. I will then assess the benefits and challenges of these conversations for both the instructional designer and the instructors.

Goal

The goal of this pilot is to assess whether post-delivery conversations with instructors would be feasible and meaningful for instructional designers and the instructors with whom we work.

Proposed Plan

The five courses I worked on during the Summer 2022 semester are all being taught currently, including two MS in Pharmaceutical Sciences, one MS in Translational Pharmacology, one Master in Plant Health Management, and one Doctor of Nursing Practice course. I will reach out to the instructor(s) of each course at the end of the semester and ask if they are interested in a one-time meeting with me. The goal of this meeting will be to reflect on their experience teaching the course, brainstorm ideas for revisions the instructor can make on their own, and connect them to resources to assist with those revisions. I will meet with any instructors interested in having a post-delivery conversation. The questions I will use to guide my conversations with instructors will include:

- What went well?
- What went differently than you expected?
- What did you find yourself wanting or needing to adjust on the fly?
- What are some of the common things you heard from students – things they liked/didn't like, places they had lots of questions or confusion, etc.?
- Were there places in the course where students didn't meet your expectations?

- What technology skills would it have been helpful to have learned or have resources about before teaching the course in order to deliver the course successfully?

After that meeting, I will send a final email to the instructor(s) with links and/or contact information for any resources and people I think will be helpful as the instructor(s) implement the revisions we discussed.

Questions

The questions I hope to answer during this pilot include:

- Are instructors interested in a post-delivery conversation? If so, what proportion of instructors are interested?
- What do instructors get out of a post-delivery conversation?
- What do instructional designers get out of a post-delivery conversation?
- How much work do post-delivery conversations add to an instructional designer's schedule?
- What problems might instructional designers run into if they do post-delivery conversations?
- What can we as a team learn from post-delivery conversations about how to refine our support processes and set better expectations in advance of future collaborations?

Assessment

At the end of each conversation, I will ask instructors about their experience with the post-delivery conversation. I will ask them the following questions:

- What are you taking away from this conversation?
- Do you feel better or less prepared to make necessary revisions and teach this course again?
- If you collaborate with OTDI in the future, would you want to have this post-delivery conversation after that course?

Additionally, I will reflect on what I have learned from each conversation. I will consider the following questions in order to determine whether instructional designers will benefit from these conversations:

- What did I learn about the content and assessments I developed/revised for this course?
- What did I learn about how I interacted and collaborated with this instructor?
- How will what I learned inform my practice going forward?
- How will I use what I learned to help my future instructors?

- Are there ways in which we can revise our collaboration structure that would have provided this instructor with more or better support and guidance?

Initial Results

During the summer, I had the opportunity to have a post-delivery conversation with an instructor teaching for the WPMBA program after he taught the course we revised together. We had a meaningful conversation where we discussed the successes and challenges of his experience. The instructor benefited from the opportunity to reflect on his teaching and begin planning the revisions he'll make to the course. Some of the challenges we brainstormed solutions to included dealing with student confusion over when assignments are due, ensuring in-class activities run effectively within the allotted class time, and following the MBA grading policy. The instructor clearly understood that he was responsible for making the revisions we discussed independently or using resources within his department and that we could not meet or work together again after the meeting. As an instructional designer, I gained a better understanding of which aspects of my work with the instructor were most and least effective for students' learning and the instructor's teaching. I have already put that knowledge this semester while working with an instructor teaching the same course in the MBA IT program. I am better informed about the effectiveness of the teaching strategies I incorporated in the initial course, so I can make more informed recommendations and share information about how the implementation worked with my new instructor.