INSTRUCTIONAL DESIGN CONSULTATION MEETING GUIDE

- The goal for the instructional design consultation meeting is to provide to every client the same level of support based on the *Instructional Design Consultation Guide*.
    - A secondary goal is to provide a vehicle for the ID Team to have the ability to fill in for each other – i.e. to be able to easily identify the current location in the process and help the Course Developer move forward.
- Meetings should typically be no less than 30 minutes, and usually no more than an hour.
- Use the *Instructional Design Consultation Guide* to lead the Course Developer to design and develop an online course that meets the rubric standards.
    - Intent is not to be prescriptive but to have flexibility within a framework.
- During each meeting the Instructional Designer should:
    - Evaluate current understanding, skills, and progress.
    - Provide direction and support to enable faculty to make decisions to move the design and development process forward.
    - Be objective and pay attention to behaviors, performance and level of understanding.

- Essential Meeting Structure (How to move the Course Developer through the process)
    Pre-meeting
    - Review where we are and what needs to be done next
    - Recognize elements that may have been skipped or that are incomplete – "do-overs" are always allowed
    1. Overview/reminder of goals and expectations:
        - Where are we in terms of the target?
        - How are we doing?
    2. Identify and walk through immediate steps:
        - Walk instructors through the decisions they need to make to design and develop a quality course - use the *Instructional Design Consultation Guide* as a guide.
        - Recognize what the Course Developer knows and doesn't know, has and doesn't have, and has done and hasn't done.
        - Don't give the Course Developer a pass on the elements of the process.
        - Build relationships to make progress.
        - Give good feedback on level of completeness and quality (higher order thinking, technical completeness, etc.).
        - Acknowledge what they've done well.
        - Support them to provide a high level of student learning.
    3. Review timeline, targets, and next steps.
    4. Agree on schedule for next meeting/communication.

A response when progress is slow:
"I want you to have a successful course and at the same time complete the design and development process in a timely manner – I'll be glad to help. How you would you like to progress? Let's see where you are, what needs to be done, and come up with a plan to complete it…." (Also, the rubric helps define the process.)