

A CONSULTATIVE APPROACH TO ONLINE COURSE DESIGN AND DEVELOPMENT

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The study analyzed the skills and strategies used by instructional designers (IDs) during online course design; the goal was to describe how and when IDs from UW Extended Campus facilitate learning about online course design and teaching online. Current skills and practices are described to identify areas of potential growth. In the current model of consultation, learning that happens as part of the process is informal and not documented. Since faculty have limited time to devote to professional development, UW Extended Campus has an interest in documenting the work that occurs during the course development process as a way to recognize this learning. How would this change the consultative approach to course design? Data was collected through interviews and analyzed through the lens of cognitive apprenticeship. The results will be used to develop skills of current staff and contribute to professional development planning for instructional designers.

