

Whose Alignment is it Anyway?

FEATURING:

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HOSTED BY: THE QM-IDA

Objectives

- Experience first hand what it's like to be an Instructional Designer.
- Participate in the act of developing creative conversations by saying “thank you” and “yes, and...” instead of “no”.
- Develop a list of spontaneous responses to assist faculty in the development of their online courses.

Disclaimer

In this improv workshop, we're using some extreme examples. Not because we believe all faculty / SMEs are difficult - that's simply not true. We use these examples because when designers practice with rare, over the top, extreme situations they become more prepared to positively react to day-to-day situations.

Act 1: Thank you!

Participants practice giving and receiving “gifts.”

Rules:

1. Divide into pairs.
2. Give an imaginary gift to your partner.
3. Your partner opens it, says what it is and thanks you, then makes a positive comment.
4. Reverse roles.
5. Repeat.



Act 2: Yes, and...

Participants practice saying “Yes, and...” to stay positive as a response to situations.

Rules:

1. Divide into pairs – find a new partner this time!
2. Make a statement or suggestion related to teaching and learning.
3. Your partner responds with, “Yes, and..” followed by a constructive comment.
4. Reverse roles.
5. Repeat.



Yes,
and...



- What did these two activities teach us?
- Comments from remote attendees?

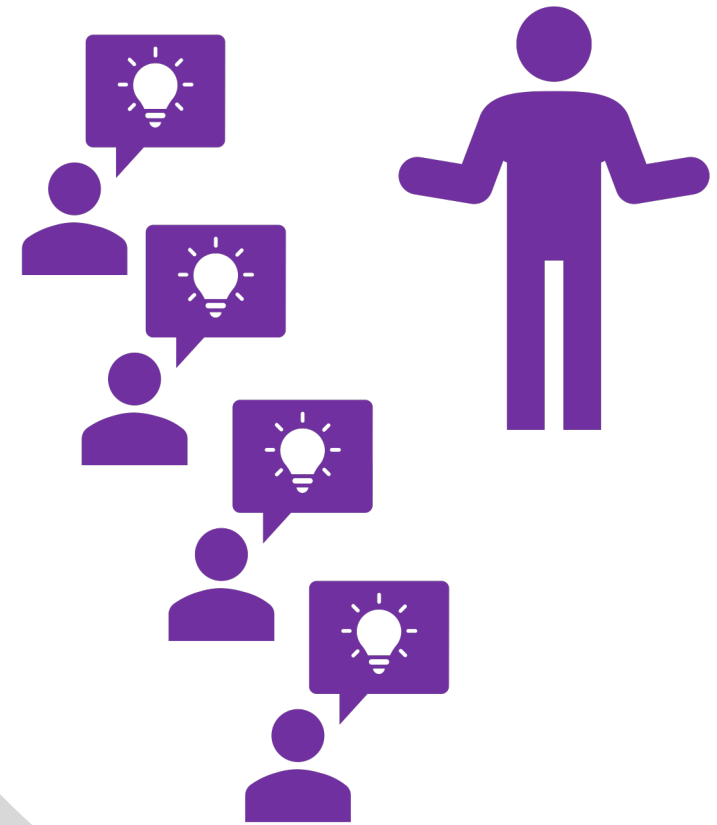
Debrief

Act 3: Design Players

Four volunteer designers consult with a subject matter expert about the design of an online course.

Rules:

1. Four volunteers from the audience come to the stage and form a single file line.
2. One at a time, our designers meet the SME and ask questions about him or his course.
3. When a designer can't think of a response, they ring the bell and the next person in line steps in to pick up where they left off.





- What did this activity teach us?
- What themes or strategies did you see?
- Comments from remote attendees?

Debrief

Act 4: Scenes from a Hat

Players deliver an interpretation of the suggestion when they get an idea.

Rules:

1. A volunteer joins each of our two players on opposite sides of the stage.
2. The emcee draws a suggestion from the hat.
3. As they get ideas, the players step to the center and deliver their interpretation of the suggestion.
4. The game ends when the emcee rings the bell.



Act 5: Infomercial

Players make a sales pitch to convince everyone to use instructional designers as part of the course development process.

Rules:

1. Two players address the audience as if they are infomercial hosts.
2. The players are provided with several props which must be used as part of their presentation.
3. Teams change after 1 minute.
4. The game ends when the emcee rings the bell.



Wrap Up

- What are your takeaways?
- How do you view the SME / designer relationship?
- What questions do you have?

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Songs of the Instructional Designer

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Play On!