Flattening Power Relationships

If they're going to micro-collaborate on an ILO, the IDD team and the instructor-expert need to meet on equal footing. Using the following checklist will allow each party's respective expertise and experience a part in propelling the micro-collaboration.

Instructor-experts need to:

- Afford the IDD team the same respect they would afford to colleagues in their field.

The IDD team needs to:

- Be experts in the theoretical area of how software development relates to pedagogy.

- Use case studies of past projects and portfolios of successful outcomes to demonstrate the tools of the profession.

- Work *with* the instructor-expert to determine course topics, flow, learning events, and objectives.

- Emphasize that they are on the same side as the instructor-expert, and don't want the instructor-expert to commit to anything that makes him or her uncomfortable, or the student learning experience to suffer in any way.

- Give the instructor-expert final approval of any idea (this eventually ends up giving the IDD team *more* influence over the project as the instructor-expert learns to trust them and work more closely with them).

- Find ways to show their respect for what the instructor-expert does.

- Do something for the instructor-expert that gets him or her enthusiastic about the project. Brainstorm ways to make him or her look good.

- Demonstrate passion for the domain area by doing advance reading and picking up some of the instructor-expert's specialized vocabulary.

- Understand how the subject domain appears to a novice, and conduct user testing in the analysis stage.

- Focus on what really needs to be imparted to learners.

- Get the instructor-expert to view each learning objective as a problem that the team will solve together.

- Discuss the success of video games as teaching tools, and why learning by doing, even in a virtual setting, is important.