

## Talking Pedagogy with Instructor-Experts

A major step toward flattening power relationships is getting the instructor-expert to see the teaching/learning transaction in a non-traditional light. The IDD team needs to use its expertise to *persuade* the instructor-expert that an ILO is more than just an electronic lecture with fun graphics—that an ILO is, instead, a species of pedagogy in which the means *become* the end.

To facilitate the conversation with instructor-experts, keep these points in mind:

- The Instructor-expert often wants features that will *tell* the learner what is in the instructor-expert's head.
- The challenge to the IDD team is to create features that will allow the learner to *apply* and *practice* what is in the instructor-expert's head.
- IDDs must have the theoretical acumen necessary to instigate a conversation about active learning.
- Through video game mechanics, ILOs embody adult learning principles by making learning synchronous with doing.
- Discussing theory is not an end in itself, but a means of getting the entire team on the same page.
- The question of pedagogy and its implications for the ILO should be a routine topic, a junction point at which IDD team members and the instructor-expert can swap ideas.
- Theory is useful for setting the terms of team discussions and, equally, for inspiring team members to think creatively about pedagogy.