

# INTERDISCIPLINARY COLLABORATION BETWEEN FACULTY MEMBERS AND INSTRUCTIONAL DESIGNERS

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## ABSTRACT

Developing effective online courses requires applying online learning pedagogies and best practices. Collaboration between faculty members and instructional designers is crucial to attaining the quality of online courses. This descriptive study aimed to explore how instructional designers perceive the factors that affect the quality of interdisciplinary collaboration with faculty members when developing and delivering online courses. Targeted population was all instructional designers worked with faculty members on developing online courses in the US. The sample consisted of 80 instructional designers, 65 % were female. Participants responded to 37 items adapted from of the perception of Interprofessional collaboration model questionnaire (PINCOM-Q). The results show that the responses of instructional designers in this sample tended to be positive or neutral with regards to faculty collaboration. Correlational analyses revealed many positive associations between different parts of the PINCOM questionnaire. The social support subscale had significant, positive correlation with the eight other subscales in the PINCOM, indicating that positive perceptions of social support during collaboration significantly predicted positive perceptions of motivation, role expectancy, professional power, group leadership, coping, communication and organizational aspects during collaboration.

**Keywords:** Online learning, instructional designers, faculty members, Interdisciplinary collaboration.