Algoma University
Sault Ste. Marie
Ontario
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Inaugural Professional Development Institute

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objectives

~identify key knowledge, skills and competencies needed by educational developers at various career stages and typical challenges faced at each stage

~share strategies and resources for developing necessary competencies and overcoming challenges
morning  session A – entering the field

lunch      session B – valuing and evaluating our work

afternoon  session C – adapting to an evolving ED field
session A: entering the field
envisioning educational development

develop a sketch of educational development to reflect
~your experiences
~your understanding of the field
~the nature of ED work
~the place of ED in the academic world
who are we? what do we do? where? with whom?
reflective activity #2
analysis of typical position descriptions

which aspects of your chosen description apply/do not apply to you?

what’s missing?
overview of the field

what’s in a name? national, institutional and disciplinary contexts:

~instructional development
~faculty development
~organizational development
~staff development
~professional development
~academic development
~educational development
~other
brief history of models of ED
adapted from Fraser, Gosling and Sorcinelli, 2010

1970s/early 80s—field classified into overlapping dimensions (e.g. personal/academic, instructional/professional/curricular, and organizational development)

1980s—ED activities matched with career stages; ED and institutional development linked; moved from focus on teaching to much broader range of academic roles/professional development needs

2000+—sector wide ED focused on improving student learning; increasing focus on SoTL
reflective activity #3
assessment of competencies
let’s take a break
reflective activity #4
challenges and pitfalls
challenges and pitfalls identified by our ED community: summary of survey results
finding solutions - together
help from our community:
more survey results
reflection and taking action

• reflect on what we have discussed today about educational development

• identify one skill/competency that you need to work on to improve your ED competence

• what specific step(s) will you take during the next six months to help you develop this skill/competency?
References

- Fraser, K., Gosling, D., and Sorcinelli, M. D. “Conceptualizing Evolving Models of Educational Development”. In J. McDonald and D. Stockley (eds.) “Pathways to the Profession of Educational Development.” New Directions for Teaching and Learning, no. 122, Summer 2010, 49-58.
- Weimer, M. (ed.) The Teaching Professor.
thank you!
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let’s go to lunch
session B:
valuing and evaluating our work
session c:
adapting to an evolving ED field
objectives

~identify key knowledge, skills and competencies needed by educational developers at various career stages and typical challenges faced at each stage

~share strategies and resources for developing necessary competencies and overcoming challenges
reflective activity #1
envisioning
educational
development
develop a sketch of educational development to reflect
~your experiences
~your understanding of the field
~the nature of ED work
~the place of ED in the academic world
reflective activity #2
analysis of typical position descriptions

which aspects of your chosen description apply/do not apply to you?

what’s missing?
brief history of models of ED
adapted from Fraser, Gosling and Sorcinelli, 2010

1970s/early 80s—field classified into overlapping dimensions (e.g. personal/academic, instructional/professional/curricular, and organizational development)

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2000+—sector wide ED focused on improving student learning; increasing focus on SoTL
reflective activity #3
assessment of competencies
summary of survey results
### ED survey results

6. Where would you position yourself on the career continuum? (n=33)

<table>
<thead>
<tr>
<th>Position</th>
<th>Response %</th>
<th>Response count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entering the field (less than one year)</td>
<td>6.1</td>
<td>2</td>
</tr>
<tr>
<td>Early career (2-5 years)</td>
<td>12.1</td>
<td>4</td>
</tr>
<tr>
<td>Mid career/experienced (6-10 years)</td>
<td>30.3</td>
<td>10</td>
</tr>
<tr>
<td>Seasoned veteran (more than 10 years)</td>
<td>51.5</td>
<td>17</td>
</tr>
</tbody>
</table>
let’s take a break
balancing a continuum of expanding spheres of influence
assuming educational leadership
reflective activity #4

call to action: critical incidents
reflection and taking action

• reflect on what we have discussed today about educational development

• identify one skill/competency that you need to work on to improve your ED competence

• what specific step(s) will you take during the next six months to help you develop this skill/competency?
References

• Canadian Journal for the Scholarship of Teaching and Learning (CJSoTL), http://www.cjsotl-rcacea.ca/


• Dawson, D., Britnell, J., and Hitchcock, A. “Developing Competency Models of Faculty Developers: Using World Café to Foster Dialogue” To Improve the Academy, 2010, 28, 3-24.

• Fraser, K., Gosling, D., and Sorcinelli, M. D. “Conceptualizing Evolving Models of Educational Development”. In J. McDonald and D. Stockley (eds.) “Pathways to the Profession of Educational Development.” New Directions for Teaching and Learning, no. 122, Summer 2010, 49-58.

• International Journal for Academic Development.

• McDonald, J., and Stockley, D. (eds.) “Pathways to the Profession of Educational Development.” New Directions for Teaching and Learning, no. 122, Summer 2010.


Thank You!

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