Welcome!

Please start adding to your chart:

? What have you already
    packed ?

*Skills * Knowledge *
    Attitudes*

that you feel you have *now*
    as an educational
    developer

EDC Junior Institute
EDC 2012

Saint Mary's and Dalhousie Universities,
Halifax, Nova Scotia
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Alice Cassidy, B.Sc., M.Sc., Ph.D.

Create your map for success

Learning Objectives

By the end of this session, you will have:

- (Re)-visited and reflected on what it is to be an educational developer, in terms of skills, knowledge and attitudes
- Practised and honed 3 essential skills for the profession: rapport-building, active listening and networking

Learning Objectives (cont.)

By the end of this session, you will have:

- Shared strategies and resources important in our work

- Created a customized action plan, in the form of a map, to document and reflect on where you are now and where you want to be in six months

Images are my own, or used with permission

Icebreaker: Who are you?

- Form trios

- Find out from each other:
  - Where: (geography and institution/organization)
  - Where: (dept, discipline, unit)
  - What: (job, role, stage)
  - Why: (is it exciting or fulfilling)

Post to the flipchart

- Disciplines
- Types of units
- If you see the same as yours, add a check mark

Contributions from the group:

- Political Science
- Education
- TA development
- Dentistry
- Science
- Justice
- Dance
- Literature
- Educational development
- Equity studies/ sociology

- Faculty member
- Ph.D. student
- Associate Director
- Staff member
- MA student
- Librarian
- Course coordinator
- Lecturer
- Curriculum developer
- Learning tech specialist
- Learning centre participants

Contributions from the group:

- Novice
- Experienced
- Total newbie
- Simon Fraser Univ
- Queen's
- Regina
- Brock
- Dalhousie
- Saint Mary's

- Windsor
- Univ of BC
- Mont Royal Univ, Calgary
- Durham College
- Ryerson
- McMaster
- Univ of Calgary
- Univ of Ottawa

Educational development = diversity!

- Roles, goals, stages
- Pathways
- Directions
- Opportunities

Pathways to the
   Profession of
   Educational
   Development: New
   Directions for
   Teaching and
   Learning, Issue 122.
   Jossey-Bass. 2010.

Jeanette McDonald and
   Denise Stockley,
   Editors
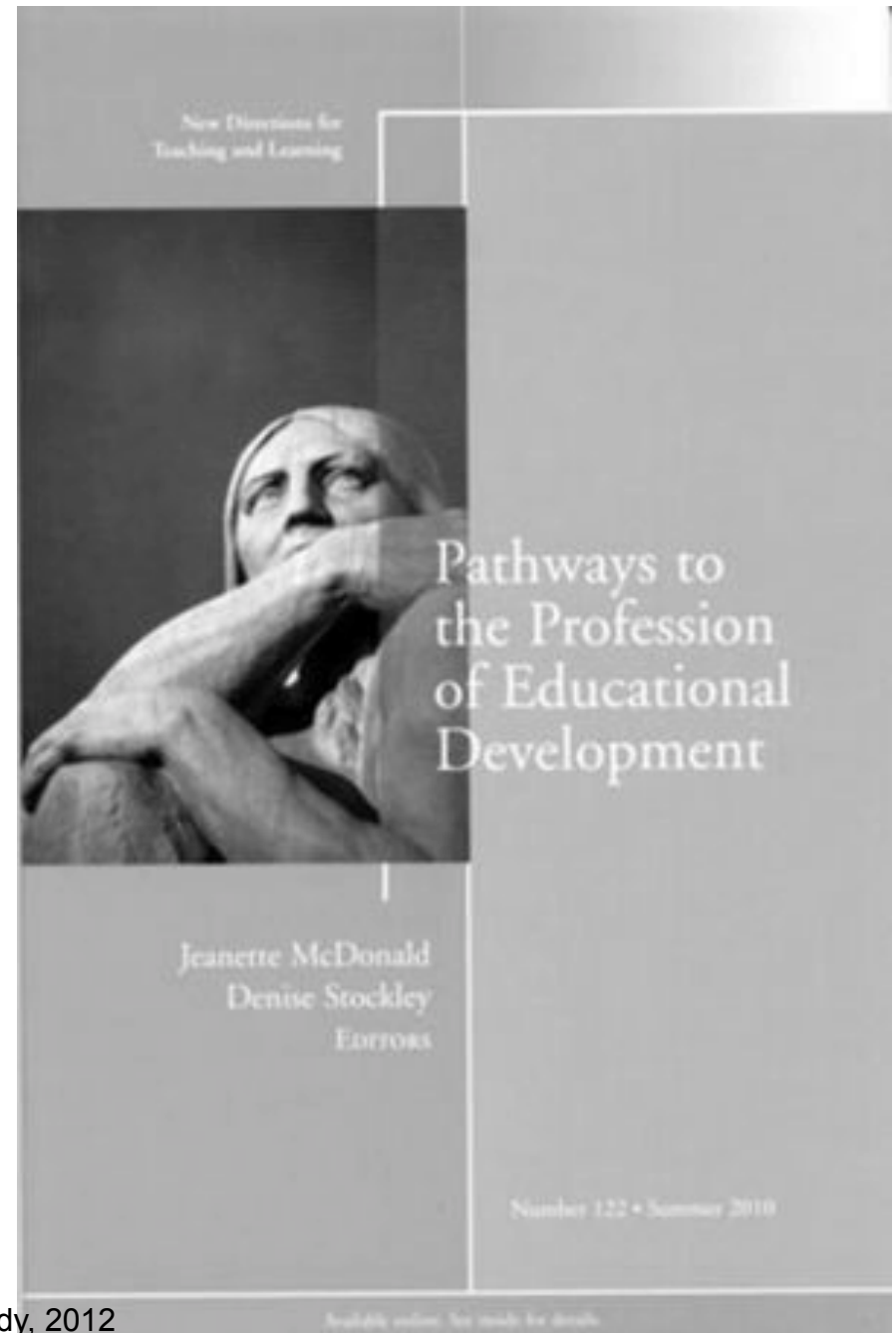
Who am I?

- Educational developer
- Workshop facilitator
- Bird field trip leader
- University lecturer
- Science educator
- Field biologist
- Photographer
- Writer

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Add to "what can you pick up along the way?"

- From your conversations so far

- Think of something you need to do once back home (do list): how will you do that?

- My example: ISCI – web forum; BIOL - wordpress

Map as metaphor

"All roads lead to Rome" (Jean de La Fontaine)

"Two roads diverged in a wood, and I; I took the one less traveled by; And that has made all the difference" Robert Frost

"Go your own way" Fleetwood Mac

"Take the long way home" Supertramp

Map: Step 1 (start from a safe place)

Rapport-building

Rapport:

Definition: mutual understanding and trust between people

Synonyms: understanding, agreement, bond, relationship, unity, accord, harmony

Rapport-building:

- a fundamental aspect of human communication
- could be viewed as a basic element of social intelligence

Let's practise rapport-building

- Form two rows, askers and responders
- Prepare by thinking (no notes) first
- Ruth and I will model

The exercise:

Introduce yourselves (both askers and responders with a shorter version of the trio activity)

Askers:

* not super personal (do you dye your hair?)

* but personal enough (what do you like most about working at……; how long have you lived in……or other questions)

 * Strike up a very short conversation about it (both of you, but asker leads)

Askers: re-organize!
Responders: stay where you are

Askers are now responders. Same. Go

Debrief

- What was that like? Asking and/or responding… what skills, knowledge or attitudes did you use?

- How often, when meeting someone for first time, do you do this?

- What about people you already know, and need to contact for something?

- Value of rapport-building in ed dev work?

Think and write:

(for yourself, not to share)

One person you need to contact once home

Know them already? A bit? A lot?

How will you start your conversation to build rapport?

Through which medium? Phone, email, twitter, other? (in person?!)

Active Listening

- Form pairs, one is talker, one is listener

Prompt: What programs or workshops do you yourself create, deliver, help with, or oversee as an educational developer?

3 minutes, can take v. brief notes; focus on listening

2 minutes to paraphrase, check for accuracy

Listeners:

What did you hear?

Form list as we go through pairs
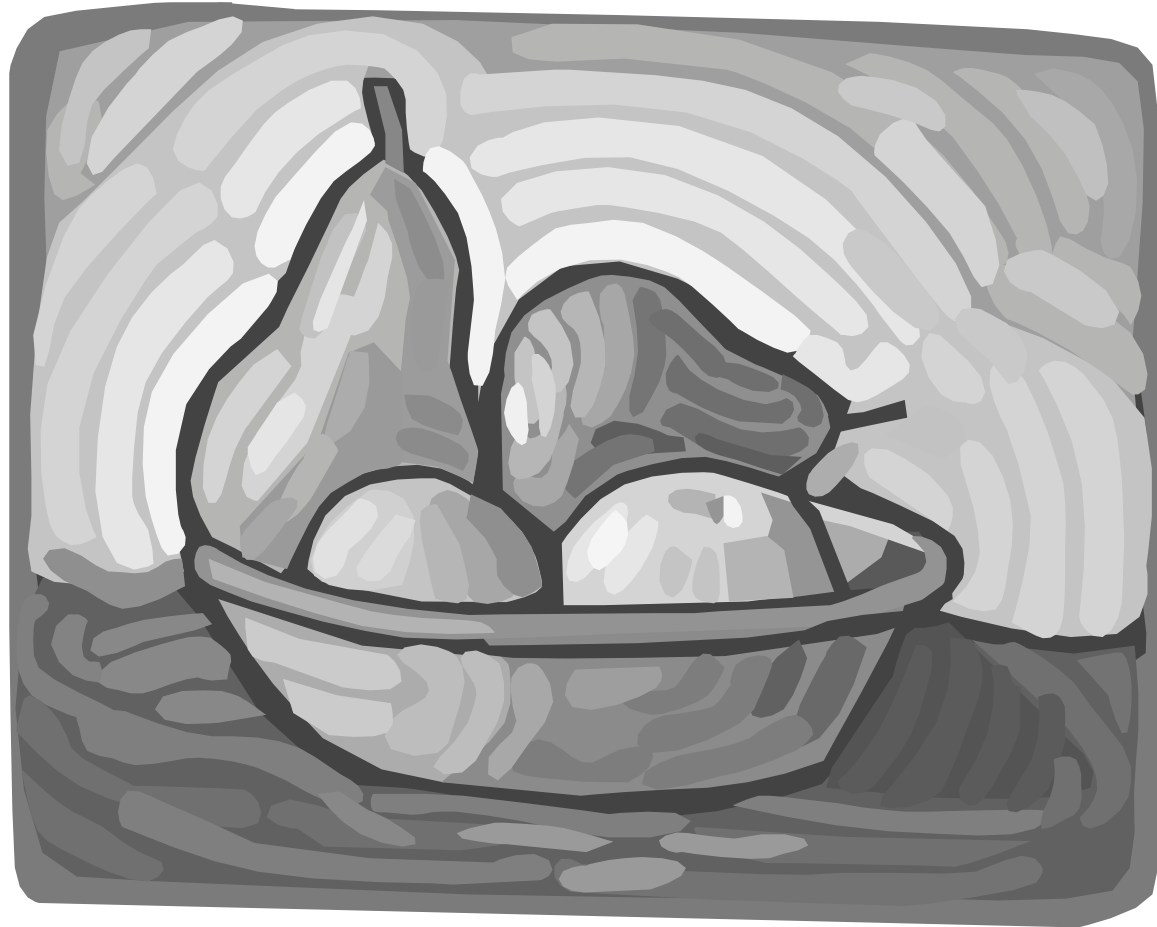
Try to add only what is not there already

Talkers:

- Thumbs up, neutral or down:
- How well did the listeners listen?

Talkers:

- Thumbs up, neutral or down:
- How well did the listeners listen?

Let's take a break

Active Listening (cont.)

- Switch (form a new pair). Same prompt, try to add new info if you can.

Contributions from the group

- Curriculum mapping
- Cross-disciplinary projects
- Oversee exchange program for faculty and students
- Lead TA sessions on negotiating relationship with supervisor

- Write a guide for instructors and TAs
- Teaching certification program (required)
- Instruction and TA prep
- Course design workshop for faculty
- TA/GA Network
- Team-building workshops

Contributions from the group

- Marking and assessment workshops, esp. for TAs
- Moving more to teaching, instead of research
- Grad credit course on teaching
- Lead "Don't just stand there" dynamic T+L

- Revise online institute
- Am the lead instructor in certificate for TAs and faculty
- Dossier workshop for TAs
- 'Teaching and community' cohort for all who teach
- Mid-career faculty community – a support program

Contributions from the group

- Help engineering faculty help students with professional designation prep
- Early career development – env scan and literature
- Clinical instructors – giving more effective feedback

- Cross-inst literature review for TAs – recommendations
- How to "make public" your results, beyond publications
- Teaching innovation series with suggestions from speakers for the next series

Contributions from the group

- Promote "Jump Start" and weekend – mandatory for all contract faculty (with stipend)
- Academic integrity and training
- Communities of practice – especially to broader non-univ community

- TA orientation event
- Consulting
- Narrative Skills Workshop
- I am training my successor

Debrief:

Value of listening

We now have generated a list of programs and workshops that you offer

We will use these in an upcoming activity

Map: Step 2 (possible pitfalls?)

Networking:
Sharing strategies and resources important in our work

- Talk
- Read
- Surf
- Conferences
- Workshops
- Lunch

- Walking meetings
- Listen?
- Map?
- Tweet?
- ?

Your contributions

- With/for educ developers
- Join the EDC executive or a committee
- Go out into the hall
- Be part of a softball league
- "Attitude adjustment" hour - Fridays

- Asynchronous social media – Facebook, blog
- Be a "fly on the wall" on the bus – reminds you what it is like to be a student
- Give colleagues chances to network at events – to connect with each other

Your contributions

- How to search on the computer
- Be part of a broader community
- Create a Blackboard site in conjunction with an Instructional Skills Workshop or Certificate – both before and after

- Skype 2 hours a month with a colleague
- "Bring a friend" – to increase the people who come to events

Technology examples

- EDC and STLHE Listservs

http://www.stlhe.ca/constituencies/educational-developers-caucus/

- Other listservs, e.g. POD http://www.podnetwork.org/

- EDC Facebook

- Twitter @EDC_RFPES

- LinkedIn groups

- Other?

Your contributions

- Blog
- Wiki
- Skype
- Webex
- Adobe Connect
- Facetime
- Discussion forums – inter and intra institutional
- Picassa
- Flickr
- Creative Commons

- Social bookmarking
- Google docs
- Dropbox
- You Send It
- Delicious
- Moodle
- Wordle
- Tumbler
- Zotera
- Refworks

Would any of these work for you?

- Email folders
- Word files and folders (A-Z resources)
- Delete! (Listserv email archives)
- Revisit and delete!
- ?

Your Groups (9) Reorder »   ⊕ Create a group

AASHE (Association for the Advancement of Sustainability in Higher Education)

EnvELOP - Environmental Education & Learning Online Prog.

🔒 HETL Scholarship of Teaching and Learning [SUBGROUP]

a subgroup of Higher Education Teaching and Learning

🔒 Higher Education Teaching and Learning

🔒 Innovative Learning

🔒 Professional & Organizational Development Network in Higher Education (POD)

SCoPE

🔒 University of British Columbia (UBC)

Do you need to keep a limit on some forms of networking?

- Phone calls
- Reading
- Walking meetings
- Email
- Twitter
- Web searches

How do you spend your time?

Covey, 1989

Map: Step 3 (rest, celebrate)

* Skills * Knowledge * Abilities*

From this morning's session (check out all the summarized flipcharts once they are posted to the EDC website!)

- What is here that you do not have?
- Or, is it phrased differently?
- What do we have that is not here?

    - Do you need/want it?
    - How will you 'get it'?

Customized Action Plan

How might you get to where you want to be? (in terms of SKA)

Some ideas:

- Use your chart and your map (Step 4 – need to pick up more things? Step 5 – go out of your safe zone)

- Make a timeline for next 6 months (from Feb 22 to July 25) for yourself

I'll know I have "arrived" because

(also relates to Map: Step 6 – where to from here?)

25 July, 2012

Dear me,

Write a letter to say what you have accomplished, how you have been successful, how you know…

Seal and address your envelope. Give it to me.

Closing

- Summarize the material we co-created
- Create a "top ten":

"As an educational developer, it is important to…."

Refer to your notes (or your neighbour's!) and/or the flips

Feedback please (it is online and part of overall conference feedback)

Thanks everyone!