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

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Create your map for success

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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

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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

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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

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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

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Educational development = diversity!

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

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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

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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

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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

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Listeners:

What did you hear?

Form list as we go through pairs

Try to add only what is not there already

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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

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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

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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

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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

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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

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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

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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

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Would any of these work for you?

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

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Your Groups (9) Reorder »  

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

- EnvELOP - Environmental Education & Learning Online Prog.

- HETL Scholarship of Teaching and Learning
  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

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How do you spend your time?

1  2

3  4

Covey, 1989

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Map: Step 3 (rest, celebrate)

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* 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

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

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