

Building an ED Professional Portfolio: Getting Started



Jeanette McDonald, EdD
EDC Institute, April 13-15, 2015
York University

1

Session Outcomes

- Identify component parts of an ED portfolio
- Reflect on and document developer activities (what, how and why do you do what you do)
- Write a short narrative on a specific activity capturing what you do and why



2

ED Portfolio Action Group

- Members:
 - Paola Borin
 - Judy Chan
 - Deb Dawson
 - Isabeau Iqbal
 - Natasha Kenny
 - Erika Kustra
 - Jeanette McDonald
- Working Focus:
 - Development of EDC Guide: The Educational Developer's Portfolio



3

What is an ED Portfolio ?

A vehicle to:

- present an integrated summary of your philosophy, practices, accomplishments, and effectiveness
- communicate the diversity and richness of your ED approaches
- articulate your ways of knowing and being (i.e., coming to understand what you do and why)
- provide evidence of your influence and impact in higher education landscape



Iqbal, 2015; Kenny, 2015a; Timmermans, 2014

4

Why create an ED Portfolio ?

- document and reflect upon professional practice
 - identify strengths | gaps in knowledge, skills, and experiences
 - articulate ED values/orientations to practice
- capture complexity and scope of practice
- map career path and professional goals
- prepare for job application, promotion, other



Kustra, 2015; Wright & Miller, 2000

5

Other Uses

- designing position descriptions
- contributing to centre portfolios/review
- supporting centre reflection (formative)
- providing evidence of impact (accountability)
- facilitating partnerships
- documenting change, growth, and practice
- internal mobility, recognition, review



Data collected from EDC/ICED ED Portfolio World Café 2014

6

Potential **ED PortFolio** Users

- educational developers
- centre directors / supervising managers
- reviewers of centres
- mentors
- colleagues
- funding bodies
- other???

Kustra, 2015

7

Why now?

- maturation of field
- growth in numbers
- greater career opportunity/mobility
- evolving ED role, expanding scope of practice, greater complexity
- modeling practice

Kustra, 2015; Wright & Miller, 2000

8

Your Philosophy Statement

- Provides a foundation on which to build your portfolio
- Frames and informs content of and materials included in your portfolio

Refer to Day 1 (new stream) materials by
Natasha Hannon, Niagara College

9

Your ED Philosophy Statement Should Communicate:

- fundamental beliefs about educational dev't
- why you hold these beliefs
- how you translate these beliefs into practice

Kenny, 2015a

10

Structuring a Philosophy Statement

Beliefs and Claims: Introductory statement of beliefs and key claims about your ED practice

Strategies: Overview of specific ED strategies and approaches that demonstrate your beliefs

Impact: Overview of the effectiveness of your ED practice and approaches, including overview of strategies used to assess impact

Goals: Future goals related to your ED practice and commitment to continuous improvement

Kenny, 2015a

11

Orientations to Practice (Land 2001, 2004)

- Review Land's 12 orientations (handout*) and ask yourself which one(s) resonate with you
- Choose 1 or 2 to focus on. Reflect on and articulate how that orientation is operationalized in your practice. Record via table, mind map, Inkshed, other
- When you are done, turn to a partner (someone new) to share your insights

* See Land 2001 for one-page summary

12

Post Institute Activity: Analyze ED Philosophy Statement

- Dr. Natasha Kenny, University of Calgary
<https://natashakenny.wordpress.com/educational-development-philosophy-statement/>
- Note/consider the following in your analysis:
 - Tone, language, structure, authenticity
 - Level and depth of reflection
 - Areas of focus
 - Value statements, claims, insights shared
 - Role of citing educational literature
 - Effectiveness of linking out to other sites
 - Other



13

ED Portfolio: Getting Started (an iterative process)

- Identify audience and purpose
- Outline your ED roles and responsibilities
- Reflect on/explore your ED goals, values, beliefs, etc. (use worksheets)
- Prepare philosophy statement
- Select and organize materials and content items to support purpose and philosophy
- Prepare statements/narrative for content items
- Compile and append best evidence
- Invite feedback, revise and continue to revisit



Based on Iqbal, 2015

14

Time to Work: Part I

- Identify and describe your ED roles and responsibilities.
- Categorize items based on focus of efforts:
 - Individuals/small groups (e.g., consultations, workshops, event)
 - Institution (e.g., policy development, strategic planning)
 - Sector (i.e., higher education/educational development – cross-institutional)
 - Other



15

Time to Work: Part II

- Complete the “My travels as an educational developer: Creating a map for success” table (or create a mind map if you prefer).
- Refer to accompanying materials to support the process.
 - Figure: Model for an entry level developer
 - Faculty developer competencies matrix: Entry level



16

Time to Work: Part III

- Complete “Reflecting on and Documenting Your Activities as a Developer” table. If you prefer to use the table categories and create a mind map instead – go for it! To help get you started, focus on recent activities you have engaged in.
- In pairs – walk your partner through one or two examples of documented activities. Ask each other questions about your experiences. Probe further and make notes. Draw from the AI interview questions provided by Natasha.



17

Time to Work: Part IV

- Choose one item from “Reflecting on and Documenting Your Activities as a Developer” table (or mind map). Create a short narrative that captures your experience. Include all elements from the table/map, as well as any associated knowledge, skills, and attitudes identified on the “My travels as an educational developer” by Alice Cassidy



18

Critiquing Your Portfolio

Explain your entries

Relate your entries

Interpret your entries

Evaluate your entries

Feldman, 1992

Example Rubric for Evaluating ED Portfolios

Criteria	Rating*
Educational Development Philosophy <ul style="list-style-type: none"> Clearly summarizes core beliefs related to educational development and key claims about practice Core beliefs are grounded in scholarship and personal experience Justify/illustrates beliefs with examples of ED strategies and approaches to demonstrate alignment Provides examples of strategies used to evaluate ED practices and effectiveness, including impact and influence on educational practice Demonstrates a commitment to continuous improvement and summarizes future goals ED philosophy provides framework for presentation and organization of portfolio 	
Quality and Alignment of Evidence <ul style="list-style-type: none"> Evidence of specific ED practices and approaches is presented from multiple perspectives (e.g. self, instructors, peers) and data sources Sources of evidence are appropriate given the context of one's roles, responsibilities, and experiences Evidence presented clearly aligns with the claims made in the educational development philosophy statement Strong alignment is presented across multiple sources of data as it related to the claims made in one's philosophy (i.e. triangulation of data is evident throughout dossier) 	
Scholarship <ul style="list-style-type: none"> Links to scholarly literature are provided throughout the dossier to ground key claims and approaches to practice Citations are included and sourced clearly and consistently in a bibliography 	
Critical Reflection <ul style="list-style-type: none"> Critical reflection is integrated throughout the dossier Evidence how evidence relates to one's core beliefs and philosophy Includes integrated summaries related to the scope, impact and quality of ED approaches to put evidence into context and highlight key learnings Evaluates how ED approaches have developed and evolved over time based on personal contexts and experiences Presents future implications related to one's continued professional growth and development 	
Personal Expression and Content <ul style="list-style-type: none"> Author's voice is evident and consistent throughout the dossier Narrative summaries are provided to provide personal context related to the evidence included in the dossier Philosophy, strategies, and evidence are grounded in one's experience and personal context 	
Tone and Organization <ul style="list-style-type: none"> Presented as a clear, succinct, and integrated document Professionally presented in a way that is appropriate for the intended audience and purpose Logical and consistent structure is provided, including a table of contents and/or other prompts to provide navigation and direct the reader 	

Scale: 3=all components included, exceeds expectations; 2=most components included, some revisions required; 1=many components required

Kenny, 2015b

The Portfolio: Parting Thoughts

- no one "right" way; highly individualized
- a "living" document
- collect a variety of artefacts to document practice on an ongoing basis
- customize to audience | purpose
- revisit, reflect on, and update regularly

PPT and Session References

- Dawson, D., Britnell, J., & Hitchcock, A. (2010). Developing competency models of faculty developers. In L. Nilson & J. Miller (Eds.), *To improve the academy: Resources for faculty, instructional, and organizational development* (Vol. 28, pp. 3-24). Stillwater, OK: New Forums Press.
- Feldman, K. (1992). *Varieties of visual experiences*. (4th edition). Englewood Heights, NJ: Prentice Hall.
- Iqbal, I. (2015). *Developing a portfolio: Getting started* [working document]. University of British Columbia.
- Kenny, N. (2015a). *Preparing an educational development philosophy statement* [working document]. University of Calgary.
- Kenny, N. (2015b). *Evaluating ED dossiers* [working document]. University of Calgary.
- Kustra, E. (2015). *The portfolio* [working document]. University of Windsor.
- Land, R. (2001). Agency, context and change in academic development. *The International Journal for Academic Development*, 6(1), 4-20.
- Land, R. (2004). *Educational development: Discourse, identity and practice*. Buckingham: The Society for Research into Higher Education & Open University Press.
- Timmermans, J. (2014). Identifying threshold concepts in the careers of educational development. *International Journal for Academic Development*, 19(4), 305-317.
- Wright, W. A., & Miller, J. E. (2000). The educational developer's portfolio. *International Journal for Academic Development*, 5(1), 20-29.

22