**EDC Novice Institute 2013**

***Case Study #1***

Two academics (one senior and one contract) with opposing approaches to their disciplines (sociology vs. cognitive psychology) are co-developing a course. The educational developer is caught in the middle between differences of opinion, and each one looks to the developer to justify her position. The situation quickly deteriorates and the academics stop speaking to each other. But the deadline looms!

***Case Study #2***

You are an Educational Developer at Institution X. An experienced faculty member has received negative feedback on course evaluations due to a lack of student engagement during lectures, and has come to you for help. The faculty member says he cannot move away from the traditional lecture approach. How do you respond?

***Case Study #3***

A teaching and learning centre would like to integrate more of an evidence-based approach (both the use of existing literature and the conducting of original research) to the work of the centre. However, they find that they lack the necessary resources (expertise, time, tools etc.) to do so. How can the Director solve this dilemma?

***Case Study #4***

A faculty member comes to the centre seeking assistance with her course. She is teaching a large enrolment course and states that she desperately needs help with lecturing. At the centre there is a session on effective lecturing, but it is part of a program designed as a series of workshops totalling 35 hours. Participants must sign up for the entire series. The professor is overwhelmed and doesn’t have time to attend a 35-hour workshop. How can you help her?

***Case Study #5***

You are approached by a department about a faculty member because there have been student complaints. You are asked by the Dean to observe the professor’s teaching and provide advice. The professor is aware that you are to be brought in. How do you approach the initial communication with the professor? How, and to whom, do you report your findings? What resources would you suggest for this situation and for future support?

***Case Study #6***

The government has mandated changes to curriculum requirements. As an Educational Developer, you realize the changes could be met with a lot of resistance. How do you balance government requirements, institutional needs, and the expectations of faculty in a transparent way?