Introductory Educational Developer Portfolio Workshop

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This Introductory Educational Developer Portfolio Workshop was developed by Rebecca Taylor (taylor10@mcmaster.ca) and Elliot Storm (storme@mcmaster.ca) of the MacPherson Institute for Leadership, Innovation and Excellence in Teaching at McMaster University. It is based on the 2017 EDC Institute on the Educational Developers Portfolio, designed and facilitated in a blended format by Jeanette McDonald, Deb Dawson, Judy Chan, and Isabeau Iqbal. Elliot and Rebecca took what they learned at the Institute and developed a four-hour version, spread over two days, for educational developers at the MacPherson Institute. This is a modified version of the slides Rebecca and Elliot used.

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Intended Learning Outcomes

● Explain the context and purpose behind ED portfolios

● Reflect on your role and underlying values that shape your practice

● Prepare a draft statement of your ED philosophy

● Plan other components of your ED portfolio
Educational Development Portfolios: The Context

• Formalization and professionalization of field

• Normalization of portfolios as key developmental documents

What *Is* an ED Portfolio, Anyway?

“A tool used to articulate, reflect upon, and provide evidence of an educational developer’s beliefs, values, ethical principles, practices, approaches, development, and impact.” (McDonald *et. al.*, 2016, p. 12)

1. Evidence: artifacts as evidence of skills
2. Reflection: thoughtful consideration of growth and impact
3. Narrative: authentic, aligned presentation
Key Portfolio Considerations

Purpose  Audience  Format
Explore ED Portfolios

Dr. Daniel Braun: http://eddev.danielbraun.net/

Dr. Kathleen Bortolin: https://www.kathleenbortolin.com/

Roselynn Verwoord: http://blogs.ubc.ca/rverwoord/
Explore ED Portfolios

1. What is the purpose of the portfolio? Is it stated or implied?

2. Who is the intended audience? Is it stated or implied?

3. What kinds of materials did the author include?
Educational Development Philosophy

Communicates “what your fundamental beliefs are about educational development, why you hold these beliefs, and how you translate these into practice,” (McDonald et al., 2016, p. 35)

Technicalities: 1-2 pages in length, written in first person.

Significance: rest of portfolio is aligned to this statement
Educational Development Philosophy Components

• Definitions and Beliefs about Educational Development

• Roles, Methods, and Strategies

• Impact

• Future Goals

Consult Table 5.1, *An Overview of the Key Components of an ED Statement, Including Guiding Questions for Reflection*
Organizing your ED Philosophy

Via Components:

- **My ED Philosophy**
  - Definitions & Beliefs
  - Roles, Methods, Strategies
  - Impact
  - Future Goals

By Headings or Themes:

- **My ED Philosophy**
  - Intro
  - Heading/Theme 1
  - Heading/Theme 2
  - Heading/Theme 3
  - Conclusion

By Common Structure:

- **My ED Philosophy**
  - Beginning (Values & Beliefs)
  - Middle (Strategies & Impact)
  - End (Summary & Future Goals)
Some resources you may find useful as you think about the structure and content of your philosophy:


# (Optional) Tools for Framing your Philosophy

## Appendix A

### Inventory 3.1: Assessing Your Development

**Entry Level Educational Developer**

<table>
<thead>
<tr>
<th>Skills, knowledge, and attributes identified as important for developers</th>
<th>Items</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundational Characteristics</strong></td>
<td></td>
</tr>
<tr>
<td>Team Player</td>
<td>I am a good team player.</td>
</tr>
<tr>
<td></td>
<td>I contribute towards teams achieving common goals.</td>
</tr>
<tr>
<td>Passion and commitment to professional development</td>
<td>I am aware of areas in which I would benefit from professional development.</td>
</tr>
<tr>
<td></td>
<td>I have a learning plan to address my own professional development needs.</td>
</tr>
<tr>
<td>Self-awareness</td>
<td>I am able to distinguish my own motivations from those with whom I am working.</td>
</tr>
<tr>
<td>Collaboration</td>
<td>I am comfortable working with a wide range of people.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Self-rating (1-5)</th>
<th>1 – Not true of me</th>
<th>2 – Slightly true of me</th>
<th>3 – Moderately true of me</th>
<th>4 – Quite true of me</th>
<th>5 – Very true of me</th>
<th>n/a – Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team Player</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Passion and commitment to professional development</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Self-awareness</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Collaboration</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
</tbody>
</table>

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Appendices A-C - pages 62-68 of EDC guide - are included in your handout package.

Related article by Dawson, Britnell, Hitchcock (2010)

^ article referenced pages 19-22 in EDC Guide #1
Explore (Optional) Tools

Take a few minutes to explore Table 1 from the Land Article, and EDC Guide Checklists (Appendices A-C), which are provided in your handout package.

Consider how you will frame your role and underlying values in your philosophy. Will either or both of these tools be helpful?
Educational Development Philosophy

Beliefs
Actions
Impact
Goals

Consult Table 5.1, An Overview of the Key Components of an ED Statement, Including Guiding Questions for Reflection

Handout
Writing it Down

Consider writing using an application and/or in a setting that will allow you to reduce distractions and engage in free-writing sessions.

For example, [http://750words.com](http://750words.com) offers a clean and simple space to write in; note that it requires you to sign up for an account so it can keep your writing private.

During your initial documenting of ideas, commit to writing without (your own) judgment. The first step is to simply put your thoughts down, be they brilliant or less so; you can come back to revisiting later.
Educational Development Philosophy Guiding Questions

• Identify one Guiding Question from each of the 4 sections in handout Table 5.1 that you will challenge yourself to answer in a free-write session

• Create a private document to save your writing in

• You will have ~10 minutes per prompt - write with abandon!
Wrapping Up Part 1

Writing exercise - how did that go?

• What was the experience like? What went well? What was challenging? Were any components or questions especially tough?
Wrapping Up Part 1

Coming up in Part 2:

• Short small group discussion related to your Philosophy

• Work time for your Philosophy

• Exploring & starting work on other components of a Portfolio
PART 2
Intended Learning Outcomes

✓ Explain the context and purpose behind ED portfolios

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Identifying Key Moments for your ED Philosophies

• First: take ~2 minutes to quietly review your writing from the guiding questions activity in Part 1 and reflect on what resonates with you most

• Once directed into groups: with your peers, share an insight or a small bit of writing (only if you’d like to) that you imagine will be a key part of your ED Philosophy - ~10min
Philosophy Drafting

For the next 40 minutes, begin to transform your writing from the guiding questions into an educational development philosophy.

Keep in mind:
Beliefs | Actions | Impact | Goals
Organizing your ED Philosophy

Via Components:

**My ED Philosophy**
- Definitions & Beliefs
- Roles, Methods, Strategies
- Impact
- Future Goals

By Headings or Themes:

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Portfolio Sections

Philosophy statement
Roles and responsibilities
Approaches, methods, and materials
Innovations and leadership
Professional development activities

Contributions to community, SoED, curriculum practice, teaching and learning
Teaching experience
Evidence of effectiveness and impact
Appendices
Aligning Philosophy and Practice

Educational Developer’s Portfolio – Artifact Worksheet

My activity:

My beliefs and ethical guidelines:

My actions, strategies, and approaches:

Scholarly evidence I draw from as I plan and do my work:

Evidence of impact:

✔ Handout
Getting Organized

Welcome

Welcome to my ePortfolio! This webspace has been designed to document my experience and development as an educational developer, instructor, facilitator, and trainer. It includes a statement of my philosophy, examples of teaching and facilitating work, and features a series of artifacts and reflections, which includes work samples and my thoughts as I delve deeper into educational development. To learn more about me, check out the About Rebecca page. For a more comprehensive view of my academic, work, and extracurricular experience, please consult my Curriculum Vitae.
Getting Organized

**Appendix D**
Materials to Include in Your Educational Developer's Portfolio

**Instructions.** Look over items in the list below to identify materials you might collect, or descriptions of work you might wish to write for your portfolio. The list is lengthy and is meant to prompt your memory for knowledge, skills, and experiences you bring to the role of educational development.

<table>
<thead>
<tr>
<th></th>
<th>Collect</th>
<th>Write</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. General</td>
<td>introductory information</td>
<td></td>
</tr>
<tr>
<td></td>
<td>institution</td>
<td></td>
</tr>
<tr>
<td>2. Educational development philosophy</td>
<td>reflective statement</td>
<td></td>
</tr>
<tr>
<td>3. Educational development roles and responsibilities</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Collect</th>
<th>Write</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Events</td>
<td>annual events</td>
<td></td>
</tr>
<tr>
<td></td>
<td>programs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>lecture series</td>
<td></td>
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<tr>
<td></td>
<td>workshop series</td>
<td></td>
</tr>
<tr>
<td></td>
<td>communities of practice</td>
<td></td>
</tr>
<tr>
<td></td>
<td>brown-bag luncheons</td>
<td></td>
</tr>
<tr>
<td></td>
<td>retreats</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Institute</td>
<td></td>
</tr>
</tbody>
</table>
Getting Organized

ToC Template for your Educational Development Portfolio:

- The headings below are based on section What to Include in Your Portfolio?, pages 29-33 of The Educational Developer’s Portfolio, Educational Development Guide Series No. 1 by J. McDonald et al.
- Please also consult page 46 for a similar list of Common Headings in Portfolios, in The Educational Developer’s Portfolio, Educational Development Guide Series No. 1 by J. McDonald et al., for additional/alternative ideas

Educational Development Philosophy

- Roles & Responsibilities

- Approaches, Methods, and Materials

- Innovations & Leadership
Working up a Table of Contents

Locate Table of Contents (ToC) Template and EDC Guide Appendix D, which are provided in your handout package.

Using these resources, draft your Educational Development Portfolio Table of Contents - brainstorm with abandon!
Portfolio Formats

<table>
<thead>
<tr>
<th>Paper</th>
<th>Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ Often expected</td>
<td>+ Immediately accessible</td>
</tr>
<tr>
<td>+ Not susceptible to tech</td>
<td>+ Selective visibility</td>
</tr>
<tr>
<td>glitches</td>
<td>+ Multimedia integration</td>
</tr>
<tr>
<td>+ Easy to print and flip</td>
<td>+ Just-in-time revision</td>
</tr>
<tr>
<td>through</td>
<td></td>
</tr>
<tr>
<td>- Bulky and costly to print</td>
<td>- Requires tech knowledge</td>
</tr>
<tr>
<td>- Limited multimedia function</td>
<td>- Time consuming</td>
</tr>
</tbody>
</table>
General Portfolio Tips

• Upkeep is important!

• Create a master file for images, artifacts, and evidence of impact

• Collect a variety of materials from a diversity of sources

• Invite feedback from peers

• Create a master, customizable portfolio
Intended Learning Outcomes

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