2013 EDC Institute Novice Stream

- Excerpts of slides used, plus some new ones including contributions from the group

- For information and scholarly study only

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Welcome!

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Icebreaker: Who are you?

Form groups of four

1. At random

2. By an area of interest

- Where: (geography, inst./org, unit, disc, dept)
- What: (job, role, stage)
- Who (do you work with and for)
- Why: (is it exciting or fulfilling)

Who am I?

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

Alice Cassidy, B.Sc., M.Sc., Ph.D.

- Facilitator, corporate trainer

- Science educator

- Educational developer

In View Education and Professional Development

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Debrief

Ways to form groups (for icebreaker or?)

CBAM – Concerns Based Adoption Model

Background info probe

See template in Ambrose et al., 2010

Value Line (more on that later)

Background Information Probe

(Mimi Harris Steadman, University of California, Berkeley)

- Change the wording, or fill in the blank for your own use

Have you heard of the _____ technique?

❑ Never heard of it

❑ Heard of it but don't know how to use it

❑ Used it a bit, but don't feel proficient

❑ Use it a lot and feel proficient (might have written or presented on it)

For this Institute to be a success, you said:

- Energetic
- Inspiring
- Highly practical
- Informative
- Interactive
- Sharing of good practices
- Good overview of ED
- Building confidence

- Tied to student learning as well as ED
- Open new doors
- Building a network
- Challenging
- Connect with research
- Calming

And, later that same Institute

- Almost all of these got multiple check marks (when asked, did the Novice Stream meet expectations).

- There were even two smiley faces and a star!!!

- The research, student learning and calming items were not checked off

Format for Novice Stream:

- Focus on the practical

- Modeling approaches

- Active involvement

- Time on task

- Discussion, reflection

- A bit of outdoors perhaps

- Provide references and other material on website

You might be an educational developer if you…

- Help colleagues who teach
- Work to support good teaching and learning practice
- Facilitate seminars, workshops or other events, or produce resources
- You added: Support SOTL work

Educational development = diversity!

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

"Educational developer" aka:

Faculty developer

Instructional developer

Academic developer

Staff developer

Other titles/roles? There were lots!

How did you get into this field?

- Pathways to the Profession of Educational Development

- Jeanette McDonald and Denise Stockley (2010)

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For this and more resources…

- References
- Descriptions of techniques
- Downloadable templates and other material

In View Education and Professional Development
http://cassidyinview.wordpress.com/

Ed dev philosophy statement
Draft 1

1. What are your fundamental values and beliefs about educational development?

(Kenny, 2013)

Keep in mind, or add as you wish:

2. Why do you hold these beliefs and values (grounded in both experience and scholarship)?

3. How do you translate these values and beliefs into your everyday educational development practices and experiences?

(Kenny, 2013)

Additional resources

Holmes and Timmerman (2012)

Wright and Miller (2000)

Skills, Knowledge, Attitudes: What have you already packed?

Tips

- Think of tasks you do: how do you do them? How do you know how to do them?

- Once back at 'work', what is the first thing you need to do? How confident are you in being able to accomplish it?

- Is there something you 'taught' a colleague (how to do something)?

What can you pick up along the way?
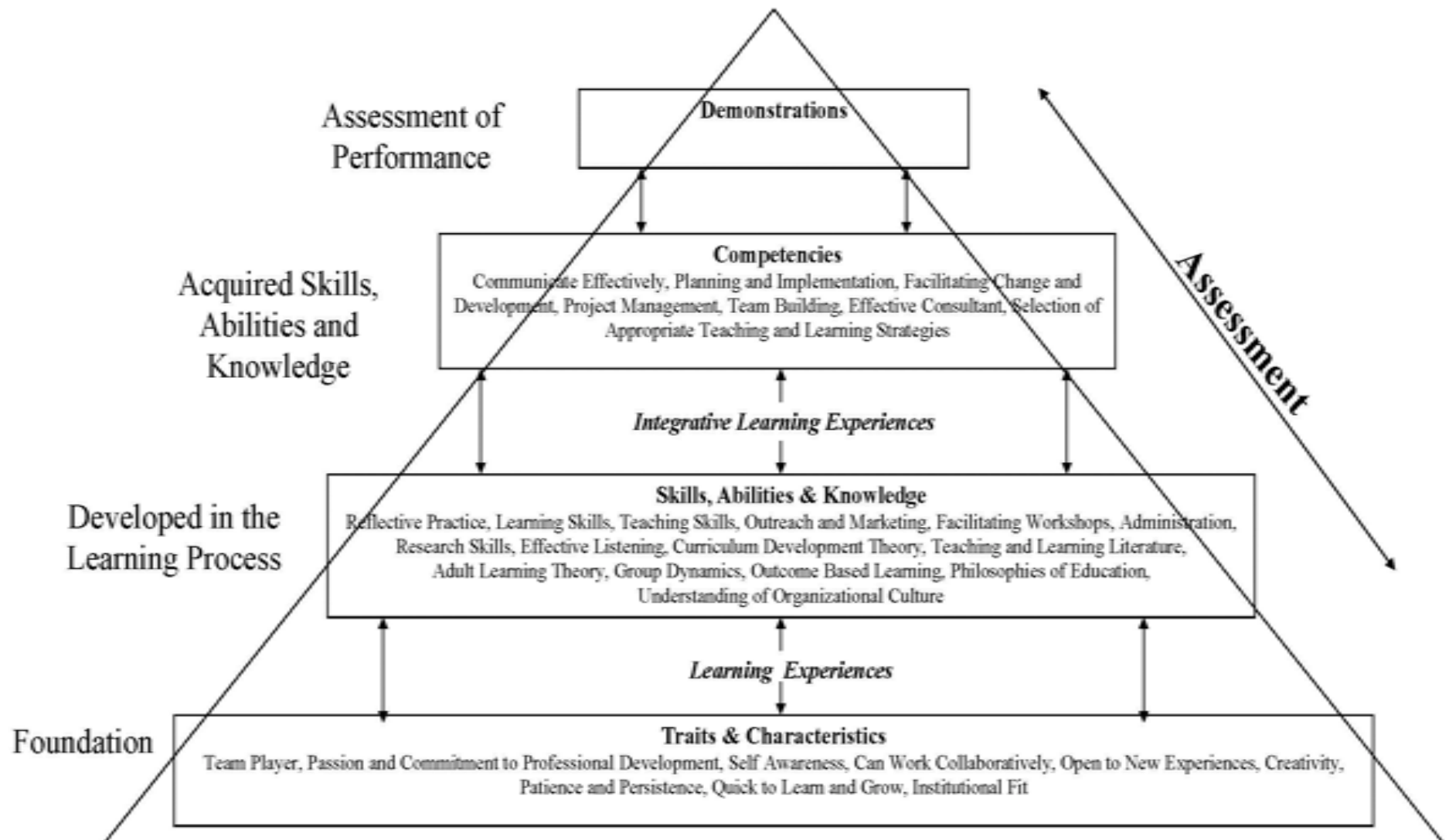
- How? When?
- From whom? Why?

- My examples: technology, references, journals

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Resources we will use

- Dawson et al., 2000

- Rodgers, 2012

Also see Rodgers and Simmons, 2013

Assessment of Performance

Demonstrations

Acquired Skills, Abilities and Knowledge

Competencies
Communicate Effectively, Planning and Implementation, Facilitating Change and Development, Project Management, Team Building, Effective Consultant, Selection of Appropriate Teaching and Learning Strategies

Integrative Learning Experiences

Developed in the Learning Process

Skills, Abilities & Knowledge
Reflective Practice, Learning Skills, Teaching Skills, Outreach and Marketing, Facilitating Workshops, Administration, Research Skills, Effective Listening, Curriculum Development Theory, Teaching and Learning Literature, Adult Learning Theory, Group Dynamics, Outcome Based Learning, Philosophies of Education, Understanding of Organizational Culture

Learning Experiences

Foundation

Traits & Characteristics
Team Player, Passion and Commitment to Professional Development, Self Awareness, Can Work Collaboratively, Open to New Experiences, Creativity, Patience and Persistence, Quick to Learn and Grow, Institutional Fit

Assessment

New developers engage in a range of strategies to advance their careers:

- Building connections
- Career development planning
- Continuing to learn
- Practicing
- Reflecting

Roderick and Isukuru (2011)

* Skills * Knowledge * Abilities*

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

Other resources

- 2013 EDC Conference sessions and keynote by Connie Schroeder

- Rodgers and Simmons (2013): Competencies related to ethical practice

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And more Canadian refs

- Cheryl Amundsen (Simon Fraser University)

- Mary Wilson (Niagara College)

- Lynn McAlpine (University of Oxford)

- Lynn Taylor (University of Calgary)

- Cynthia Weston (McGill University)

1. 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

Think and write:

One person you need to contact once home

- What for?

- 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?!)

How not to do it?

From: Alice Cassidy
Subject: **Stats needed on writing centre student visits**
Date: October 24, 2013 4:45:55 PM PDT
To: Alice Cassidy

I need the statistics on the numbers of students in each course who have visited the writing centre.

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Course Coordinator, Dean's Office, Faculty of Science, University of British Columbia
Science 113, First Year Seminar in Science: http://wiki.ubc.ca/Course:SCIE113
http://science.ubc.ca/students/new/first/113

LFS First Year Seminar Coordinator, Faculty of Land and Food Systems, University of British Columbia

One way to do it?

24 October, 2013

Hello Meaghen,

It was great to see you at our last meeting. I am so glad you are feeling better and that your recent holiday was relaxing.

In the meeting, you mentioned the possibility of sending us the statistics your office has been collecting on the numbers of students who have visited the writing centre. It would be great to receive these data at your earliest convenience.

Thanks and looking forward to the next stages of the project.

Alice

Let's practise rapport-building

- One of your scenarios: Do as goldfish bowl with bubble

- West and Hoessler materials

- Small group discussion of approaches

Debrief

- Goldfish bowl with bubble: What was that like?

- Asking and/or responding… what skills, knowledge or attitudes do you use? Any notes to add to your chart or your ed dev portfolio material?

- Value of rapport-building in ed dev work?

Value line

Experience and knowledge about helping faculty with the use of technology

0 – nuthin'

1 – Somewhat, so feel I have a start

2 – Feel fairly confident that I can handle most requests

3 – Very comfortable, can handle almost all requests

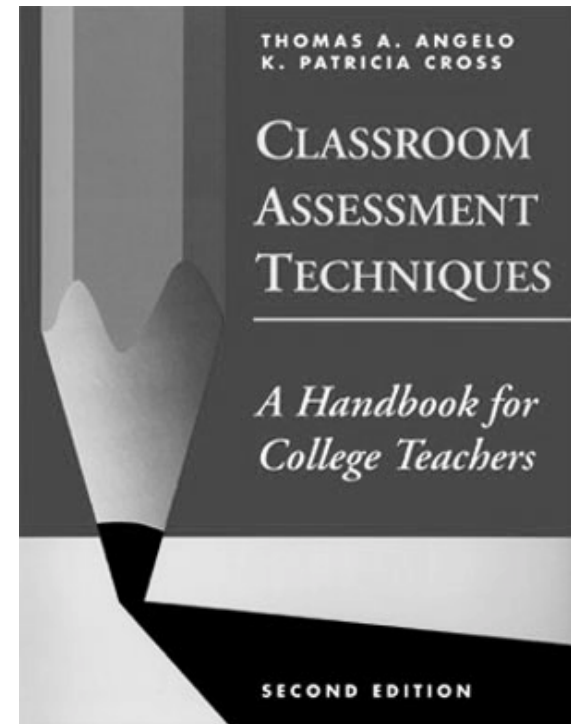Stand on the 'line' where you self-assess

What if the value line were this:

- Consider how knowledgeable you are on the work of: Kolb, Dewey, Svinicki, Taylor, Poole, Angelo, Schroeder, Gardner, Simmons and 4 more authors you can list

Classroom Assessment Techniques

Tom Angelo and Patricia Cross (1993)

2. Active Listening

Form pairs, one is talker, one is listener

Prompt: What programs, workshops or resources do you create, deliver, help with, or oversee?

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?

Active Listening (cont.)

Switch (form a new pair).

- Slightly different prompt:
- What programs, workshops or resources do you know about?

Try to add only new ones not on the list

Debrief:

Value of listening

We now have generated a list of programs, workshops and resources

See materials on my website

3. The secret to our success!

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How do you find out what people want and need?

- Survey
- Focus group
- Attend meetings
- Drop-in sessions
- Talk
- Advertise

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Have you heard of these surveys?

- ALIT (Active Learning Inventory Tool)
- Self-determination theory
- NSSE (Universities)
- CCSSE (Community Colleges)

Want vs. need

- Are there some topics people will never say they need?

- How do you find out what 'best meets their needs' really means?