Workshops

- Short
- Multi-day

Programs:

- Short-term
- Year-long

Examples

Workshops:

ISW, PSW, NSW

Longer programs:

- Certificate programs, e.g. UBC
- College educator programs, e.g. Ontario
- Scholar groups, e.g. Elon and Michigan Univs.

Resources

- Sustainability repository
- IDEA
- Faculty Focus
- Newsletters
- Listservs
- Websites

Some of my projects

- Teaching Scholars Program
- Faculty Instructional Skills Workshop
- Newsletter, Blog
- PBL within one Faculty
- Student Team
- Executive of EDC
- Conference academic program
- Annual undergraduate leadership award

Punchy names

- CAFÉ
- TAG
- URIT
- Faculty Lunchbox

Would you be enticed to go to one of these?

And, or

- Marketing
- Food
- Bring a colleague
- Form a community
- Passport

How do you find out how it went?

Feedback

- Immediate
- Write a letter
- One year later

Meet again

- Follow-up
- Advanced

More resources:

Cassidy, 2011. Communities of practice

Eison, J. and E. Steeves. 1995. Faculty Workshops and Institutes.

Impact and assessment of T&L Centres

Strengths

What do you do in your role that benefits others?

What are your greatest accomplishments over the last year or two?

When have you felt most engaged/affirmed in your practices and approaches?

Opportunities

What are some of your greatest areas of interest in ED?

What do you see as your greatest opportunities for growth in your ED practice?

What new skills and abilities will help you move forward in your ED practice

Aspirations

What do you care most deeply about in your role?

What difference do you hope to make?

What projects and initiatives do you hope to engage in as an ED?

Results

How do/will you know you are succeeding in your practice?

What 'tangible results' do you hope to be known for in your role as an ED?

Stavros and Hinrichs, 2011

Have you considered possible pitfalls?

What is your 'elevator speech'?

4. Consulting skills

- More of your scenarios: co-sharing possible approaches and solutions

- FDW Facilitation Tips and Phrases

5. Networking

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How do you find and share strategies and resources important in our work?

- Talk
- Read
- Surf
- Conferences
- Workshops
- Lunch

- Walking meetings
- Listen?
- Map?
- Tweet?
- You added: blog

Be actively engaged as a teacher and scholar

- Get ideas, examples, perspectives from others

- Hear, see and be seen; chat to those who teach at your institution.

- Be accessible

Other ideas

- Read published literature related to your teaching/facilitating techniques

- Attend professional development seminars, conferences, meetings

- Communicate with colleagues about teaching and learning!

See Kerpen, 2013

Use of technology

- 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
- You added: Educause groups http://www.educause.edu/

Contributions from 2012 novice ed devvers

- Blog
- Wiki
- Skype
- Webex
- Adobe Connect
- Facetime
- Discussion forums – inter and intra institutional
- Picasa
- Flickr
- Creative Commons

- Social bookmarking
- Google docs
- Dropbox
- You Send It
- Delicious
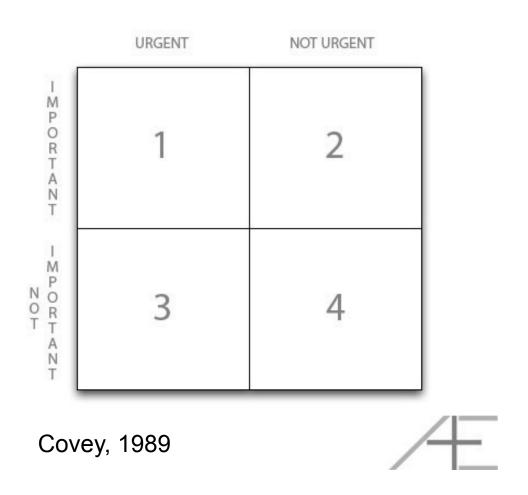- Moodle
- Wordle
- Tumblr
- Zotero
- Refworks

Additions made in 2013

- SCoPE
- Deliver It
- Contact North http://www.contactnorth.ca/

Do you need to keep a limit on some forms of networking?

- Phone calls
- Reading
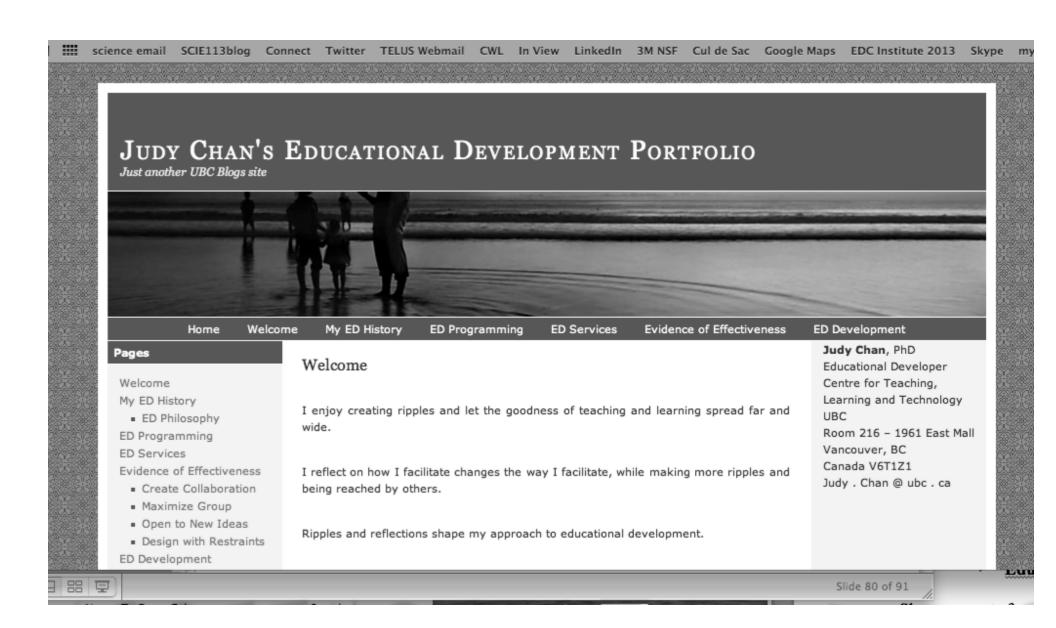- Walking meetings
- Email
- Twitter
- Web searches

How do you spend your time?

Covey, 1989

Examples from colleagues

Judy Chan http://blogs.ubc.ca/jchan/

Isabeau Iqbal Isabeauiqbal.ca

Jordanne Christie
https://sites.google.com/site/
jordanneportfolio/curriculum-development-
and-or-development-of-innovative-teaching-
learning-materials

Note: links used with permission of the above
for use in the 2013 EDC Institute

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Pages

Welcome
My ED History
  ▪ ED Philosophy
ED Programming
ED Services
Evidence of Effectiveness
  ▪ Create Collaboration
  ▪ Maximize Group
  ▪ Open to New Ideas
  ▪ Design with Restraints
ED Development

Evidence of Effectiveness

Systemic evaluation of programs and workshops is conducted on a regular basis. Suggestions are sought to improve quality of programs with the end goals to enhance student learning. I review feedback from my participants immediately after each workshop and when I start planning future events.

Core questions I often asked at the end of most workshop:
These questions were recently revised to better reflect UBC and CTLT's value and vision.

1. Why did you come to this event?
2. Please indicate your agreement with the following statement: This event will help me enhance the quality and impact of student learning at UBC

   1. Strongly disagree
   2. Disagree
   3. Unsure
   4. Agree
   5. Strongly Agree

3. This workshop has supported my professional growth. Yes / No
4. If yes – how has this event has supported your professional growth (check all that apply)

   ▪ Reinforced my current ideas
   ▪ Introduced something new
   ▪ Made me question my current practice
   ▪ Has radically changed my perspective
   ▪ Connected me with other people
   ▪ Helped build my confidence (to try something new)
   ▪ Expanded my awareness

Judy Chan, PhD
Educational Developer
Centre for Teaching, Learning and Technology
UBC
Room 216 – 1961 East Mall
Vancouver, BC
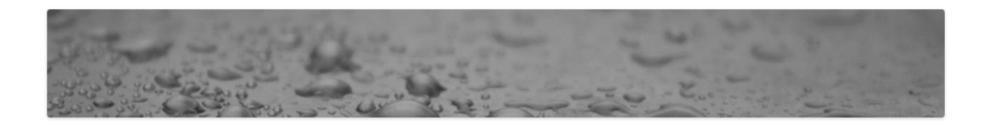Canada V6T1Z1
Judy . Chan @ ubc . ca

Educational Developer Portfolio

WELCOME   ABOUT   CURRENT WORK   SCHOLARSHIP

Welcome

Welcome to my electronic portfolio, which profiles my educational development work and research, both present and past. In these pages, I highlight and share information about the projects and initiatives I have been involved with, in my daily practice and academically.

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Educational Developer
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University of British Columbia

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Scholarship

I am a qualitative, educational researcher whose research interests are in the following broad areas:

- Teaching and learning in higher education
- Faculty careers
- Professional growth in teaching (among those who teach in higher education institutions)
- Feedback practices
- Gender in higher education

My research skills include:

- Designing a feasible qualitative research study
- Conducting thorough literature reviews
- Developing relevant research questions
- Applying successfully to UBC's Behavioural Ethics Board
- Managing data collection processes (including recruitment, member checking, follow up with participants, and detailed documentation of research process)
- Creating an interview protocol and conducting qualitative interviews
- Analyzing data (using an iterative process of induction and deduction)
- Coding and categorizing using Atlas.ti

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Search

JORDANNE CHRISTIE TEACHING PORTFOLIO

Introduction

Introduction
Statement of Teaching Philosophy
Courses Taught
Curriculum Design
Diverse Learning Needs
Active and Collaborative Learning
Assessment and Evaluation Strategies
Educational Technology
Reflective Practice
Committee Membership
Research and Publications Related to Teaching
Letters of Reference/Testimonials

Curriculum Design

When developing curriculum, I understand that there must be **alignment** between expected learning outcomes, the needs, interests, and abilities of the learners, and the learning activities, learning resources and evaluation. I am comfortable using established course outlines to plan a course and communicate expectations to learners. I am also comfortable developing course outlines and writing learning outcomes using established principles of curriculum design, as well as planning instructional activities and evaluation approaches that support the achievement of the learning outcomes. In addition, I understand the importance of the Essential Employability Skills and I strive to to incorporate teaching and evaluation methods that support the growth of these skills. I also have experience monitoring and revising courses to ensure that the curriculum is coherent, relevant and current and I am familiar with Durham College's curriculum mapping process and procedures. I have chosen the below examples which I feel emphasize my competency in this area.

Social Media and Society (GNED 1411)

Educational Technology

Of all the Durham College Skills and Abilities, technology in teaching in learning is the one with which I have the most broad experience, given my current position. I have a strong understanding of the ways in which technology can enhance learning and I have considerable experience using recognized instructional design principles to produce electronic learning environments and interactive learning materials for a variety of learners. I have developed and delivered a variety of training sessions for faculty regarding technology in teaching and learning and have provided many one-on-one consultations in this area. I also developed a series of online sessions called Bi-Weekly Instructional Technology Exchanges (BITES) which focus on a new learning technology every other week. I am also involved in the active research, investigation, piloting and evaluation of instructional technologies at Durham College, and have written articles for the Catalyst newsletter and have presented at relevant educational technology conferences. To showcase my technology in teaching and learning skills I have opted to provide a list all of the training sessions that I currently offer or have offered in the past. I have also included a link to the instructional technology documentation that I have created as well as a copy of my newsletter articles.

Training Session Descriptions

This document includes a listing of all of the instructional technology training sessions that I have delivered to date for the Centre for Academic and Faculty Enrichment.

Technology Solutions Page

This is a webpage that I manage on the Centre for Academic and Faculty Enrichment website which provides a summary of a variety of instructional technologies and describes how they might be used to enhance the learning environment.

Catalyst Newsletter Articles

The Centre for Academic and Faculty Enrichment at Durham College has a quarterly newsletter that provides articles about best practices related to teaching and learning, curriculum, and instructional technology. I am a frequent contributor to this newsletter and here you will find a copy of the articles that I have written for the Catalyst Newsletter.

6. Take action!

A faculty member comes to see you and asks for help with (fill in the blank) especially, what have others done in this area, how might I best use this technique or strategy.

You don't know much about the topic - how do you find out?

- Listserves
- Web searches
- Ask colleagues
- Keep notes – how best to organize them?
- READ

Jigsaw

- Each of you has one of four excerpts from a book, article or web

- Take 7-8 minutes to skim/read, then find those with the same colour and chat briefly about the reading

- Form a group that has all four colours and explain to each other

Would any of these work for you?

- Email folders
- Word files and folders (A-Z resources – see slide after the next one)
- Delete! (Listserv email archives)
- Revisit and delete!
- You added more tips (see next slide)

Email tips provided by the 2013 Novice Stream, EDC Institute

- Use folders marked Mon-Fri
- Use the 'touch it once' principle
- If quick, answer it
- Controversial emails? wait 24 hours to respond, or write as a draft first, and/or put the address last so you don't accidentally send it, or send first to a trusted colleague for input
- Is email best? What about the phone?

📁 A–Z Resources ▶	📁 Academic Integrity etc. ▶
📁 Applications ▶	📁 Accreditation General ▶
📁 Biology 345 ▶	📁 ACTIVE/en...ed learning ▶
📁 Communications ▶	📁 ASSESSMENT ▶
📁 Conferences/related ▶	📁 Beginning and ending ▶
📁 EDC ▶	📁 Communication ▶
📁 Fun ▶	📁 Concept M...files in too) ▶
📁 ISCI330B ▶	📁 Course/Curric Design ▶
📁 Job details ▶	📁 Creativity ▶
📁 Other UBC ...ossibilities ▶	📁 Critical Thinking ▶
📁 Research Projects ▶	📁 Flexible As... references ▶
📁 SCIE 113 ▶	📁 graduate e...upervision ▶
📁 Seminars/facilitating ▶	📁 Groups ▶
📁 STLHE/3M ...rad award ▶	📁 Journaling/Reflection ▶
📁 To sort through/check ▶	📁 leadership ▶
📁 Writing/reviewing ▶	📁 Learning C...ties/Teams ▶
	📁 Learning Objectives ▶
	📁 Portfolios ▶
	📁 resources ▶
	📁 Software ▶
	📁 SoTL ▶
	📁 Teaching Dossier ▶

Your Groups (9) Reorder »

⊕ C

AASHE (Association for the Advancement of Sustainability in Higher Ed...

EnvELOP - Environmental Education & Learning Online Prog.

HETL Scholarship of Teaching and Learning [SUBGROUP]
a subgroup of Higher Education Teaching and Learning

Higher Education Teaching and Learning

Innovative Learning

Professional & Organizational Development Network in Higher Educatio...

SCoPE

Canadian Journal for the Scholarship of Teaching and Learning

http://www.cjsotl-rcacea.ca/

Volume 4, Issue 1: Raising awareness of research ethics in SOTL. The role of educational developers

Denise Stockley and Laura-Lee Balkwell

Volume 1, Issue 1: Diverse Methodological Approaches and Considerations for SoTL in Higher Education

Harry Hubball and Tony Clarke

But wait, there's more!

SOTL:

- Cassidy and Poole, 2008
- International Journal of Academic Development
- Teaching & Learning Inquiry

Groups right here at home

- EDC Peer mentoring action group (Deb Dawson, Teresa Dawson)

- STLHE SOTL special interest group (Nicola Simmons)

Share some ed dev philosophy statements?

You did and it was great! Thanks. Good wishes with your continued work on it.

Where does your map lead?

Are there other ways to get where you want to be in educational development?

Some ideas:

- Go out of your safe zone

- Make a timeline for next 6 months (from Oct 30 to April 30) for yourself

- Write yourself a letter

I'll know I have "arrived(or been successful)" because..

Today

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 someone to mail or deliver to you in 6 months.

Rest and celebrate along the way

A reflection:

- "When you're finished changing, you're finished." — *Ben Franklin*

"Leadership and learning are indispensable to each other."
— *John F. Kennedy*

From Kerpen, 2013

What's in the bag? One more reflection

- Techniques: Ways to do it

- Value: Reasons to do it

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What if we had done this?

- Create a "top ten": Summarize the material we co-created. What would you add to the list?

"As an educational developer, it is important to…."

- Thanks for your participation, contributions and reflections!

- Safe travels