Welcome to the 2017 Institute!

Webinar #1

While we wait for everyone to arrive, please take a moment to introduce yourself in the chat area on the right (name and institution).
A quick introduction to using Collaborate Ultra

Video is off
Audio is on
Mute when you are not talking

Chat box
Show of hands
Polling
Welcome and Introductions

Judy Chan and Isabeau Iqbal
Webinar #1 and #2

Jeanette McDonald and Deb Dawson
Face-to-Face Session
Introduction to the Institute

Before We Begin
- Survey: Who we are
- ED Portfolio Viewing: What our colleagues do

Webinar 1
- May 16
- 10 am Pacific | 11 am Mountain
- 12 noon Central | 1 pm Eastern
- 2 pm Atlantic | 2:30 NFLD

Webinar 2
- June 1
- 10 am Pacific | 11 am Mountain
- 12 noon Central | 1 pm Eastern
- 2 pm Atlantic | 2:30 NFLD

Face-to-Face
- St. Mary’s University, Halifax, Nova Scotia
- Friday June 23 | 3 to 6 pm
- Saturday June 24 | 9 am to 5:30 pm
- Sunday June 25 | 9 am to 1 pm

Optional Webinar
- TBD
Introduction to the Team
Why you are here

- better understand structure and content of portfolio (best practices)
- develop my portfolio (integrate pieces together in a more coherent fashion)
- network and connect
- offer a similar workshop to colleagues
- get feedback
- reflect on my role and professional goals
- learn more about field
- develop a work plan for revisiting
- better understand difference between teaching portfolio and educational developer portfolio
Purpose of today’s webinar
Session Objectives

By the end of the session, participation should be able to…

1. Briefly describe Institute structure/flow
2. Explain purposes and benefits to having/maintaining an educational developer’s portfolio
3. List possible uses of the educational developer portfolio
4. List components of a portfolio
5. Compare educational developer portfolios and teaching portfolios for similarities and differences
6. Be ready to do your pre-work for Webinar #2
Session Overview

1. Welcome and introductions
2. Overview of institute
3. Portfolio definition, purposes, audience
4. Components of an ED portfolio
5. Homework:
   – Your first ED philosophy paragraph
6. Questions?
What is an Educational Developer’s Portfolio?

- a tool used to articulate, reflect upon and provide evidence of an educational developer’s...
  - beliefs
  - approaches, practices, activities
  - growth
  - impact
What is it NOT?
https://hemmingforddogblog.wordpress.com/2012/10/15/it-seems-that-breakfast-really-is-the-most-important-meal-of-the-day/
What is an Educational Developer’s Portfolio?

“It is a goal-driven collection of materials that documents an educational developer’s experience in the field of faculty development over time” (Stanley, 2001)
Purposes and potential uses
Which portfolio(s) did you review?

1. Daniel’s Portfolio: http://eddev.danielbraun.net/
2. Kathleen’s Portfolio: https://www.kathleenbortolin.com/
3. Roselynn’s Portfolio: http://blogs.ubc.ca/rverwoord/
4. Two of them
5. All three of them
Dr. Daniel Braun
http://eddev.danielbraun.net/

What the heck is this? This is the professional development portfolio of me, Daniel Braun, developer, university teacher and aspiring leader in academia. It’s not clear to me why you’re here, but there we are. Please use the menu above to explore my perspectives on and experiences in teaching and learning and leadership in the academic context. I have
Dr. Kathleen Bortolin
https://www.kathleenbortolin.com/
Welcome to my Electronic Portfolio, which profiles the Teaching, Research that I have been and am currently involved in, both locally and internationally. The purpose of this portfolio is to highlight and share the work that I am doing: community of educators, community-based practitioners and researchers, makers, at both the local and international level.
What are the potential uses?

Performance review

Job application

Part of training program

See pages 14-15 in Ed Developer Guide and Table 2.2 p.16
What are the potential uses?

Write and/or design a job description

Evidence in a grant application

Award application
What are the potential uses?

Crystallize your philosophy and ideas

Demonstrate growth and change over time

Define/articulate the field

Highlight connections and gaps (e.g., professional development)
# Components of an ED Portfolio

<table>
<thead>
<tr>
<th>biographical sketch</th>
<th>professional development, future goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>philosophy statement</td>
<td>scholarship of educational development</td>
</tr>
<tr>
<td>roles and responsibilities</td>
<td>innovations and leadership in ED</td>
</tr>
<tr>
<td>approach to practice</td>
<td>artifacts</td>
</tr>
<tr>
<td>facilitation experience</td>
<td>appendices</td>
</tr>
<tr>
<td>evidence of effectiveness and impact</td>
<td>teaching experience</td>
</tr>
</tbody>
</table>

*See Chapter 4 in Guide*
### Components of an ED Portfolio

<table>
<thead>
<tr>
<th>Component</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>biographical sketch</td>
<td>professional development, future goals</td>
</tr>
<tr>
<td>philosophy statement</td>
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<td>approach to practice</td>
<td>artifacts</td>
</tr>
<tr>
<td>facilitation experience</td>
<td>appendices</td>
</tr>
<tr>
<td>evidence of effectiveness and impact</td>
<td>teaching experience</td>
</tr>
</tbody>
</table>
Teaching Dossier vs Educational Developer’s Portfolio

<table>
<thead>
<tr>
<th>Common Components</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beliefs</td>
</tr>
<tr>
<td>Roles and responsibilities</td>
</tr>
<tr>
<td>Course or curriculum development</td>
</tr>
<tr>
<td>Service</td>
</tr>
<tr>
<td>Personal/professional development</td>
</tr>
<tr>
<td>Impact</td>
</tr>
<tr>
<td>Future directions</td>
</tr>
</tbody>
</table>

See Table 2.1 in Guide
Session Objectives

By the end of the session, participation should be able to…

1. Briefly describe Institute structure/flow
2. Explain purposes and benefits to having/maintaining an educational developer’s portfolio
3. List possible uses of the educational developer portfolio
4. List components of a portfolio
5. Compare educational developer portfolios and teaching portfolios for similarities and differences

6. Be ready to do your pre-work for Webinar #2
See Chapter 5 in Guide

https://flic.kr/p/6o1SX2
Philosophy Statement

• what are your fundamental beliefs about educational development?
• why do you hold these beliefs?
• how do you translate these beliefs into your educational development practice?
Homework between now and Webinar #2

Tiny url:  https://tinyurl.com/lkdg8rm

Instructions:

1) On your own, read Table 5.1 (p.37) in the Educational Developer’s Guide

2) For each component (e.g. Definitions and beliefs; Roles, methods and strategies; Impact; Future goals) select one question (i.e., 1 bullet point) from the corresponding “Guiding Questions for Reflection”. For example, from the Definitions and Beliefs component, I might choose “Why do I hold these beliefs?”.

3) For each Guiding Question you have selected, do a 5-10 minute free-write in response to the question.

4) Go to this Google Spreadsheet and find your triad (see the tabs at the bottom).

5) Fill in the information as requested.
   a) Text must be entered into spreadsheet by May 24.
   b) Feedback to peers must be completed by May 30.
Go to page 37 of the Portfolio Guide.

Table 5.1

Components & Guiding Questions
<table>
<thead>
<tr>
<th>Name of Peer A</th>
<th>Name of Peer B</th>
<th>Name of Peer C</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Which component did you pick?</strong> (on page 37 of the ed Guide) (i.e., &quot;Definitions and beliefs&quot; or &quot;Educational development roles&quot; etc)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>From your selected category, <strong>which reflective question did you pick?</strong> (p.37 Guide)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Your paragraph</strong> (roughly 200 words, to be completed by Wednesday, May 24)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Comments from Peer A:</strong> What are you curious about? What would you like to know more? To be completed by Tuesday, May 30.</td>
<td><strong>X</strong></td>
<td></td>
</tr>
</tbody>
</table>
Portfolio Action Group Members

Current Members

- Jeanette McDonald (Lead)
- Paola Borin, Ryerson University
- Judy Chan, UBC
- Debra Dawson, Western University
- Isabeau Iqbal, UBC
- Natasha Kenny, University of Calgary
- Erika Kustra, University of Windsor

Past Contributing Members

- Ruth Rodgers
- Marla Arbach
Portfolio Resources and References


Additional References
(used in Webinar)


• World Cafe Conversations with educational developers at the 2014 annual conference or meeting of the ICED, EDC, and BC EdTech group.
Thank you!
These slides were created for:

The Educational Developer's Portfolio Webinar
May 16, 2017

Facilitators: Judy Chan & Isabeau Iqbal
Facilitation Team: Jeanette McDonald, Debra Dawson, Judy Chan, Isabeau Iqbal
Additional Slides
Before the pre-work...

What do we do as Educational Developer?
Before the pre-work...

<table>
<thead>
<tr>
<th>1. General</th>
<th>2. Educational development philosophy</th>
</tr>
</thead>
<tbody>
<tr>
<td>introductory information</td>
<td>reflective statement</td>
</tr>
<tr>
<td>institution</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Educational development responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>TA development</td>
</tr>
<tr>
<td>new faculty development</td>
</tr>
<tr>
<td>teaching chairs</td>
</tr>
<tr>
<td>teaching professors</td>
</tr>
<tr>
<td>adjunct, sessional, contract professors</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>consultations</td>
</tr>
<tr>
<td>facilitation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>annual events</td>
</tr>
<tr>
<td>programs</td>
</tr>
<tr>
<td>lecture series</td>
</tr>
<tr>
<td>seminars</td>
</tr>
<tr>
<td>workshops</td>
</tr>
<tr>
<td>luncheons</td>
</tr>
<tr>
<td>retreats</td>
</tr>
<tr>
<td>institutes</td>
</tr>
<tr>
<td>specialized training</td>
</tr>
<tr>
<td>other events:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8. Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>coordination</td>
</tr>
<tr>
<td>administration</td>
</tr>
<tr>
<td>organizing</td>
</tr>
<tr>
<td>strategic plans</td>
</tr>
<tr>
<td>agendas for retreats</td>
</tr>
</tbody>
</table>
Educational Developer's Portfolio Worksheet

My activity: Co-facilitate a workshop on flipped classroom with a faculty member who flipped his/her class

My beliefs and ethical guidelines: Open collaboration; reflective; scholarly

My actions, strategies, and approaches:
* Co-designed the workshop with the faculty member
* Suggested a general structure (ISW, Fink, etc based on their comfort zone); provided logistics support before, during and after the workshop

Scholarly evidence I draw from as I plan and do my work:
* ISW Model, Fink
* Knowles
* Stickel and Liu (2015)
* O’Sullivan (2015) DOI: 10.1097/ACM.0000000000000767

Evidence of impact:
* Feedback form at end of the workshop
* Most ‘are satisfied’, ‘found it useful’, ‘planned to use some elements of the workshop in their class’
* The faculty co-facilitator was inspired in a similar workshop a couple years ago
Educational Developer's Portfolio Worksheet

**Initiative/Project:**

Beliefs and ethical principles that guided you:

My actions, strategies, and approaches:

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

Evidence of impact:

**Homework:** Complete this worksheet for at least two initiatives or projects and bring them to the face-to-face session in June.
The Educational Developer's Portfolio

Welcome back! Webinar #2

EDC Institute

Webinar 2: June 1, 2017
Welcome back

Judy Chan and Isabeau Iqbal
Webinar #1 and #2

Jeanette McDonald and Deb Dawson
Face-to-Face Session
benefits

uses

components

comparison
Questions from Last Webinar

• Teaching and/or ED Portfolio
• Which tools to use
• Integration and separation of different portfolios
Session Objectives

By the end of the session, you should be able to...

1) Explain the purpose of the ED philosophy statement
2) Articulate two ‘tips’ that will help you further your ED philosophy statement
3) Be familiar with a SOAR framework for developing your ED philosophy
4) Begin to develop 2 or more artifacts; to be brought to the face-to-face session
Session Overview

Share insights from pre-work
Philosophy statement
SOAR framework
Pre-work for face-to-face
  1. Philosophy statement
  2. Artifacts

Wrap-up
<table>
<thead>
<tr>
<th>Definitions and Beliefs</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are my beliefs about educational development?</td>
</tr>
<tr>
<td>Educational development, for me, is like a jumbled world where the &quot;method to the madness&quot; that can be teaching and learning is explained. For the longest time I never considered myself to have any future in academia simply because I didn't know how to teach....I didn't have &quot;the gift&quot;. Then after taking a university course focused on teaching and learning (delivered by an ED), the light bulb came on! There was logic to teaching and learning and I had more options other than strictly talking at students from powerpoint....I could facilitate their learning! Educational development, and more importantly the Educational Developers, were a key piece for me making sense of what goes on in a post-secondary learning environment. As a result, Educational Development (for me) acts as the foundation in which teaching and learning is built upon: it's the resource, guidebook, platform for growth.</td>
</tr>
<tr>
<td>Impact</td>
</tr>
<tr>
<td>What difference have I made?</td>
</tr>
<tr>
<td>Impact has been a bit of a challenge. Moving into a new position as an advisor at SMU for about a year again from ground zero and develop an effective strategy needed and attempted to make an impact regardless. It has been a challenge. My advise to any new advisor is to be patient and listen more than you talk.</td>
</tr>
</tbody>
</table>

Thank you for sharing!
ED Philosophy Statement

From doing the pre-work, what is one important thing you learned about YOUR CONTENT and/or YOUR PROCESS?

What is the MOST IMPORTANT insight you gained from the process of drafting a section of your philosophy statement?

We like to ‘hear’ from you. Please share aloud. Start with your name pls.
Your ED Philosophy Statement

an integrated summary of your philosophy, practices, accomplishments, and effectiveness
Your ED Philosophy Statement

Communicates:
● your fundamental beliefs about ED
● why you hold these beliefs
● how you translate these beliefs into practice
Your ED Philosophy Statement

- written with audience and purpose in mind
- stand-alone document or as a companion piece
- one to two pages in length
- first person
Statement Components

Definitions and Beliefs about ED

ED Roles, Methods, Strategies

Impact

Future Goals

See Table 5.1 Ed Portfolio Guide
<table>
<thead>
<tr>
<th>SOAR Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table 5.2 (p.38) Guidebook</td>
</tr>
</tbody>
</table>

| Strengths |
| Opportunities |
| Aspirations |
| Results |
SOAR Framework
Table 5.2 (p.38) Guidebook

Strengths

● What knowledge, skills, abilities set you apart as an educational developer?
● What do you provide and do in your role as an educational developer that is of benefit to others?
Opportunities

- What are some of your greatest areas of interest in educational development?
- What opportunities currently exist that you can respond to in your role as an educational developer?
Aspirations

● What difference do you hope to make as an educational developer?
Results

- How do/will you know you are succeeding in your practice as an educational developer?
4 Steps to a Memorable Teaching Philosophy

Source: http://www.chronicle.com/article/4-Steps-to-a-Memorable/124199
Organize your statement using stated components.

<table>
<thead>
<tr>
<th>Definitions and Beliefs</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Roles, Methods, Strategies</td>
<td></td>
</tr>
<tr>
<td>Impact</td>
<td></td>
</tr>
<tr>
<td>Future Goals</td>
<td></td>
</tr>
</tbody>
</table>

Table 5.1 ED Portfolio Guide
Organize your statement using headings or themes.

<table>
<thead>
<tr>
<th>Heading/Theme #1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heading/Theme #2</td>
</tr>
<tr>
<td>Heading/Theme #3</td>
</tr>
</tbody>
</table>

See p.39-42 Ed Portfolio Guide
Organize your statement by structure and sections.

<table>
<thead>
<tr>
<th>Beginning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Values and Beliefs</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Middle</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategies and Impact</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>End</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary and Future Goals</td>
<td></td>
</tr>
</tbody>
</table>
Assessing your statement

Chapter 7 Portfolio Guide
Table 7.1
Table 7.2
Homework #1

Complete a full draft of your educational developer philosophy statement.
Session Objective

By the end of the session, you should be able to…

4. Begin to develop 2 or more artifacts; to be brought to the face-to-face session
Name a project, initiative, or workshop that you are proud of and/or would like to showcase in your portfolio.
Homework #2

What do we do as Educational Developer?

How? Why?
Educational Developer's Portfolio Worksheet

**Initiative/Project:**

Beliefs and ethical principles that guided you:

My actions, strategies, and approaches:

Scholarly evidence I drew from as I planned and did my work:

Evidence of impact:

EDC Webinar
My activity: Co-facilitate a workshop on flipped classroom with a faculty member who flipped his/her class

My beliefs and ethical guidelines: Open collaboration; reflective; scholarly

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Educational Developer's Portfolio Worksheet

**Initiative/Project:**

Beliefs and ethical principles that guided you:

My actions, strategies, and approaches:

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

Evidence of impact:

**Homework:** Complete this worksheet for at least two initiatives or projects and bring them to the face-to-face session in June.
Homework, by June 24

1. Philosophy statement, complete a full draft

1. Artifacts (x2) - worksheets
Portfolio Action Group Members

Current Members
  – Jeanette McDonald (Lead)
  – Paola Borin, Ryerson University
  – Judy Chan, UBC
  – Debra Dawson, Western University
  – Isabeau Iqbal, UBC
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Portfolio Resources and References

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• EDC Institute Webinar #2
  https://ca.bbcollab.com/collab/ui/session/playback/load/982F3B597FEFA32465BF35C7B6EE E56F

• EDC Website - ED Portfolio Action Group - links to portfolios, literature, and worksheets,
  http://www.stlhe.ca/constituencies/educational-developers-caucus/resources/educational-developers-portfolio/

• EDC Institute 2015 - web materials on developing an ED portfolio and philosophy statement -
  http://www.stlhe.ca/constituencies/educational-developers-caucus/edc-institute/edc-institute-resources/


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Thank you!
These slides were created for:

The Educational Developer's Portfolio Webinar
June 1, 2017

Facilitators: Judy Chan & Isabeau Iqbal
Facilitation Team: Jeanette McDonald, Debra Dawson,
Judy Chan, Isabeau Iqbal
Welcome back!
EDC Post Institute Webinar

Webinar 3: August 10, 2017
Welcome back!

EDC Institute
Welcome back

Judy Chan and Isabeau Iqbal
Webinar #1, #2, and #3

Jeanette McDonald and Deb Dawson
Face-to-Face Sessions
Agenda

● Welcome
● Mini “Mastermind”
● Lesson Learned
● Role of Portfolio in Our Profession
● Next?
Collective Mini ‘Mastermind’

● What is stopping you?
● What are your biggest questions?
Lesson Learned
Portfolio Tips from June

• Develop a labelled set of files to store images, “nice” notes, samples of work, etc.

• Regularly document and reflect on your practice

• Don’t wait until you need a portfolio. Start now!

• Collect a variety of materials (evidence) to document your practice.

• Seek permission to include products (in writing) or communications from others in your portfolio
• Invite feedback from peers on your ED practice.

• Initiate a portfolio writing group. Meet regularly!

• Update your curriculum vitae. Keep it current!

• Create a master portfolio. Customize for intended audience and purpose.

• Leverage use of tech tools to support assembly, presentation, and storage.

• Seek/participate in PD opportunities.
Lesson Learned

● Your top insights

● What would you suggest to a colleague who is considering building a portfolio?
ED Portfolio and ED Profession

● What is the role of portfolio in our ED profession?
● What can we do?
Next?
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- Judy Chan, UBC
- Debra Dawson, Western University
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  E56F

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  developers-portfolio/

• EDC Institute 2015 - web materials on developing an ED portfolio and philosophy statement -
  http://www.stlhe.ca/constituencies/educational-developers-caucus/edc-institute/edc-
  institute-resources/

  the potential of educational developer portfolios. To Improve the Academy, doi:
  10.1002/tia2.20054
Additional References  
(used in Webinar)


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