Building a Foundation for Your Educational Developer's Portfolio – Day 1

Dr. Debra Dawson and Dr. Jeanette McDonald

EDC Institute, Saint Mary's University, Halifax NS

June 23-25, 2017

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Institute Facilitators (F2F)

Dr. Debra Dawson

- Director: The Centre for Research on Teaching and Learning in Higher Education, Western University

- Adjunct Research Faculty Member, Western University

- Past Chair of the Educational Developers Caucus, STLHE

Dr. Jeanette McDonald

- Educational Developer: Laurier, University of Guelph, Queen's University

- Partnerships Chair, STLHE Board of Directors

- Past Vice Chair: Communications, EDC of STLHE

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Getting to know each other!

Let's "walk the line"!

- For each question asked, line up with your colleagues.

- Choose your place in line according to how you and your colleagues answer each question.

- Introduce yourself to your peers on either side of you.

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Institute Overview

1. Positioning the Educational Developer's Portfolio ✔

2. Writing Your Educational Development Philosophy Statement (EDPS) ✔

3. Giving and Receiving Feedback on Your EDPS

4. Reflecting on Your ED Philosophy and Practices

5. Creating Content for Your Portfolio

6. Career Competencies of an Educational Developer

7. Putting it all together

Institute Format

- mini presentations

- individual and group-based activities

- large and small group discussion

- post workshop reflection and writing (Days 1 & 2)

Parking Lot

- A place to capture our ideas and questions during the Institute
- Anyone can add to the list
- Review and revisit each day

https://commons.wikimedia.org/wiki/File:Car_park_-8.jpg

Institute Outcomes

By the end of the workshop you should be able to:

- explain what an educational developer's portfolio is and why it is important to have one ✓

- describe how an educational developer's portfolio is used and by whom ✓

- prepare and revise a draft statement of your educational development philosophy ✓ (in progress)

- describe what you do in your educational development practice, how, and why (in progress)

# Outcomes (continued)

- identify portfolio materials and feedback mechanisms to provide evidence and impact of your practice

- articulate key competencies important to each career stage of an educational developer

- evaluate your individual strengths and areas of potential growth for your current and future career stage

- create a plan for continued professional development as an educational developer

Workshop Resource
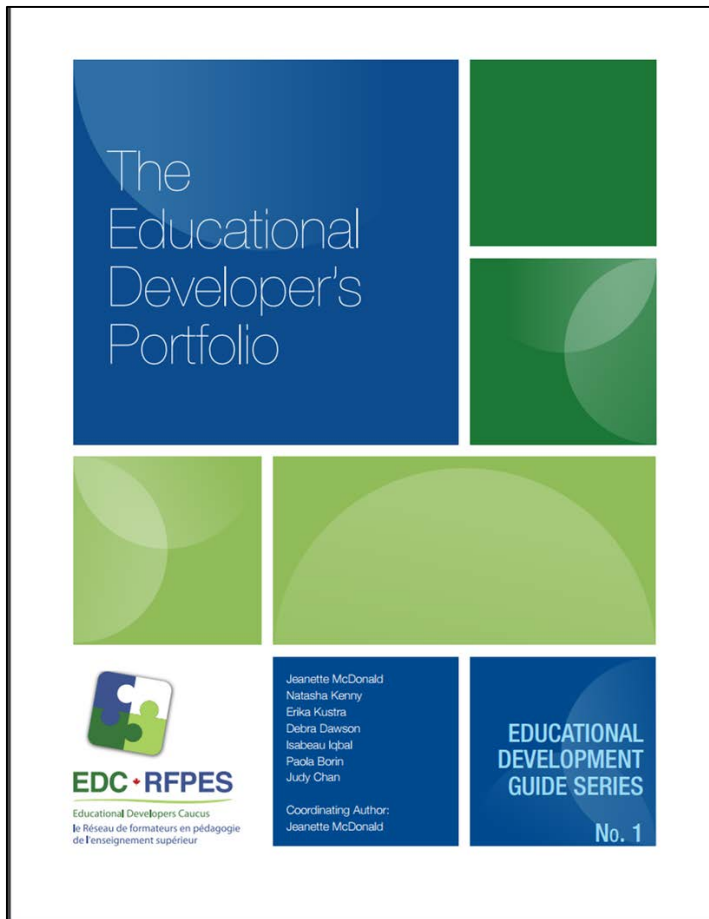
- First in a series of guides published by the Educational Developers Caucus of STLHE

- Available online, for free

- Licensed under Creative Commons for open access and sharing

Portfolio Action Group Members

Guide Authors and Group Members

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- Judy Chan, University of British Columbia
- Debra Dawson, Western University
- Isabeau Iqbal, University of British Columbia
- Natasha Kenny, University of Calgary
- Erika Kustra, University of Windsor
- Jeanette McDonald, Queen's University (Lead)

Past Contributing Members
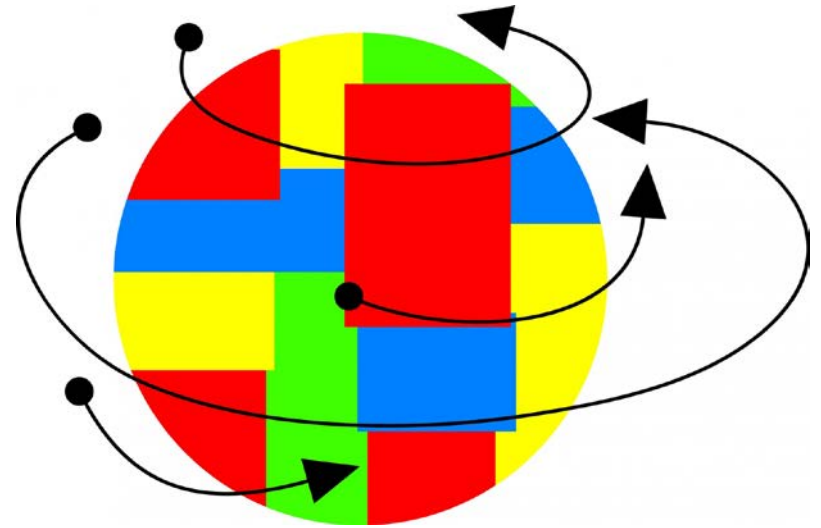
- Ruth Rodgers |Marla Arbach

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The Team!

Activity: A Family Portrait of Educational Developers

- Record individual examples/ideas for each station.

- Summarize and report back to group.

- How do we compare globally?

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The Global ED Family Portrait

- majority female (70%) | in 40s and 50s (60%)
- most in public PSI setting (86%) | > value on R (69%)
- employment status - about ⅓ each academic, administrative or combined
- most conduct research (82%), required (55%)
- over half hold a doctorate or higher (59%)
- highest qualification - professional fields (34%)
- almost all teach (96%) | most TAs/academics (79%)

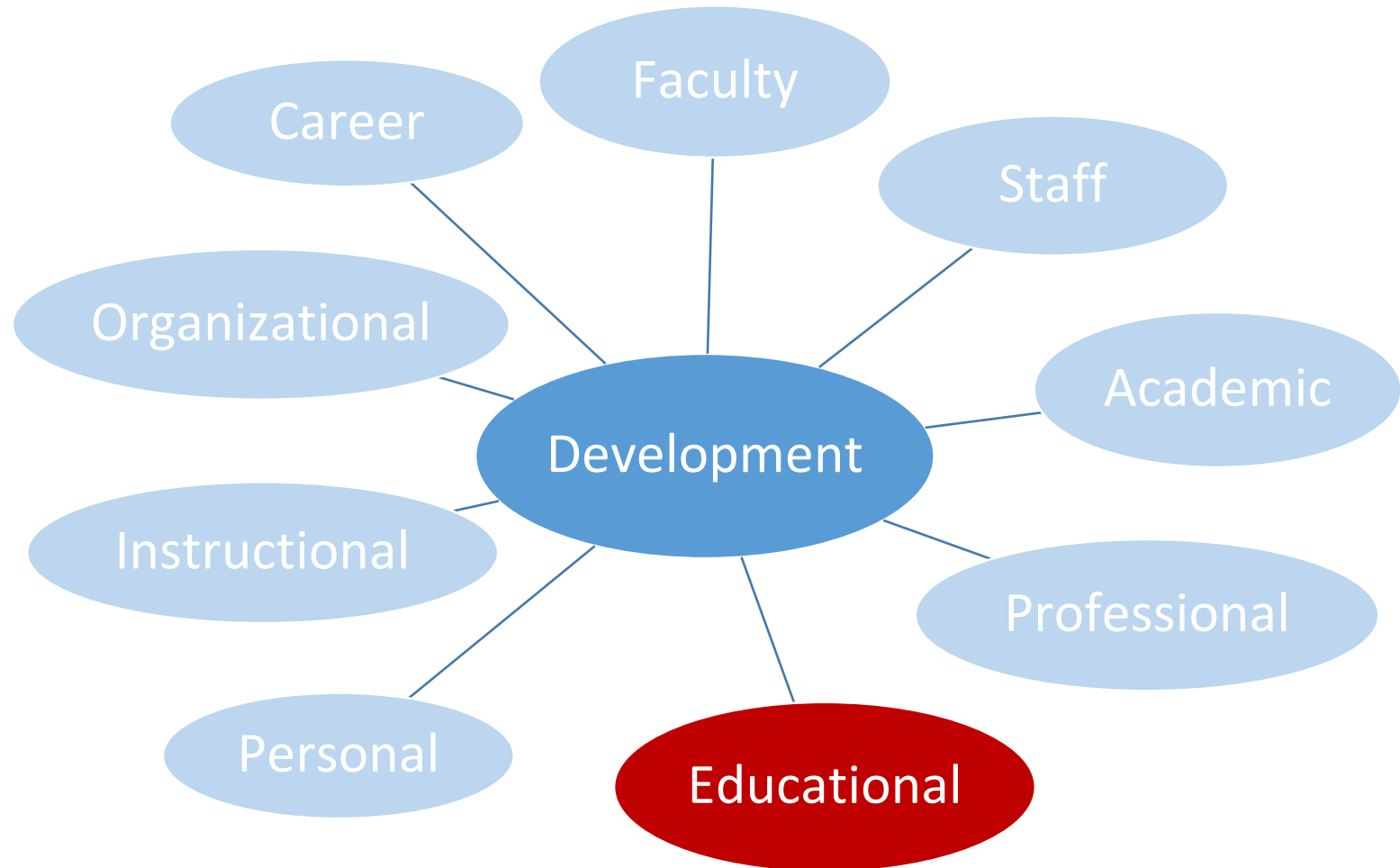Green & Little, 2016, pp. 143, 148
(figures rounded)

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What is educational development?

- "dedicated to helping colleges and universities function effectively as teaching and learning communities" (Felten, Kalish, Pingree, & Plank, 2007, p. 359).

- the practice of educational development occurs at an individual, organizational, and sector level (Fraser, Gosling, & Sorcinelli, 2010)

- our work is often done in collaboration with others across the institution and higher education as a whole

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Terminology – What's in a name

See: Riegel, 1987; Gaff, 1975; Bergquist & Phillips, 1975; 1977

ED Trends and Drivers

- Individual ➜ Institution ➜ Sector
- Generalist vs. Specialist
- Scholarship of Educational Development
- Truth and Reconciliation Report
- Accessibility
- Shifting Faculty Roles
- Technology
- Others???

See Dawson 2017; Fraser, Gosling, & Sorcinelli, 2010; Taylor & Rege-Colet, 2010 and others

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Orientations to Practice

Educational Development: Orientations to Practice (Land, 2001)

- Managerial
- Political strategist
- Entrepreneurial
- Romantic (ecological humanist)
- Vigilant opportunist
- Researcher

- Professional competence
- Reflective practitioner
- Internal consultant
- Modeller-broker
- Interpretive hermeneutic
- Discipline-specific

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Orientation	Description*	Might See	Focus
1. Managerial	Concerned with developing staff toward achievement of institutional goals and mission.	"achieving institutional planning"	Institution
2. Political Strategist (investor)	Principally aware of shifting power relations within organization and wider HE environment. Aligns development with agencies most likely to yield dividends.	"responding to calls by " "trends"	Faculty Development Unit or Teaching Centre
3. Entrepreneurial	Fosters innovative practice related to needs of world of work and employers. Often involved in income-generating, partnership approaches.	"innovation" "partnering with"	Employers Other External Stakeholders

* Adapted from article: Land, 2001 by
Dawson & Hoessler, 2015

Orientation	Description*	Might See	Focus
4. Romantic (ecological humanist)	An outreach approach concerned with the personal development, growth, and well-being of individual practitioners within the organization.	"individual faculty" "individual growth"	Individual Practitioner
5. Vigilant Opportunist	Takes advantage of topical developments and opportunities in strategic way as they arise within the institution or environment.	"new initiatives on campus"	Educational Development Unit or Teaching Centre
6. Researcher	Sees most effective way of influencing colleagues' practice as being through presentation of compelling educational research evidence.	"evidence-based presenting research"	Specific Discipline Community of Practice

* Adapted from article: Land, 2001 by
Dawson & Hoessler, 2015

Orientation	Description*	Might See	Focus
7. Professional Competence	Brings staff up to baseline level of skill competence in aspects of teaching and learning.	"survival" "good teaching" "skills"	Service to Student Body
8. Reflective Practitioner	Seeks to foster culture of self- or peer-evaluative, critical reflection amongst colleagues, to help them cope with uncertain and ambivalent organizational environments.	"critical reflection" "reflection on practice" "peer evaluation"	Individual Practitioners
9. Internal Consultant	Works with departments or teams in observational / evaluative / advisory capacity, often on longer term basis	"embedded support" "located in departments"	Department Course Teams

* Adapted from article: Land, 2001 by
Dawson & Hoessler, 2015

Orientation	Description*	Might See	Focus
10. Modeller-broker	'Trojan horse' approach of working alongside colleagues to demonstrate good practice or innovation. 'Do as I do' rather than 'do as I say.'	"working with departments" "working alongside"	Individual Practitioners Department
11. Interpretive Hermeneutic	Dialectic approach of 'intelligent conversation' with colleagues in which balancing of different views, relation of local to wider perspectives, part to whole, etc. leads to critical synthesis and production of new shared insights and practice.	"discussing" "facilitating" "perspective"	Individual Practitioner Department
12. Discipline-specific	Predicated on notion that colleagues are driven by their subject-specific 'guild' culture, hence development only effective when going with grain of disciplinary needs. Development can be seen as 'situated learning' within a disciplinary community of practice.	List discipline-specific sessions or communities of practice	Department Colleague Wider Discipline Guild

* Adapted from article: Land, 2001 by Dawson & Hoessler, 20165

Activity: Orientations to Practice

Given your institutional and national contexts, ask yourself:

- Which orientations do I currently practice?

- Which orientations would I like to further develop?

- Which orientations do I think my centre practices?

Large Group Discussion

- What examples can you share about how these orientations are exhibited in practice?

- What does your choice of orientation(s) say about your educational developer values and beliefs?

- How might we reflect/talk about our various orientations to practice in our philosophy statements? Influence our portfolio?

Wrap up and Next Steps

A Quick Review

- Making Connections

- Educational Developers - A Family Portrait

- Educational Development - Now / Future

- Orientations to ED Practice

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One Minute Paper: 3 - 2 - 1

- Name **three** things you learned about educational development.

- **Two** Orientations to Practice you currently practice.

- **One** question you have going forward.

Homework for Saturday - Day 2

- Your educational development philosophy statement - EDPS (bring 4 copies)

- Your two educational development portfolio alignment worksheets (homework from Webinar 2)

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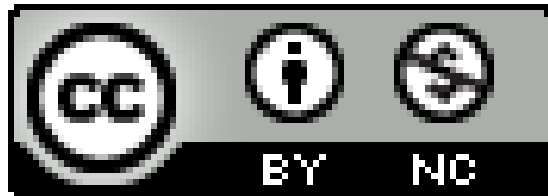
Building the Foundations of Your ED Portfolio: Day 2

Facilitators: Dr. Debra Dawson and Dr. Jeanette McDonald

EDC Institute, Saint Mary's University, Halifax NS

June 23-25, 2017

Welcome Back!

- Ice-breaker: How am I feeling today?

- Feedback from Day One

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Articulating Your ED Philosophy Statement (EDPS)

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Day 2 Outcomes

- Reflect on your beliefs about educational development, and consider how they inform/shape your ED practice. ✓

- Write a draft statement of your ED philosophy. ✓

- Provide feedback to a peer on their philosophy statement.

- Describe what you do in your ED practice, how, and why (in progress).

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Your Educational Development Philosophy Statement

- communicates:
    - fundamental beliefs about educational development
    - why you hold these beliefs
    - how you translate these beliefs into practice

- reflective and authentic in design

- written with intended audience and purpose in mind

(continued)

- written in the first-person

- one to two pages in length

- can exist as a stand-alone document or as a companion piece to the portfolio

- provides an entry-point to the portfolio for the reader

- frames and informs choice of portfolio materials

Statement Components

Definitions and Beliefs about ED	• Belief, values, assumptions, and ethics about educational development and how they align with your educational development roles and contexts across various levels (i.e., individual, group, institutional, higher education)
ED Roles, Methods, Strategies	• Personal strengths, skills, goals, and expectations related to the diverse roles and contexts of educational developers in post-secondary education, and overview of views of effective educational development strategies, practices, and methods
Impact	• Strategies used to evaluate educational development practices and effectiveness, including impact/influence on educational practice
Future Goals	• Future goals related to your educational development practice that demonstrate your commitment to continuous improvement

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Activity:
Philosophy Statement Feedback

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1. • In groups of 4, review each statement, using feedback sheets (30 minutes/person).

2. • Read the *Philosophy Statement*, write out your feedback, and discuss with the group.

3. • Return your written feedback sheets to your peer after each round.

4. • Compare notes and observations with peers at your table about the various feedback methods.

5. • Large Group Sharing.

Large Group Discussion

What questions remain for you about educational development philosophy statements?

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Helpful Hints for Final Revisions

- Revisit feedback, materials, and discussion highlights including Ray Land's *Orientations to Practice.*

- Review your job description (if you have one) and reflect on your roles and responsibilities. Have you captured why you do, what you do, in your statement?

- Set aside for a few weeks and then re-read for clarity and authenticity -- go over Table 7.1 again.

What's Next

- Map your philosophy, practices, and evidence of impact (i.e., what, how, and why). ✓

- Reflect on the worksheets you created after Webinar 2.

- Identify next steps toward creating a portfolio.

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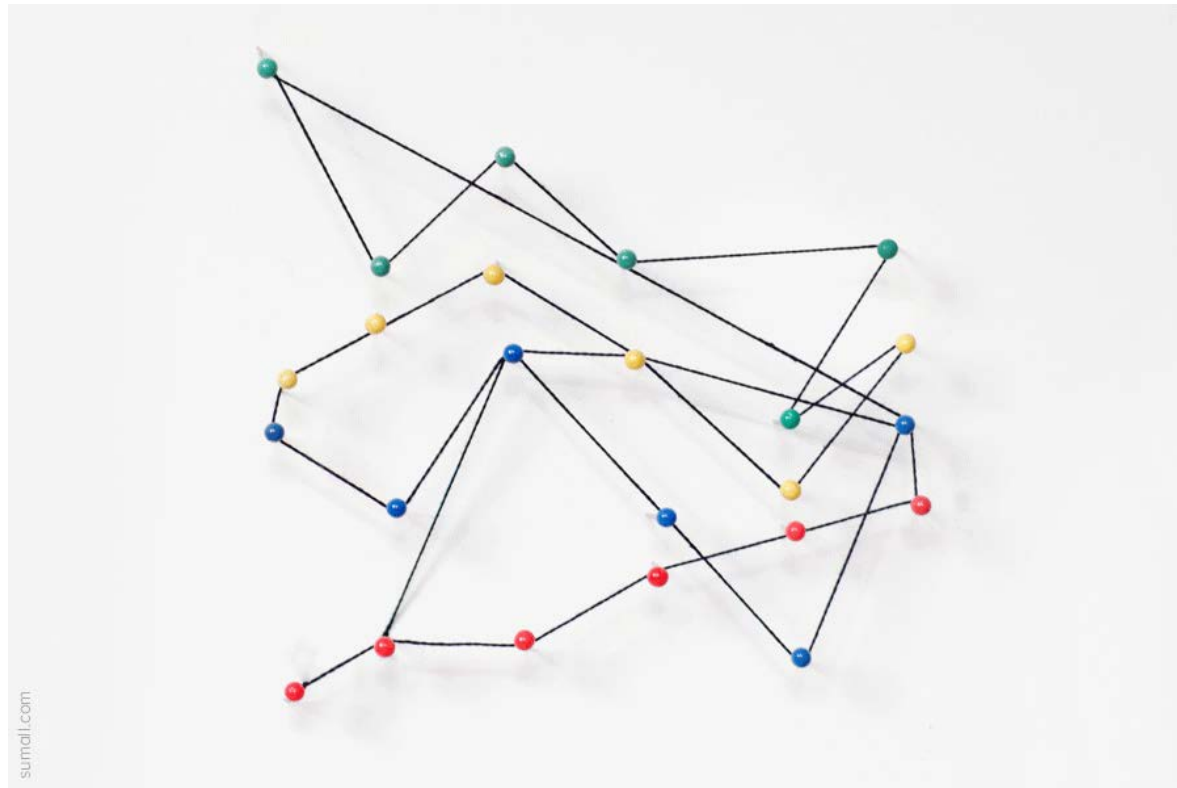le Réseau de formateurs en pédagogie
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Connecting the Dots: Aligning Your Educational Development Philosophy and Practices

Activity: Connecting Philosophy, Practice, Evidence of Impact

Faculty Developer's Portfolio 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:

37

Educational Developer's Portfolio Worksheet

My Activity (e.g., workshop)
-   What am I striving to do? | Audience of my efforts?

My beliefs and ethical guidelines?
- What are they? How do I translate them into my practice?

Concrete Actions

- How did I achieve my goals?

- What strategies and approaches did I take leading up to, during, and after the activity?

Scholarly Literature

- What evidence guides my practice? My decisions?
- What do I provide the audience of my practice? (e.g., individuals, groups, institution)

Evidence of Impact

- What impact did I have?
- What does success look like? Who defines it?
- How do I know I have been successful?

Educational Developer's Portfolio Worksheet

My activity: Co-facilitate a workshop on the 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:	Scholarly evidence I draw from as I plan and do my work:	Evidence of impact:
* Co-designed workshop with faculty member * Suggested a general structure (based on faculty comfort zone) * Provided logistical support before, during, and after the workshop	*Instructional Skills Workshop Model * Fink * Knowles * Stickel and Liu (2015) * O'Sullivan (2015)	*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 few years ago

Working Through the Process

1. Bring out the two educational developer worksheets you prepared as part of your homework from Webinar 2.

1. Turn to a peer at your table. Describe and discuss your map. Refer to the worksheet for question prompts. Revise your map accordingly.

Working Through the Process

3. Individual Reflections

- What did you learn about:

    - yourself? | your project? | the planning process?

- What actions/ideas did this exercise generated for you?

- What might you do the same or different next time plan a project?

- What supports will you need to achieve your goals.

What did you learn?
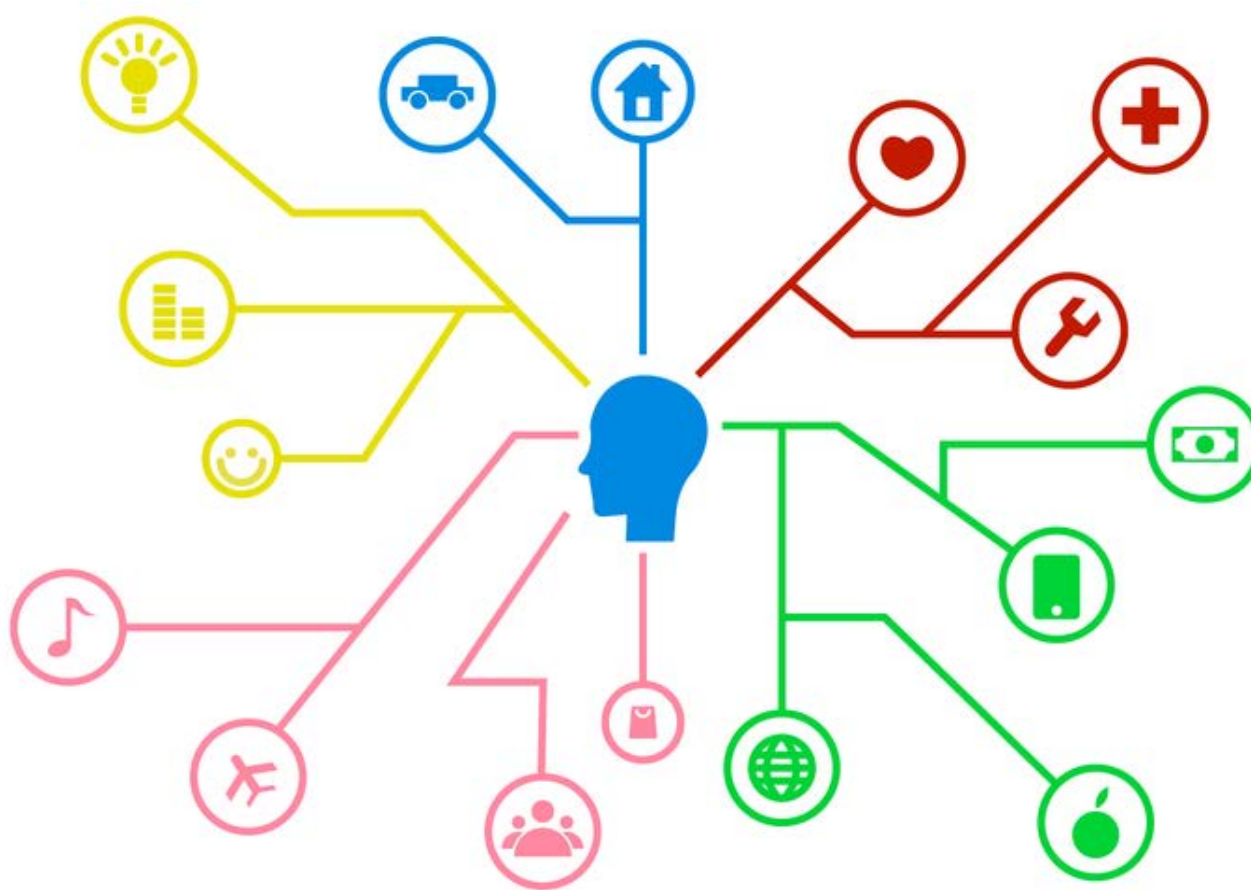
Role Mapping

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Activity for Role Mapping

- Create a list of descriptors that describe the roles you engage in as part of your ED practice.

- Select one to develop a concept map and place that role in the centre of your map (e.g. Mentor)

- Review and respond to the worksheet questions.

- Place the focus of each question (e.g., skills) in a node/bubble on your map.

- Draw lines from your role to your answers. Be creative in how you illustrate relationships!
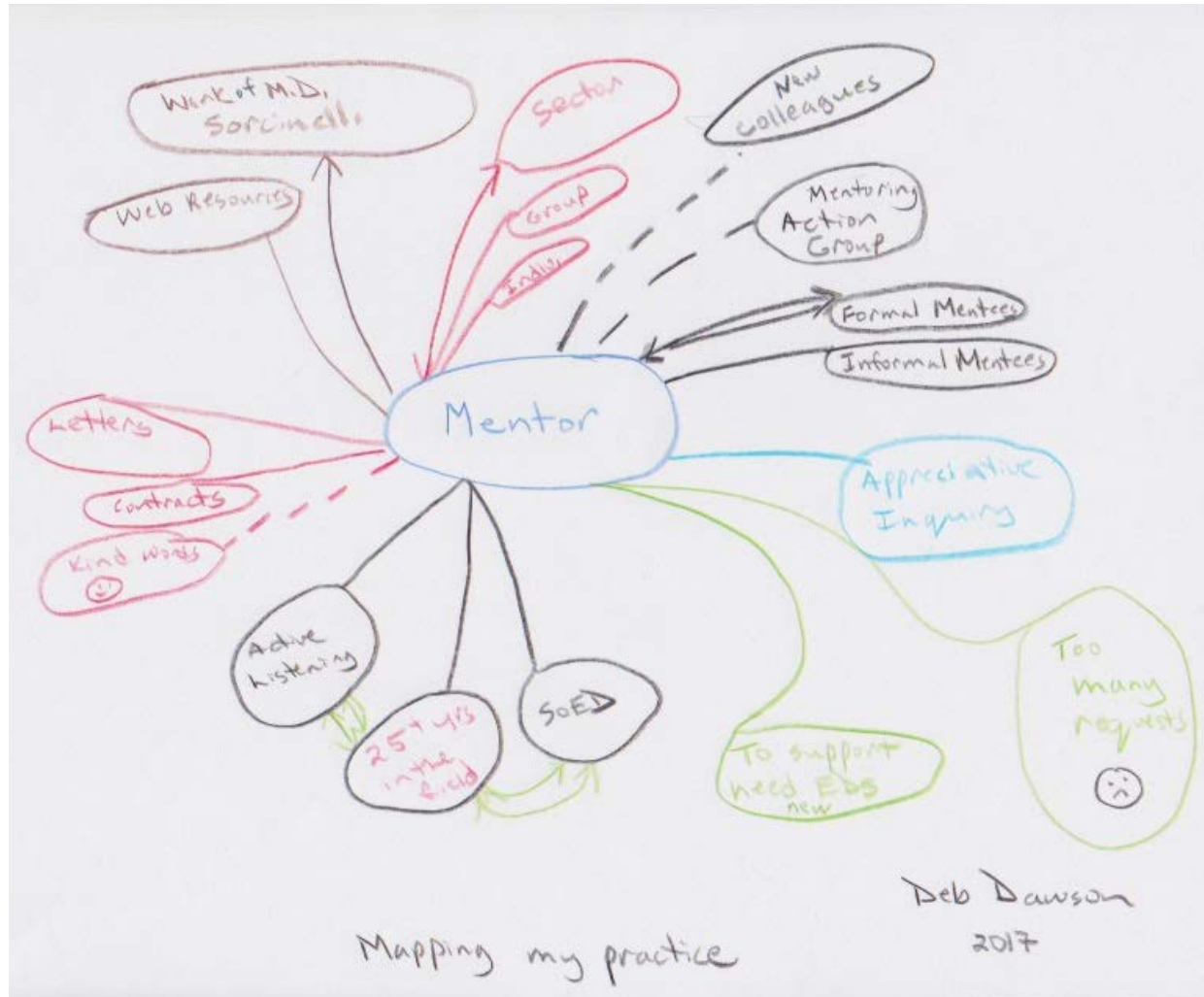
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Mentoring Map (Deb's)

Poster Parade

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Portfolio Sections

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Potential Sections of the Portfolio

Educational Developer:

Philosophy Statement

Roles and Responsibilities

Approaches, Methods and Materials

Innovations and Leadership

More Potential Sections

Educational Developer:

Contributions to our Community, SoED, Curriculum Practice, Teaching and Learning

Professional Development Activities

Teaching Experience

Evidence of Effectiveness and Impact

Appendices

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Wrap up and Next Steps

Feedback

- What's new?

- What's Changed?

- What do I need?

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Preparation for Day 3

- Create a table of contents (ToC) with sample artifacts, entries, examples you might reference in each section. Bring your ToC with you.

- Based on your ED Portfolio worksheet and the role mapping exercise, choose any sub/section such as "Impact and Effectiveness" and create a narrative (2-3 paragraphs) that illustrates this focus to a specific audience.
    - bring 2 copies of your narrative tomorrow and 2 copies of your revised EDPS

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Bring your luggage! Dinner???

Creating Your Educational Developer's Portfolio (Day 3)

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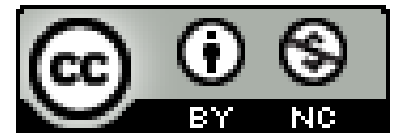
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Welcome Back!

- Ice-breaker: "Quotes"

- Feedback from Day Two

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Activity – "Quotes"

- 1. Read each quote posted around the room.

- 2. Choose one that resonates the most for you as an educational developer . Stand by that quote.

- 3. Share with the larger group why you chose that quote. Why it matters you.

Outcomes

- Identify portfolio materials to write or collect that provide evidence and impact of your practice.
- Identify and discuss next steps toward creating a portfolio.

Paired Activity: Narrative Exchange

1. Working in pairs exchange your narratives and philosophy section.

2. Examine the linkages between the two documents (and indicate what section of the portfolio the narrative would fit under).

3. If the example could fit under more sections discuss how you might do this?

4. Discuss the clarity and authenticity of the narratives.

Potential Sections of the Portfolio

Educational Developer:

Philosophy Statement

Roles and Responsibilities

Approaches, Methods and Materials

Innovations and Leadership

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More Potential Sections of the Portfolio

Educational Developer:

Contributions to our Community, SoED, Curriculum Practice, Teaching and Learning

Professional Development Activities

Teaching Experience

Evidence of Effectiveness and Impact

Appendices

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Group Activity: Portfolio Artefacts

- Drawing from the items you identified for your Table of Contents (not just), record examples of what you would put in each section (e.g., impact and effectiveness) under the whiteboard headings

- Review the list of examples generated by the group for each section

- Star items you would like to discuss further/have questions about

- Discuss as a large group

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Large Group Discussion

Educational Development Career Competencies

Activity: Silent Debate

Question: What skills and knowledge do you think are important for educational developers to be successful?

1. Identify 3 to 5 examples. Write one idea per sticky note.

2. Post your sticky notes on the whiteboard in order of least to most important.

3. As a group (silently - no talking), arrange the sticky notes into an agreed upon order.

Outcomes

- Identify key competencies important to each career stage of development.

- Evaluate individual strengths and areas of potential growth for your current and future career stage.

- Create a plan in support of ongoing professional development/growth as an educational developer.

- Analyze your portfolio in light of the competency models provided.

What competencies help facilitate professional growth and success at each career stage of development?

Let's find out!

Entry-Level Educational Developer
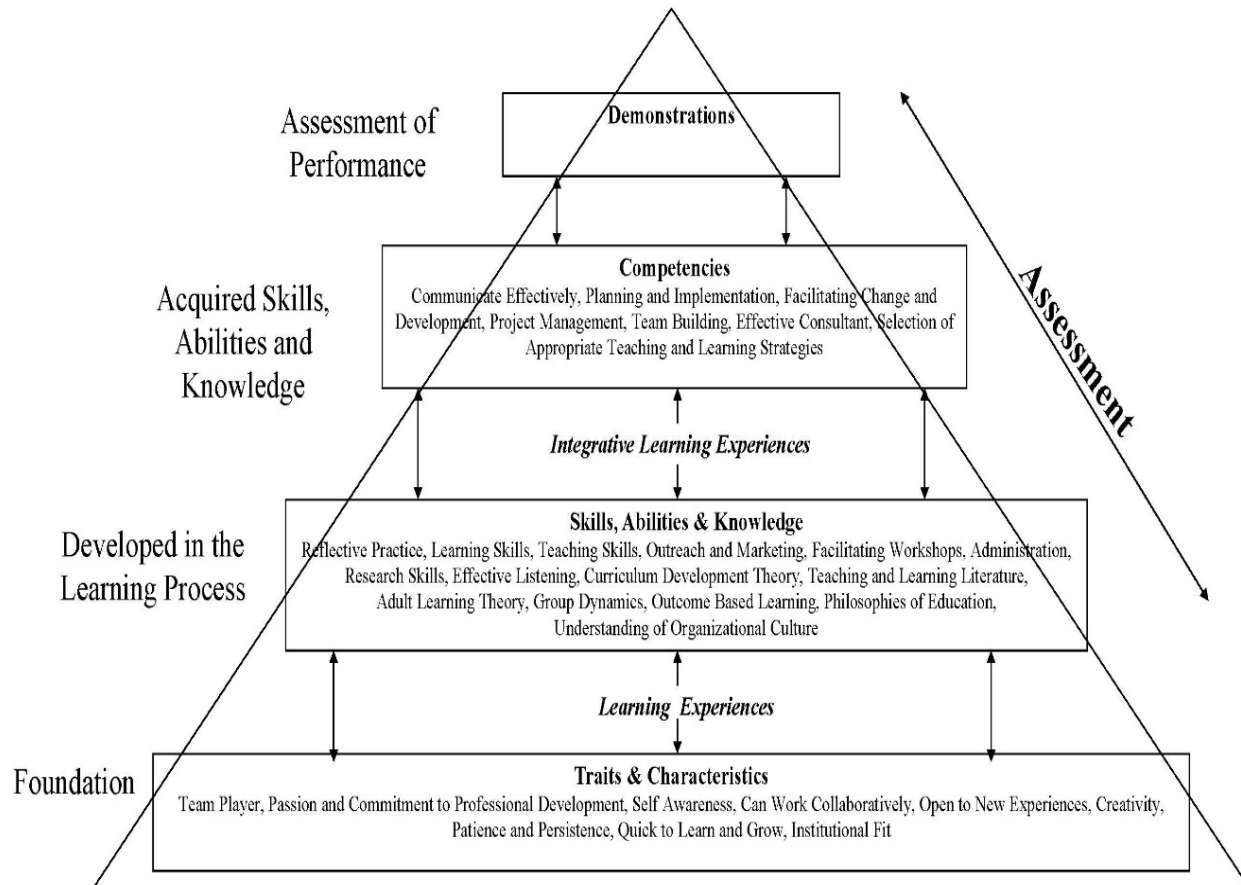
Source: Competency Model for the Entry-Level Faculty Developer. From "Developing competency models of faculty developers: Using world café to foster dialogue" by D. Dawson, J. Britnell, and A. Hitchcock, 2010, *To Improve the Academy, 28*, p.16. Copyright 2010 by John Wiley & Sons, Inc.
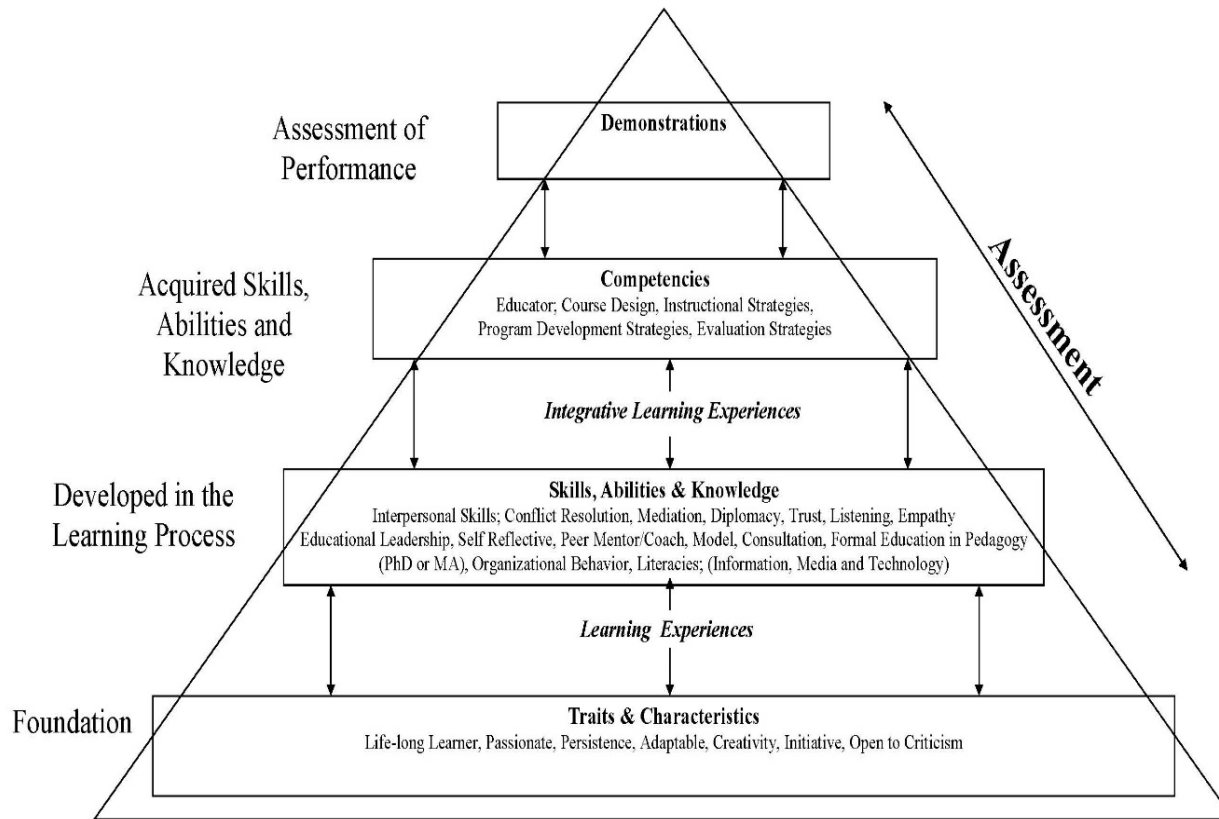
Senior-Level Educational Developer

Source: Competency Model for a Senior-Level Faculty Developer. From "Developing competency models of faculty developers: Using world café to foster dialogue" by D. Dawson, J. Britnell, and A. Hitchcock, 2010, *To Improve the Academy, 28*, p.17. Copyright 2010 by John Wiley & Sons, Inc.

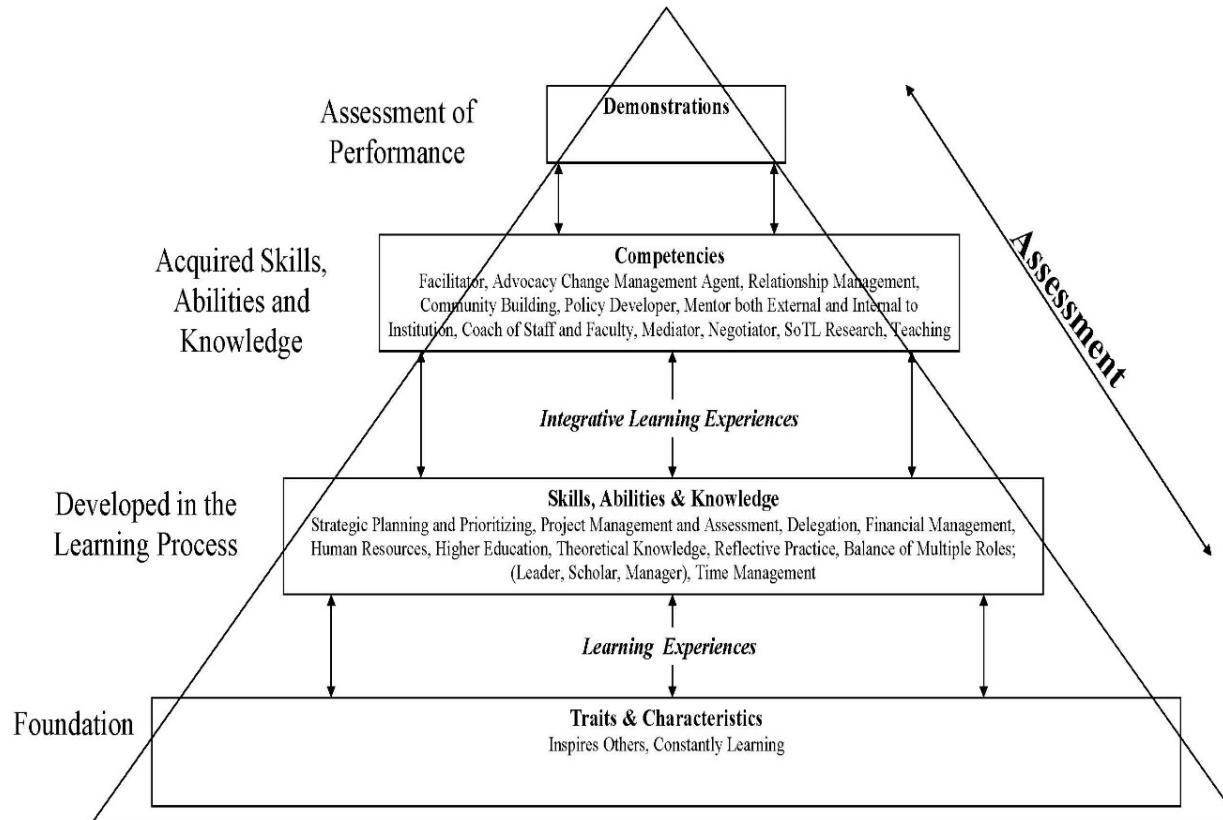# Director-Level Educational Developer

Figure 3.3. Competency Model for the Director of a Faculty Development Centre. From "Developing competency models of faculty developers: Using world café to foster dialogue" by D. Dawson, J. Britnell, and A. Hitchcock, 2010, *To Improve the Academy, 28*, p.15. Copyright 2010 by John Wiley & Sons, Inc.

Activity: Assessing Yourself

- Step 1: Identify your career stage.

- Step 2: Complete the inventory.

- Step 3: Identify areas of strength/potential growth, insights about yourself, and questions that remain.

Appendix A
Inventory 3.1: *Assessing your Development: Entry-level Educational Developer*

Skills, knowledge, and attributes identified as important for developers	Items	Self-rating (1-5) 1 – Not true of me 2 – Slightly true of me 3 – Moderately true of me 4 – Quite true of me 5 - Very true of me n/a – Not applicable
Foundational Characteristics		
Team player	I am a good team player.	1 2 3 4 5 NA
	I contribute towards teams achieving common goals.	1 2 3 4 5 NA
Passion and commitment to professional development	I am aware of areas in which I would benefit from professional development.	1 2 3 4 5 NA
	I have a learning plan to address my own professional development needs.	1 2 3 4 5 NA
Self-awareness	I am able to distinguish my own motivations from those with whom I am working.	1 2 3 4 5 NA
Collaboration	I promote collaboration within my work environment.	1 2 3 4 5 NA
	I model ethical behaviours in my work.	1 2 3 4 5 NA
Openness to new experiences	I thrive on new ideas and approaches.	1 2 3 4 5 NA
Creativity	I employ novel solutions in my workplace.	1 2 3 4 5 NA
Patience	I am patient with individuals and groups.	1 2 3 4 5 NA
Persistence	I persevere in helping clients meet their developmental goals.	1 2 3 4 5 NA
Institutional fit	I work effectively within my current organizational culture.	1 2 3 4 5 NA
Skills and Abilities Developed in the Learning Process		
Reflective practice	I routinely think about how I could improve my work.	1 2 3 4 5 NA
	I solicit feedback on my educational development practice.	1 2 3 4 5 NA
Learning skills	I apply knowledge of student learning to my educational development activities.	1 2 3 4 5 NA
Teaching skills	I have the skills to enhance workshop/course participants learning and development needs.	1 2 3 4 5 NA
	I regularly update my knowledge about teaching skills and trends.	1 2 3 4 5 NA

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Activity: Assessing Yourself

Step 4: Time to regroup. Move to the table that corresponds with your career stage.

Step 5: Discuss what you learned about yourself as a result of completing the inventory.

- Strengths? Growth areas?
- Insights?
- Questions?

Appendix A
Inventory 3.1: *Assessing your Development: Entry-level Educational Developer*

Skills, knowledge, and attributes identified as important for developers	Items	Self-rating (1-5) 1 – Not true of me 2 – Slightly true of me 3 – Moderately true of me 4 – Quite true of me 5 - Very true of me n/a – Not applicable
Foundational Characteristics		
Team player	I am a good team player.	1 2 3 4 5 NA
	I contribute towards teams achieving common goals.	1 2 3 4 5 NA
Passion and commitment to professional development	I am aware of areas in which I would benefit from professional development.	1 2 3 4 5 NA
	I have a learning plan to address my own professional development needs.	1 2 3 4 5 NA
Self-awareness	I am able to distinguish my own motivations from those with whom I am working.	1 2 3 4 5 NA
Collaboration	I promote collaboration within my work environment.	1 2 3 4 5 NA
	I model ethical behaviours in my work.	1 2 3 4 5 NA
Openness to new experiences	I thrive on new ideas and approaches.	1 2 3 4 5 NA
Creativity	I employ novel solutions in my workplace.	1 2 3 4 5 NA
Patience	I am patient with individuals and groups.	1 2 3 4 5 NA
Persistence	I persevere in helping clients meet their developmental goals.	1 2 3 4 5 NA
Institutional fit	I work effectively within my current organizational culture.	1 2 3 4 5 NA
Skills and Abilities Developed in the Learning Process		
Reflective practice	I routinely think about how I could improve my work.	1 2 3 4 5 NA
	I solicit feedback on my educational development practice.	1 2 3 4 5 NA
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Activity: Assessing Yourself

Step 6: Think - Pair - Share

- Select one competency or strength from the inventory that you want to emphasize in your portfolio. From the lists of artefacts previously generated, identify 1 or 2 artefacts in support

- Discuss your choice of artefacts with a peer

- Share/discuss examples with the larger group

Appendix A
Inventory 3.1: *Assessing your Development: Entry-level Educational Developer*

Skills, knowledge, and attributes identified as important for developers	Items	Self-rating (1-5) 1 – Not true of me 2 – Slightly true of me 3 – Moderately true of me 4 – Quite true of me 5 – Very true of me n/a – Not applicable
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Activity: Creating a Development Plan for Career Progression

Step 1: Review inventory results. Categorize growth areas into one of the six categories (listed as needs) on the mentoring map.
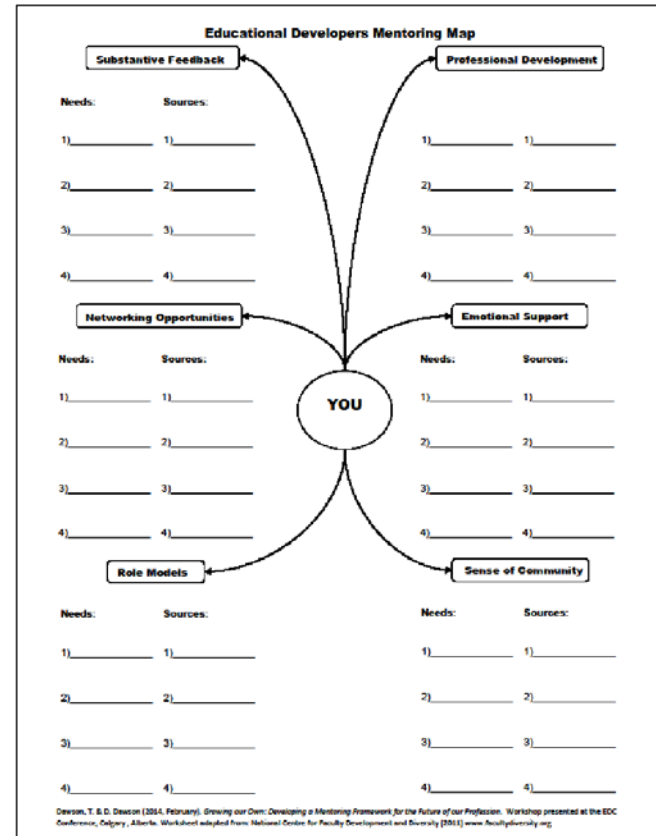
Step 2: For each identified need, list potential sources of support and development.
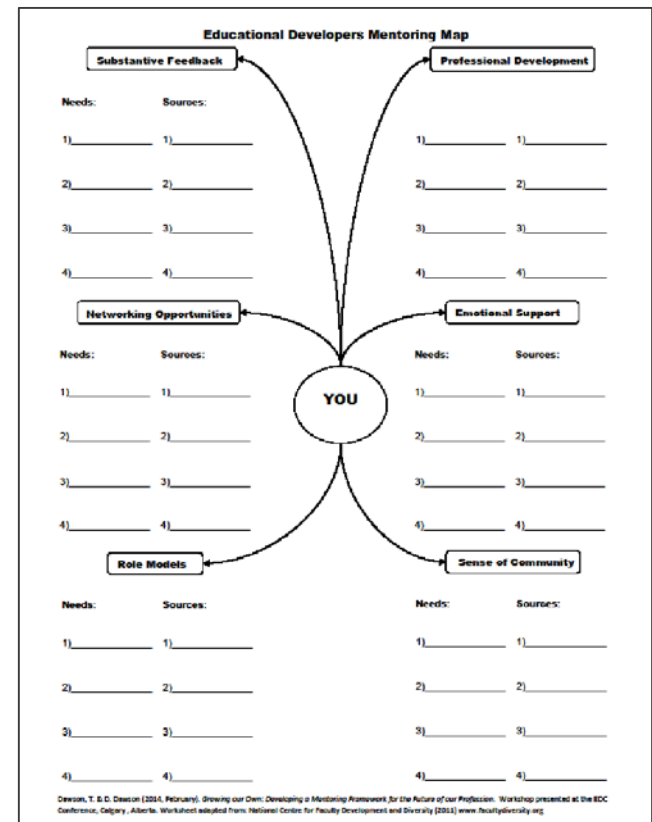
Activity: Continued

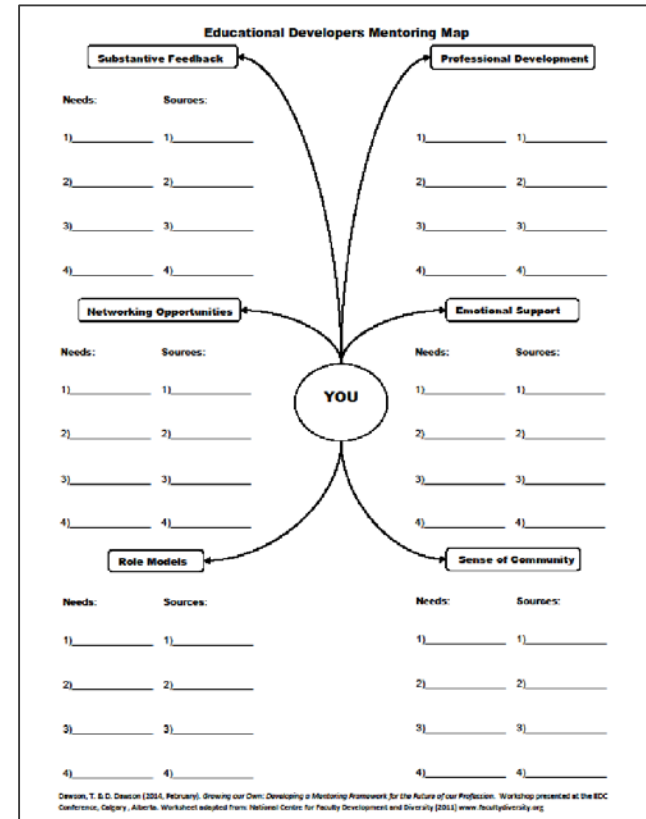Step 3: Identify one or two needs and/or sources that you would like to explore with a peer.

Step 4: Turn to a peer at your table and discuss needs and support areas identified in Step 3. Afterwards, refine your map.

Activity: Continued

Large Group Discussion:

- Insights?

- Reflections?

- Questions?

- Comments?

What did you learn?

Wrap up and Next Steps

Your ED Portfolio: A Process

- Identify intended audience and purpose.

- Outline your ED roles and responsibilities.

- Reflect on/explore your ED goals, values, beliefs, etc.

- Prepare your ED philosophy statement.

- Collect and organize materials to support purpose, philosophy, and claims.

- Prepare narrative/statements to articulate claims.

- Compile and append best evidence

- Invite feedback, revise and continue to revisit

Example Rubric for ED Portfolios

Criteria	Rating*
Educational Development Philosophy · Clearly summarizes core beliefs related to educational development and key claims about practice · Core beliefs are grounded in scholarship and personal experience · Briefly illustrates beliefs with examples of ED strategies and approaches to demonstrate alignment · Provides examples of strategies used to evaluate ED practices and effectiveness, including impact and influence on educational practice · Demonstrates a commitment to continuous improvement and summarizes future goals · ED philosophy provides framework for presentation and organization of portfolio	
Quality and Alignment of Evidence · Evidence of specific ED practices and approaches is presented from multiple perspectives (e.g. self, instructors, peers) and data sources · Sources of evidence are appropriate given the context of one's roles, responsibilities, and experiences · Evidence presented clearly aligns with the claims made in the educational development philosophy statement · Strong alignment is presented across multiple sources of data as it related to the claims made in one's philosophy (i.e. triangulation of data is evident throughout dossier)	
Scholarship · Links to scholarly literature are provided throughout the dossier to ground key claims and approaches to practice · Citations are included and sourced clearly and consistently in a bibliography	
Critical Reflection · Critical reflection is integrated throughout the dossier · Evaluates how evidence relates to one's core beliefs and philosophy · Includes integrated summaries related to the scope, impact and quality of ED approaches to put evidence into context and highlight key learnings · Evaluates how ED approaches have developed and evolved over time based on personal contexts and experiences · Presents future implications related to one's continued professional growth and development	
Personal Expression and Context · Author's voice is evident and consistent throughout the dossier · Narrative summaries are provided to provide personal context related to the evidence included in the dossier · Philosophy, strategies, and evidence are grounded in one's experience and personal context	
Design and Organization · Presented as a clear, succinct, and integrated document · Professionally presented in a way that is appropriate for the intended audience and purpose · Logical and consisted structure is provided, including a table of contents and/or other prompts to provide navigation and direct the reader	

Refer to Tables 7.1 and 7.2 in your ED Portfolio Guide

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Portfolio Tips

- 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 <u>need</u> 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.

The Portfolio: Parting Thoughts

- no one "right" way; highly individualized

- not a "static" document; continues to evolve

- collect a variety of materials from multiple sources (yourself, others, products of practice)

- 3Rs - revisit, reflect on, and regularly update

- explore use for a variety of applications/audiences

Final Questions

- Ask-it-basket!

- Portfolio Exchange

- Next webinar (office hours)

- Institute Materials (online)

https://pixabay.com/en/baskets-carry-cot-shopping-basket-116760/

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Institute Reflections

- Describe your Institute experience in five words or less. Write one idea, feeling, thought, etc. per sticky note.

- Post-it parade

https://upload.wikimedia.org/wikipedia/commons/b/be/Flower_reflection.jpg

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Congratulations!

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