



# WEBINAR INSTRUCTIONS

EDC 2017 Institute

## Abstract

The materials in the package align with the Webinar PowerPoint materials for the Educational Developer's Portfolio EDC 2017 Institute.  
Prepared by: Isabeau Iqbal and Judy Chan, University of British Columbia



**EDC + RFPES**

Educational Developers Caucus  
le Réseau de formateurs en pédagogie  
de l'enseignement supérieur

## Contents

|  |   |
|--|---|
| <b>Webinar 1 Pework Instructions</b> .....   | 2 |
| <b>Webinar 2 Pework Instructions</b> .....   | 3 |
| <b>Post Webinar 3 Notes and Resources</b> .....  | 4 |
| <b>Issues, Roadblocks, and Questions</b> .....   | 4 |
| <b>Lessons Learned</b> .....   | 5 |
| <b>Recommended Resources:</b> .....  | 5 |
| <b>ED Portfolios &amp; the ED Profession</b> .....   | 5 |
| <b>Biographical Sketch (Jeanette McDonald) - Sample</b> .....  | 6 |
| <b>F2F Institute Pework: Artifact Worksheet - Refer to Webinar 2 PPT Slides for Instructions</b> ..... | 8 |

This work is licensed under a  
[Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/).



# Webinar 1 Pework Instructions

To be completed by May 30, 2017 (first deadline is May 24, 2017)

## 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.

## Triads are:

**OPTIONAL:** look at sample philosophy statements in the Guide (p.39-43) and see how others responded to the guiding questions.

**Please let us know if you have any questions.**

EDC 2017 Institute Webinar Facilitator Online Portfolios

- Isabeau Iqbal (isabeauiqbal.ca) | ([Isabeau.iqbal@ubc.ca](mailto:Isabeau.iqbal@ubc.ca))
- Judy Chan (blogs.ubc.ca/jchan) | ([judy.chan@ubc.ca](mailto:judy.chan@ubc.ca))

EDC 2017 Institute F2F Facilitators

- Jeanette McDonald ([jeanette.mcdonald123@gmail.com](mailto:jeanette.mcdonald123@gmail.com))
- Debra Dawson ([debraldawson@gmail.com](mailto:debraldawson@gmail.com))

This work is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](#).



## Webinar 2 Pework Instructions

### To be completed before the first webinar

Before the first webinar, we invite you to view **one of these** online educational developer portfolios:

1. Dr. Daniel Braun: <http://eddev.danielbraun.net/>
2. Dr. Kathleen Bortolic: <https://www.kathleenbortolin.com/>
3. Roselynn Verwoord: <http://blogs.ubc.ca/rverwoord/>

### Task:

As you examine the sample portfolios, consider questions 1-5. If it is helpful, note your observations and any questions that are triggered as you review the portfolios. We will begin to discuss these questions (\*especially #2 and #3) during the first webinar.

### Questions to Consider

1. How is the portfolio organized? What heading and subheading are used by the author?
2. **What is the purpose of the portfolio? Was the purpose stated directly or implied?\***
3. **Who is the intended audience of the portfolio? Was the audience specifically stated or implied?\***
4. What kinds of materials did the author include in their portfolio? Provide 3 or 4 examples.
5. What else did you notice about the portfolio (e.g., content, visuals, level of formality, other)?

You do not need to submit your responses to us. However, we will discuss your responses to questions #2 and #3, in relation to one of the portfolios noted at the top of the page during the webinar.

**Please let us know if you have any questions.**

EDC 2017 Institute Webinar Facilitator Online Portfolios

- Isabeau Iqbal (isabeauiqbal.ca) | ([Isabeau.iqbal@ubc.ca](mailto:Isabeau.iqbal@ubc.ca))
- Judy Chan (blogs.ubc.ca/jchan) | ([judy.chan@ubc.ca](mailto:judy.chan@ubc.ca))

EDC 2017 Institute F2F Facilitators

- Jeanette McDonald ([jeanette.mcdonald123@gmail.com](mailto:jeanette.mcdonald123@gmail.com))

This work is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/).



- Debra Dawson ([debraldawson@gmail.com](mailto:debraldawson@gmail.com))

## Post Webinar 3 Notes and Resources

[Link to Webinar #03 Recording](#)

### Issues, Roadblocks, and Questions

**Roadblock #1:** Too much content! Not sure how to sort them and what should go where

Suggestions:

- Align content with your philosophy statement - makes sure content aligns with, connects to and reinforces what's been claimed in the philosophy statement
- Focus on the audience - who is reading this? what does the audience need/ to know about you and your skills? What 3-4 key things do you want your reader to take away?
- Which examples best demonstrate my skills, knowledge, competencies, etc.?
- Use visual to help map out your content and the components
- May want to create a master portfolio and switch things up for different audience

**Roadblock #2:** Who is my audience, esp those of us with new/changing roles?

Suggestions:

- Consider: what do I want/need people to know about me given my broader mandate?
- How do I support people?
- What policies and protocols am I operating within?
- How am I “selling myself”?
- Give people confidence that you can succeed in your role
- Show you have the skillset needed; you may not have done the exact things being required of you now, but show that you’re competent.
- Include a biographical sketch (see below) and also [gavan.ca](http://gavan.ca) (Gavan Watson, PhD)

This work is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/).



## Lessons Learned

- Establish a peer support group (Trudi is initiating one and Rebecca is interested in joining... others?) that will meet regularly to offer feedback and suggestions to each other
- Start with a philosophy statement
- Avoid using terms such as 'recently', instead states a specific time/month/term, etc, such as 'the summer of 2017'
- When using Wordpress as a tool, consider using the 'visible' and 'invisible' feature to highlight different skills, achievements for different audiences
- Encourage our new colleagues to start early, just like what we told our faculty members to start early on their teaching portfolio
- Use our portfolio as a place to share our resources (instead of just a place to showcase our work) so that our colleagues will have reasons to come back for more as we add value to the community
- Celebrate that we have “too much stuff” - it reflects our contributions)
- Use the appendices in the ED Portfolio Guide
- Find different ways of speaking about “impact” -- it could be anecdotal evidence (not sure survey data)

## Recommended Resources:

Pertaining to **evidence of impact** and **evidence of value**:

Bramber, V., and Stefani, L. (2016). Taking up the challenge of evidencing value in educational development: from theory to practice. *International Journal for Academic Development*, 21(3), 242-254.

[[tandfonline.com/doi/full/10.1080/1360144X.2015.1100112?src=recsys](http://tandfonline.com/doi/full/10.1080/1360144X.2015.1100112?src=recsys)]

Kolomitro, K. (2017). A survey on evaluation practices in teaching and learning centres. *International Journal for Academic Development*, 22(3), 186-198.

[[tandfonline.com/doi/full/10.1080/1360144X.2017.1313162](http://tandfonline.com/doi/full/10.1080/1360144X.2017.1313162)]

## ED Portfolios & the ED Profession

- Story telling
- Sharing
- Finding valuable insights from colleagues

This work is licensed under a

[Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/).



- Consider: copyright, creative commons when sharing
- Demonstrate and share value of profession
- Job hunting
- Census
- Preparation of portfolio helps prepare you for job interview
- Include in signature, on letterhead
- Prepare one for job application, even if not requested to do so

## Biographical Sketch (Jeanette McDonald) - Sample

My educational development (ED) journey began more than 15 years ago as a master's student at the University of Guelph. I started in educational development by chance. My thesis supervisor worked part-time at Teaching Support Services, where he secured a graduate service assistantship position for me, knowing of my interest in education and my need of a job. When I started, I did not know what educational development was, that a growing and vibrant community existed outside my institution, or that educational development was a viable career path. Since then my understanding of the field has expanded, my identity as an educational developer has deepened, and my scope of practice has evolved and become more complex.

During my time at Guelph, I was apprenticed into the field. I benefited from (and still do) many great mentors who oriented me to the profession; provided development opportunities to grow as an educational developer; and facilitated my entry to and advancement in the field. A year or two after joining the centre, I moved into an entry-level coordinator position and started to engage with the educational development community by way of attending and co-presenting at conferences and annual meetings of the Society for Teaching and Learning in Higher Education (STLHE) and the Instructional Development Officers group. As my positions and scope of practice evolved (from graduate student assistant, to coordinator, to educational developer, to manager), I became more knowledgeable about, confident in my abilities, and skilled at educational development. I also finished (1999) my master's degree (MSc) in Rural Extension Studies (non-formal adult education), which focused on Implementing Collaborative Learning at the University of Guelph: Faculty Perceptions of Issues and Challenges. Not long after, I started my doctoral studies at the Ontario Institute for Studies in Education (OISE) at the University of Toronto and began to co-teach my institution's teaching and learning course for graduate students.

This work is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/).



In 2003 I joined Wilfrid Laurier University as the Manager of Distance Education and Instructional Development. As the university and the centre grew in size, my portfolios evolved as well. Professionally, I also started looking for ways to invest myself with the educational development community at a deeper level. From 2007 to 2011, I served on the executive of the Educational Developers Caucus (EDC) as Vice-Chair of Communications (refer to the Service section of my portfolio). During this time, I completed my doctorate on Pathways to Educational Development: A Canadian University Perspective and started to engage in action groups with the EDC. Currently, I am the Partnerships Chair on the STLHE board of directors. This role keeps me connected to the teaching and learning community and extends the work that I do at Laurier as an educational developer.

This work is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/).





**F2F Institute Prework: Artifact Worksheet - Refer to Webinar 2 PPT Slides for Instructions**

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: