## EDC Institute 2015 Program

## Day 1 Introduction to Educational Development/ Managing Educational Development

Monday April 13 2015

Now dovelopers (less than 5	Facilitator/	Advanaged developers	Facilitator/	
New developers (less than 5		Advanced developers (more than 5 years'	quest	
years' experience)	guest	experience)	U	
8.30 - 9.00	speaker	experience)	speaker York TC	
Registration, breakfast and welco 9.00 – 9.45 What is educational		<b>9.00 – 10.45</b> What is		
development? look at models of		educational change?		
engagement, brief history of ED	Jeanette	Look at models of		
in Canada and where this fits	McDonald	change management,	Celia	
into the international context.	MeDonald	relate to own context.	Popovic	
Draw on video created for			1 00010	
FEED summit.		10.45 11.00 Coffee		
		break		
<b>9.45 12.00</b> Discover, Dream,				
Design: Our Identities as		11.00 12.00 What will	Richard	
Educational Developers		teaching and teaching	Wiggers	
		support look like in 10 or	and Pam	
(Including a coffee break)		20 years' time?	Gravestock	
	Natasha			
Every superhero has an origin	Hannon			
story – a <i>raison d'etre</i> , a series				
of powerful experiences that				
motivate and give meaning to				
their work. During this session,				
we will come together to share				
our origin stories and to explore				
the unique talents and				
perspectives that each of us				
bring to the profession of				
Educational Development				
(ED). Using an Appreciative				
Inquiry approach, we will reflect				
upon our individual and				
collective understandings of				
ED, begin to craft unique ED				
philosophy statements and				
identify aspects of the				
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profession where we would like to build skills and knowledge.			
Through active participation in this session, participants will:			
<ul> <li>Craft a personal definition of Educational Development (ED)</li> <li>Critically reflect upon the unique strengths, values, and competencies that each bring to their ED work</li> <li>Develop a skeleton outline of their <i>Statement</i> of <i>ED Philosophy</i></li> <li>Identify, individually and as a group, areas for professional growth and future exploration</li> <li>Conduct an Appreciative Interview and reflect on the ways in which AI might inform their ED practice</li> </ul>			
12.00 1.00			York TC
Lunch and networking <b>1.00 2.00</b> Practicalities of	Gavan	1.00 2.00	Celia
development – needs analysis,	Watson –	Drawing on models from	Popovic
designing and delivering	and	the morning, look at	and Donna
workshops, courses and events.	Mary Wilson	scenarios of different individual, group and	Ellis
<b>2.00 2.15</b> Break		institutional needs, for example introduction of new policy or strategy,	
2.15 4.00 Scenarios of		managing/engaging	
different individual, group and		reluctant faculty,	
institutional needs, for example		upwards change	
course/curriculum review,		management.	
developing interdisciplinary		<b>2.00 2.15</b> Break	
teams, engaging faculty in T&L development, disciplinary v		2.00 - 2.13 DIEdk	
generic development. In groups		2.15 4.00 In groups of	
of 4 design a proposed		4 design a proposed	

intervention, share with rest of the group in plenary.	intervention, share with rest of the group in plenary. These may be drawn on cases identified in the morning session related to participants' own contexts.	
4.00 4.30	York TC	
All convene for brief reflection on the		
and next steps, prep for the evening a		

## Day 2 Practicalities of ED /Managing ED

Tuesday April 14 2015

8.30 – 9.00			York TC
Registration, breakfast and welcome 9.00 – 12.00 What does Scholarship of Teaching and Learning mean			Beth
to you, how is Scholarship of ED Different if at all? (including a coffee break)			Marquis and Erin Aspenlieder
In this session we will work individually and collaboratively to evaluate different approaches to the scholarship of teaching and learning for their relevance to our individual and institutional strengths and interests. With a diverse range of experiences in/with the scholarship of teaching and learning, we will draw on our collective experiences to plan how to personally develop in the SoTL, how to support others interested in conducting SoTL work, and how to advocate for institutional recognition of the SoTL. With an opportunity for participants to self-select a focus on either developing one's own research or supporting others in SoTL work, the session aims to give participants the tools to craft a personally relevant plan for engaging with the SoTL.			
12.00 1.00 Lunch and networking			York TC
<ul> <li>1.00 – 2.45 Building a professional portfolio. Guidance on the purposes and how to construct a portfolio.</li> <li>2.45 3.00 Coffee break</li> <li>3.00 4.00 Work on identifying what is needed and how to complete after the Institute. How it might align/contribute to teaching dossier or T&amp;P, for those who are also faculty</li> </ul>	Jeanette McDonald	<ul> <li>1.00 – 2.45 Career development for experienced developers – finding and being a mentor,</li> <li>finding development opportunities</li> <li>identifying what worked in the past and what hindered</li> <li>commit to three things to do post institute</li> <li>2.45 3.00 Break</li> </ul>	Deb Dawson
		<b>3.00 4.00</b> Introduce/analyze successful case studies of change from the literature and some additional tools.	

## Day 3 Reflection and Progress Planning, Measuring Impact

Wednesday April 15 2015

8.30 – 9.00 Registration, breakfast and welcome			York TC
9.00 – 12.00 Measuring impact (including a coffee break): How do we know our efforts are helpful, and are having the desired effects? Without some form of formative or summative feedback, it is difficult to know. The most common format is the satisfaction survey, but does that provide enough formative feedback to develop our practice, provide metrics for accountability and actually let us know the impact we are having? Participants will work individually and in groups to consider various approaches to collecting feedback on program impact. We will discuss, review and share common strategies and approaches to measuring the effect of our efforts and make a start at developing measures for our own environments.	Paola Borin	<ul> <li>9.00 to 10.45 How and why do/should we measure impact in/of educational development, particularly at a macro strategic level? How can we use evaluation to effect change?</li> <li>10.45 11.00 Break</li> <li>11.00 12.00 What works? Particularly at a strategic level – how to others do this and to what effect?</li> </ul>	Donna Ellis and Trevor Holmes
<b>12.00 1.00</b> Lunch and networking			York TC
<ul> <li>1.00 2.30 How to make the most of local, national and international ED organizations, EDC, POD, SEDA, ICED etc. (NB need to be sensitive to realistic expectations, not everyone can attend every conference)</li> <li>2.30 3.30 Reflection on the Institute, personal planning and commitment to future action.</li> </ul>			Celia Popovic