



<p>profession where we would like to build skills and knowledge.</p> <p>Through active participation in this session, participants will:</p> <ul style="list-style-type: none"> <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 of 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>			
<p><b>12.00 -- 1.00</b> Lunch and networking</p>			<p>York TC</p>
<p><b>1.00 -- 2.00</b> Practicalities of development – needs analysis, designing and delivering workshops, courses and events.</p> <p><b>2.00 -- 2.15</b> Break</p> <p><b>2.15 -- 4.00</b> Scenarios of different individual, group and institutional needs, for example course/curriculum review, developing interdisciplinary teams, engaging faculty in T&amp;L development, disciplinary v generic development. In groups of 4 design a proposed</p>	<p>Gavan Watson – and Mary Wilson</p>	<p><b>1.00 -- 2.00</b> Drawing on models from the morning, look at scenarios of different individual, group and institutional needs, for example introduction of new policy or strategy, managing/engaging reluctant faculty, upwards change management .</p> <p><b>2.00 -- 2.15</b> Break</p> <p><b>2.15 -- 4.00</b> In groups of 4 design a proposed</p>	<p>Celia Popovic and Donna Ellis</p>

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.	
<b>4.00 -- 4.30</b> All convene for brief reflection on the day, reflect on individual learning and next steps, prep for the evening and following day.			York TC

## Day 2 Practicalities of ED /Managing ED

Tuesday April 14 2015

<b>8.30 – 9.00</b> Registration, breakfast and welcome		York TC
<b>9.00 – 12.00</b> What does Scholarship of Teaching and Learning mean to you, how is Scholarship of ED Different if at all? (including a coffee break)  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.		Beth Marquis and Erin Aspenlieder
<b>12.00 -- 1.00</b> Lunch and networking		York TC
<b>1.00 – 2.45</b> Building a professional portfolio. Guidance on the purposes and how to construct a portfolio.  <b>2.45 -- 3.00</b> Coffee break  <b>3.00 -- 4.00</b> Work on identifying what is needed and how to complete after the Institute. How it might align/contribute to teaching dossier or T&P, for those who are also faculty	Jeanette McDonald	<b>1.00 – 2.45</b> Career development for experienced developers – finding and being a mentor, - finding development opportunities - identifying what worked in the past and what hindered - commit to three things to do post institute  <b>2.45 -- 3.00</b> Break  <b>3.00 -- 4.00</b> Introduce/analyze successful case studies of change from the literature and some additional tools.
		Deb Dawson

## Day 3 Reflection and Progress Planning, Measuring Impact

Wednesday April 15 2015

<b>8.30 – 9.00</b> Registration, breakfast and welcome		York TC	
<p><b>9.00 – 12.00</b> Measuring impact (including a coffee break):</p> <p>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.</p>	Paola Borin	<p><b>9.00 to 10.45</b> 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?</p> <p><b>10.45 -- 11.00</b> Break</p> <p><b>11.00 -- 12.00</b> What works? Particularly at a strategic level – how to others do this and to what effect?</p>	Donna Ellis and Trevor Holmes
<b>12.00 -- 1.00</b> Lunch and networking		York TC	
<p><b>1.00 -- 2.30</b> 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)</p> <p><b>2.30 -- 3.30</b> Reflection on the Institute, personal planning and commitment to future action.</p>		Celia Popovic	