

Welcome! Before we get started...

Bandwidth: Please keep your video off and microphone muted in the main room to help with any bandwidth issues. We invite folx to turn on video and microphone in the breakout room.

Captions: Auto captioning is available. Click “Live Transcript” from the Zoom control bar, then select “Show Subtitle.”

Slides: We will share a link to our slides in the chat.

Attendance: Please ensure that your display name is accurate for those who would like the ED Institute Certificate.

To change your display name:

- Click “Participants” from the Zoom control bar.
- Next to your name, click “More >.”
- Select “Rename” and enter the name you wish to display.

Alternatively, if you do not want to display your name, send a private message to Matthew Dunleavy in the chat introducing yourself.

Developing and Managing Educational Development (ED) Skills

ED Institute 2022 Week 2

Véronique Brulé, McGill University

Samantha Chang, University of Toronto

Land Acknowledgement

Although we are gathered together virtually, we acknowledge the diverse lands from which we are participating, which have long served as sites of meeting and exchange amongst Indigenous peoples. We acknowledge and thank the diverse Indigenous peoples whose presence marks this space.

Please share with us in the chat, whose lands are you joining us from today? Is there a resource that you wish to share to help us learn more about the lands you are joining us from?

Access Check*

We understand access to be a shared responsibility between everyone in this space. We are striving to create an accessible space that reduces the need for you to disclose a disability or impairment to obtain an accommodation. In doing this together, we welcome disability, and the changes it brings, into our space.

*Adapted from the University of Toronto's Centre for Teaching Support & Innovation, 2020.

Is there anything about the setup that we should address now?

Are there any other access needs that might affect your participation in the session that we could also address?

Please let us know in the chat or send a private message to the host or co-hosts.

Today's Agenda

1. Identifying and Developing Educational ED Skills
2. Acquiring ED Skills: Learning from Our Colleagues
3. Organizing, Presenting, and Managing ED Skills

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Identifying and Developing ED Skills

Padlet Recap: Ed Skills in Job Postings

What skills are required (need to have)?

- Anonymous 6d**: MA + 3-5 Years XP
- Anonymous 4d**: 5 years of post-secondary experience + 3 years of educational development experience + specialization depending on posting (UDL, accessibility, lived experience through Indigenous ancestry)
- Angela Lyrette 3d**: **Masters in Education or related field. Previous adult teaching experience**

What skills are recommended (nice to have)?

- Anonymous 6d**: PhD
- Anonymous 4d**: Evidence of engagement in regional, national, and/or international conversations about curriculum, teaching, and learning
- sunahcho 3d**: Excellent understanding of universal design for learning (UDL) principles for fostering inclusive pedagogy
- Anonymous 23h**

What skills are frequently identified?

- Anonymous 6d**: Knowledge and/or experience working within Black/Indigenous, and/or racialized communities
- Anonymous 4d**: Programming, analytical reasoning, Quality Assurance processes, oral and written communication skills, facilitation and presentation skills, time and project management skills, and computer skills
- Angela Lyrette 3d**: **Work with diverse groups - from new faculty to experienced, as well as Deans, Directors and Managers**

Which skills in the job posting surprised you?

- Anonymous 6d**: 5 years of XP - how does one enter into the field when many posts seems to require close to 5 years of ED work-related experience?
- Anonymous 3d**: I had the same question; especially as many of us found or ways to these careers through a variety of paths.
- Danielle Lorenz 2d**: I am seconding this. It looks like 3-5 years of experience seems normative in a lot of these roles. If these are true years (as in 12 months) would this not put a lot of tenured faculty out of the running for these jobs (developing and executing 2-3 syllabi per term for 8 months of the year, faculty would be halfway through their fourth year, would they not?)
- Anonymous 24h**: It is so hard to find a way in when

Which skills are "missing" from the job posting?

- Anonymous 6d**: From the ones I reviewed, neither required specific teaching related experience.
- Anonymous 4d**: Teaching experience
- Angela Lyrette 3d**: **Is this where we get into the "andragogy" vs. pedagogy" debate? The job postings were created by authors who may not understand the distinction.**

Skills Development Matrix

	Short term	Long term
Need to have		
Nice to have		

Download the Skills Development Matrix (DOCX or PDF) in the chat.

My Skills Development Matrix: Before

Before

	Short term	Long term
Need to have	Lab pedagogy	Technology
Nice to have	Creativity	Change management



My Skills Development Matrix: After

Before

Short term Long term

Need to
have

Lab
pedagogy

Technology

Nice to
have

Creativity

Change
management

After

Short term Long term

Need to
have

Adaptability
Listening
Technology

Change
management

Nice to
have

Creativity

Lab
pedagogy

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Acquiring ED Skills: Learning from Our Colleagues

Our ED Panelists



Davis Vallesi

PhD Candidate
York University



Alex Kozelko

Supervisor, Educational
Development
Red River College
Polytechnic



Celia Popovic

Associate Professor
York University



Tim Loblaw

Director, Learning and
Teaching Technology
Simon Fraser University

Panel Questions

How do you define ED skills and which skill(s) do you find the most valuable in your current role?

What skills have you changed, enhanced, or acquired due to the evolving contexts?

How do you track and present your skillset? How do you record what you've done, both results and process?

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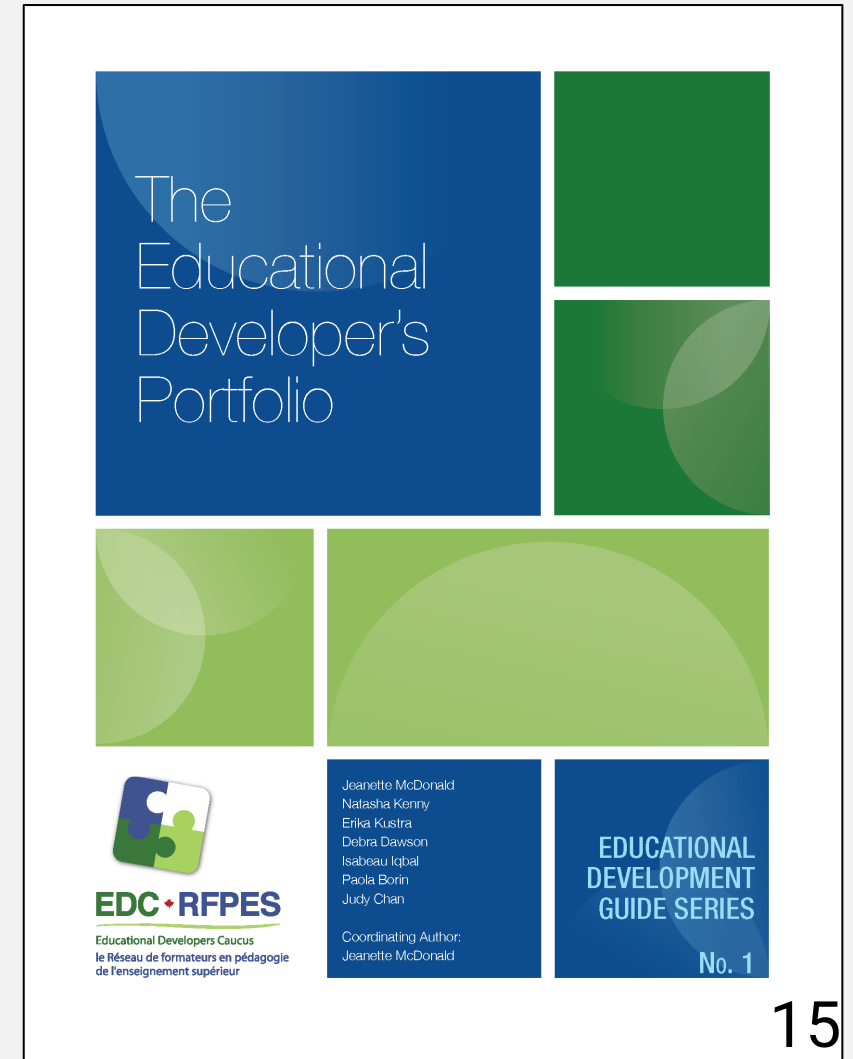
Organizing, Presenting, and Managing ED Skills

The ED Portfolio Appendices

- Appendix A: Entry Level ED
- Appendix B: Senior Level ED
- Appendix C: Director Level ED

Items

- Foundational characteristics
- Skills and abilities developed in the learning process
- Knowledge
- Competencies



Organizing ED Skills

Attributes, Qualities, and Values (Be)

- Commitment to improving self
- Professional conduct
- Management of work duties
- Values

Knowledge, Skills, and Abilities (Know/Do)

- Teaching and learning
- Educational development
- Facilitation and change management
- Planning and project management

Let's Chat: Evidence of ED Skills

- CVs and résumés
- Publications and presentations
- Portfolio of artifacts
- Blog posts
- Testimonials and feedback
- LinkedIn skills endorsements
- Emails (smile file)

What else? What's missing?



Skills Management Matrix



Chukhlomin, V. (2018). *How to Get Skilled: A Brief Introduction to Individual Skills Management*. Upward Mobility Books.

Go forth and be a GOAT* !

*Greatest Of All Time



Further Reading

- Bortolin, K. (2017). [*A Day in the Life of an Educational Developer*](#). Learning Design for Deep Learning.
- Chang, S., D'Amico, C., & Kasprzak, M. (2022). [*Finding Your Voice in Educational Development*](#). University Affairs.
- Knaack, L. (2017). [*Educational Developer: Characteristics, Skills, Knowledge, and Abilities*](#). Vancouver Island University.
- Knaack, L. (2017). [*Senior Educational Developer/Learning Consultant: Characteristics, Skills, Knowledge, and Abilities*](#). Vancouver Island University.
- McDonald, J., Kenny, N., Kustra, E., Dawson, D., Iqbal, I., Borin, P., & Chan, J. (2016). [*Educational Development Guide Series: No. 1. The Educational Developer's Portfolio*](#). Ottawa, Canada: Educational Developers Caucus.
- POD Network. [*Getting Started in an Educational Development Career*](#).
- Popovic, C., & Smart, F. (2020). [*Educational Developers Thinking Allowed*](#). York University.

Thank You!

Wednesday, May 25, 1–2:30 pm EDT

Establishing, Expanding, and Strengthening Your Professional Network

Wednesday, June 1, 1–2:30 pm EDT

Equity, Diversity, Inclusion and Educational Development

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