

The 5 W's of Educational Development

WHO (Who Does It?)

These are teachers, faculty members, instructors, chairs, deans, associate deans (and in most institutions, specific roles in teaching and learning centres) who have a passion for helping faculty become better teachers. Educational developers often have several years of post-secondary teaching experience along with a strong collection of skills, abilities and aptitudes that are focused on facilitating positive change in teaching and learning.



WHAT (What Do They Do?)

They engage with teaching faculty, administrators and support staff to assist and support them in modifying, enhancing or completely changing courses to more fully engage students in the learning process and hopefully affect change in knowledge, skills and qualities. More specifically educational developers are engaged in developing/supporting/enhancing:

- individual teachers: teachers' practice, thinking, motivation and ability to 'self-improve'
- groups of teachers: communities of practice, leadership of teaching, program/departments undergoing change
- students: the learning of students
- learning environments: classrooms, online courses, experiential opportunities
- the institution: facilities that support teaching, educational policies, learning and teaching strategies, institutional pedagogy, culture of teaching and learning
- scholarship of teaching across the institution
- influencing the external environment
- identifying emergent changes and spreading 'best practice'
- supporting quality assurance systems such as program reviews, accreditation
- credibility of teaching improvement efforts
- educational assessment and informal feedback
- educational research or educational development research

WHERE (Where Do They Do It?)

They undertake their roles in offices, small group sessions, large group meetings, workshops, sessions and institutional events.

WHEN (When Do They Do It?)

They work throughout year and every day of the work week to provide supports and services when required or called upon.

WHY (Why Do They Do It?)

They do it because they are passionate about quality teaching and ultimately to support the enhancement and development of self-regulated, self-directed and engaged student learning.