

EDUCATIONAL DEVELOPMENT AND THE WORK OF TEACHING AND LEARNING CENTRES

Liesel Knaack, PhD
December 2022



TEACHING & LEARNING CENTRES – FILLING A NEED

Students →

- demand better learning experiences for their money
- became more aware of what good teachers do, what good learning was about and wanted to see change
- wanted ways to provide feedback and to see change in courses design and instructor teaching
- overall wanted quality education





TEACHING & LEARNING CENTRES – FILLING A NEED

Instructors →

- come into job with little to no formal training and education on pedagogies and practices, and sometimes little to no teaching experience
- often hired for research and discipline expertise
- encounter hurdles and want help from those with expertise in teaching and learning
- undergoing an evaluation, assessment of teaching practices, probationary review
- attracting new hires - instructors want to know if there are supports and resources for teaching





TEACHING & LEARNING CENTRES – FILLING A NEED

Institutions →

- accountable with associated activities to ensure programming and courses are high quality utilizing evidence-based practices
- assurances around learning outcomes achievements, examples of student success
- providing instructors have supports for growth and development in support of professional learning and enhanced teaching practices
- in the promotion of the institution and through the hiring of new instructors ensure there are supports





TEACHING & LEARNING CENTRES – FILLING A NEED

Province →

- responsibility for post-secondary education
- province reports out on how publicly funded institutions are doing in terms of ministerial requests and directions
- accountability in delivering programming in alignment with mandate letters
- Quality Assurance Process Audit (QAPA) to ensure institutions have the suitable practices and processes in place for ensuring quality programming

Ministry of Post-Secondary Education and Future Skills

The Ministry of Post Secondary Education and Future Skills provides leadership and direction for post-secondary education and skills training systems in British Columbia as well as labour market information and programs.

Accountability Framework

Budget Letters

Capital Planning

▶ Degree Authorization

EducationPlannerBC

Education Quality Assurance

▶ Financial Reporting

Mandate Letters



▼ [Quality Assurance Process Audit](#)

Quality Assurance Process Audit Reports



TEACHING & LEARNING CENTRES – FILLING A NEED

Country →

- Council of Ministers of Education, Canada
- intergovernmental body to discuss policy issues, projects, consult with national education orgs, etc.
- 5 priority areas:
 - Access and affordability
 - Higher education and labour market
 - Post-secondary learning outcomes
 - Post-secondary sustainability and accountability
 - Student transitions





THE WORK OF TEACHING AND LEARNING CENTRES

Inform Instructors about Evidence-Based Practices and Pedagogies



How to Teach Effectively



Support Instructors Engaging in Reflective Practices While Deploying Teaching Research Projects to Gather Evidence of Impacts



How to Be a Scholarly Educator



Guide Instructors Integrating Varied Learning Technologies to Offer Equitable, Accessible and Flexible Learning Experiences



How to Use Technology In the Design of Courses



Enhance Courses and Programs through Cyclical Review Processes, Curriculum Mapping, and Constructive Alignment



How to Engage in Academic Quality Enhancement



THE WORK OF TEACHING AND LEARNING CENTRES

How to Teach Effectively



How to Be a Scholarly Educator



How to Use Technology In the Design of Courses



How to Engage in Academic Quality Enhancement



In larger institutions or more fully staffed teaching and learning centres there may be educational developer positions specializing on one or two of these areas.

In smaller institutions the educational developer tends to be involved in all four of these areas.

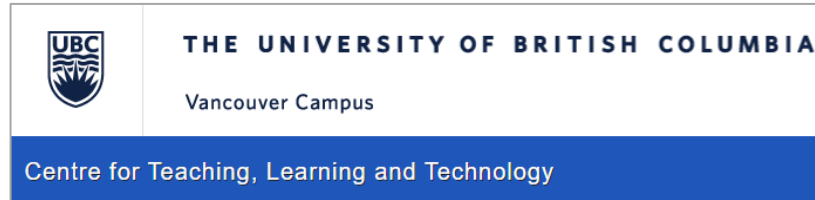
There often are one or two support roles focused just on learning technologies.

The director role also tends to be involved in all four areas with a significant portion of time focused on institutional planning and staffing needs.

TEACHING AND LEARNING CENTRES FILL GAP



Teaching and Learning Services (TLS)



TEACHING AND LEARNING CENTRE



Centre for Excellence in Teaching and Learning



Centre of Learning Transformation (COLT)



Centre for Teaching, Learning and Technology



CENTRE FOR TEACHING, LEARNING & INNOVATION

EDUCATIONAL DEVELOPMENT AS A PROFESSION



What is Educational Development

- the support and promotion of evidence-based teaching and learning practices for the design and development of high quality student learning experiences
- helping colleges and universities function as robust, student-centered teaching and learning communities
- a key lever for ensuring institutional quality and supporting institutional change
- promoting the scholarship of teaching, learning and research into higher education goals and practices
- facilitating positive changes in teaching and learning at the individual, program and institutional levels from graduate students, faculty, administrators to whole organizations

Educational development can also be called

- Academic development
- Faculty Development

EDUCATIONAL DEVELOPMENT AS A PROFESSION



What is Educational Development

YORK 

Educational Developers Thinking Allowed

<https://edta.info.yorku.ca/>

- the continuous professional and personal growth of faculty members, and the ongoing evolution of teaching and learning across the institution
- it is both theory and practice, both a discipline and a profession and both with clarity and uncertainty
- it is a misunderstood role that sits in the margins/grey areas/third space of a traditional institution sandwiched between known areas of instruction and administration
- so much more than just helping a teacher make a better class, choose a different activity or design an assignment → it is carefully assessing a request through listening and understanding and then choosing appropriate next steps to support the instructor and their students through credible, timely and confidential engagements



TEACHING AND LEARNING CENTRES - VALUE

From a research study (Centres for Teaching and Learning Across Canada: What's Going On? – April 2018 The Canadian Journal for the Scholarship of Teaching and Learning) when directors of centres were asked about the value of having teaching and learning centres:



[Centres] are essential for institutions to have now if they want to thrive.

[Centres] embody, or provide a visible form, to the importance of teaching excellence.

Because an excellent teacher requires training (Gibson, 2009), the creation and support of a CTL help to demonstrate an institution's commitment to excellent teaching.



TEACHING AND LEARNING CENTRES – FUTURE

From a research study (Centres for Teaching and Learning Across Canada: What's Going On? – April 2018 The Canadian Journal for the Scholarship of Teaching and Learning) when directors of centres were asked about future trends:



- **Supporting learner assessment and learning outcomes**
- **Providing advice on evidence-informed effective use of technologies**
- **Enhancing cross-cultural competencies**
- **Strengthening governance and policies around teaching and learning**
- **Supporting the scholarship of teaching and learning**

EDUCATIONAL DEVELOPMENT AS A PROFESSION



CANADA: Society for Teaching and Learning in Higher Education



USA: Professional and Organizational Development Network



BC: British Columbia Teaching and Learning Council



BC: Educational Technology Users Group

EDUCATIONAL DEVELOPMENT AS A PROFESSION



UK: Staff and Educational
Development Association



Australasia: Higher Education
Research and Development Society
of Australasia (HERDSA)



**International
Consortium for
Educational
Development (ICED)**

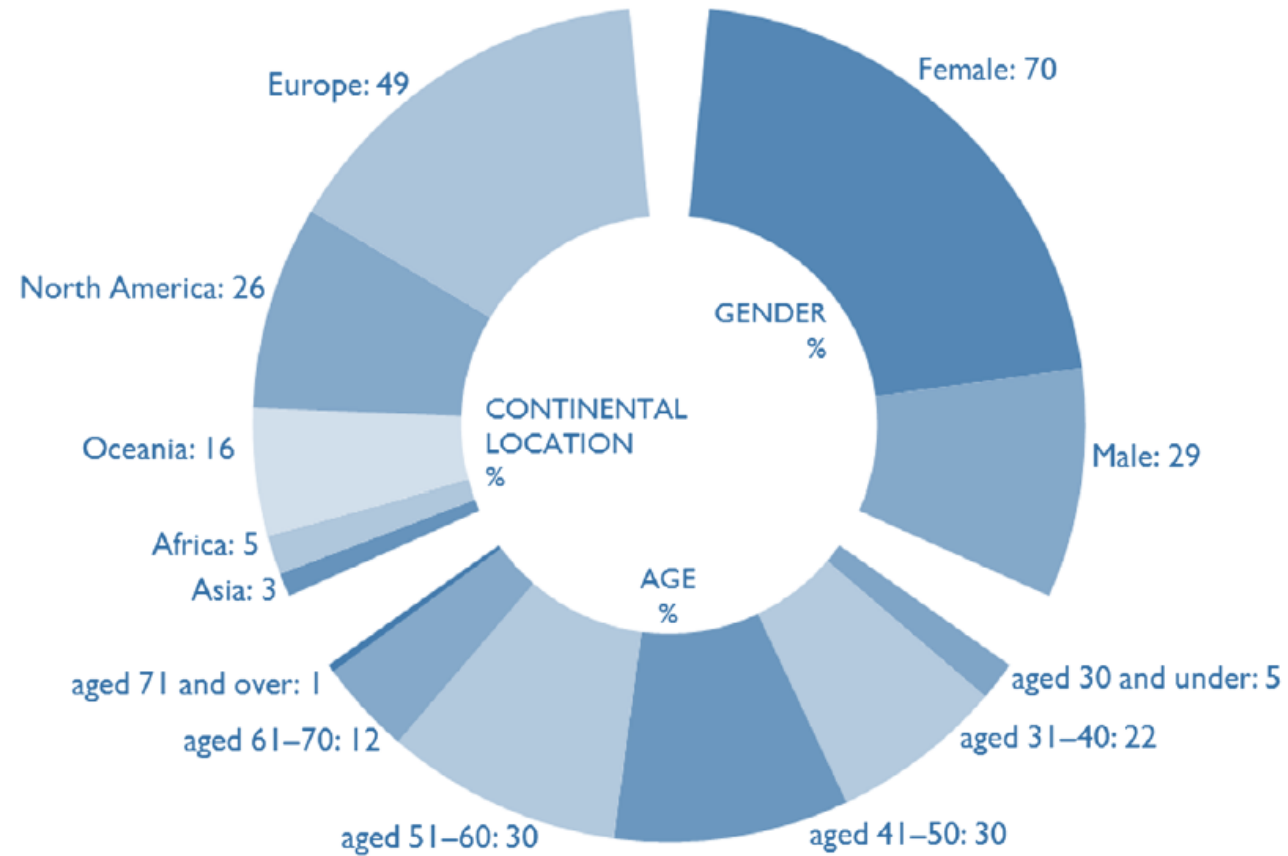


**International Society for the
Scholarship of Teaching and
Learning (ISSOTL)**



EDUCATIONAL DEVELOPERS – WHO ARE THEY?

Demographics



Numbers are percentages (%)

Total respondents = 959



EDUCATIONAL DEVELOPERS – WHO ARE THEY?

Discipline Area and Degree

Table 3. Broad field of highest degree (with examples).

	Number	Percentage
Professional fields (e.g. business, education, law)	354	34.1
Humanities (e.g. philosophy, literature)	212	20.4
Social sciences (e.g. anthropology, psychology)	207	19.9
STEM (sciences, technology, engineering, mathematics)	164	15.8
Transdisciplinary	47	4.5
Health sciences (e.g. medicine, nursing, speech pathology)	37	3.6
Fine arts (e.g. graphic design, music)	16	1.5
Other	2	0.2
Total	1039	100.0

EDUCATIONAL DEVELOPERS – WHO ARE THEY?

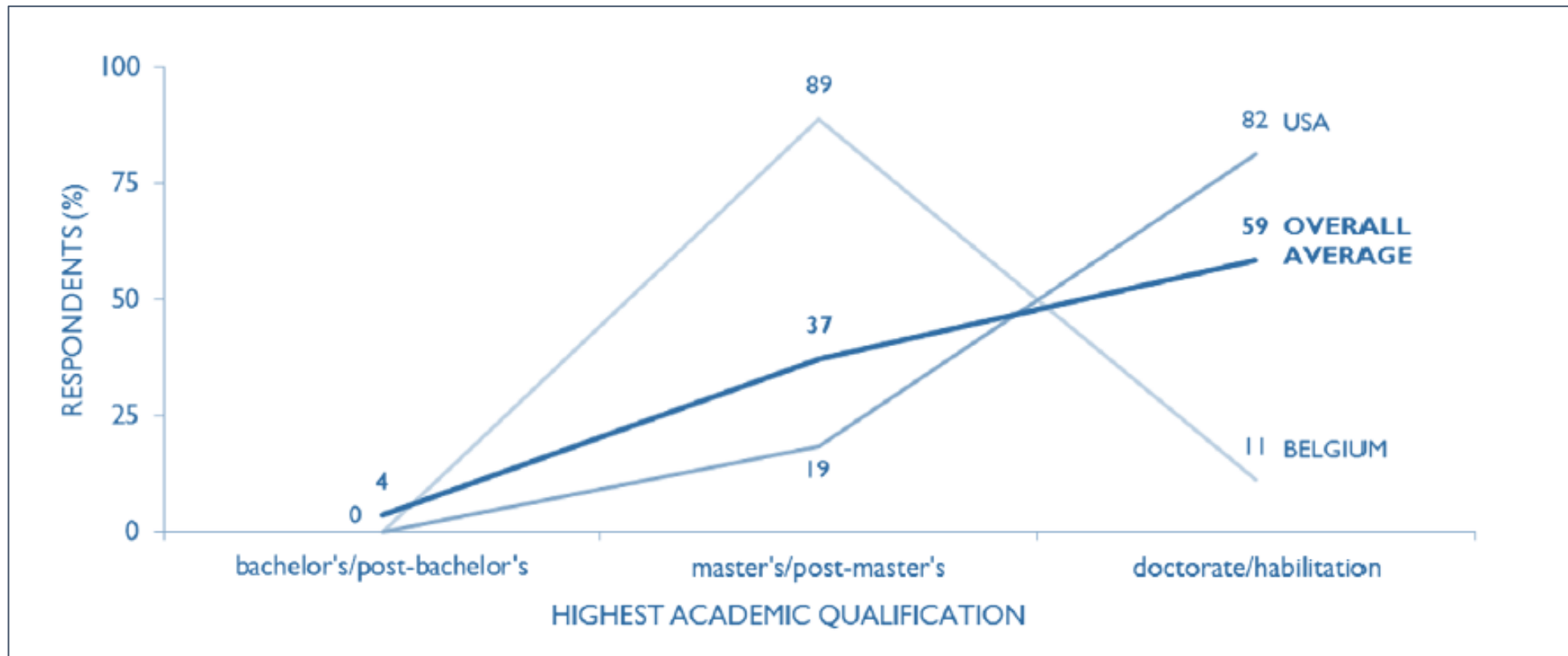
Discipline Area and Degree

Table 4. Most common disciplines of highest degree ($n = 1039$).

Discipline (n)	
<i>More than 20 respondents</i>	<i>Between 10–19 respondents</i>
Education (241)	Biology (18)
Transdisciplinary (57)	Computer science (18)
Psychology & cognitive science (53)	Geography & earth/planetary sciences (18)
Higher education (51)	Political science (14)
Literature (51)	Educational psychology (13)
Linguistics (34)	Communication & media (12)
Educational technology & distance education (33)	Information studies/library studies (12)
Philology/cultural studies (30)	Mathematics (12)
Business & management (26)	Physics (12)
Adult & professional education (22)	Chemistry (11)
History (22)	Educational leadership & management (10)
Interdisciplinary (22)	Engineering (10)
Sociology (21)	Religious studies (10)
	<i>Fewer than 10 respondents each</i>
	Further disciplines (206)

EDUCATIONAL DEVELOPERS – WHO ARE THEY?

Highest Credential

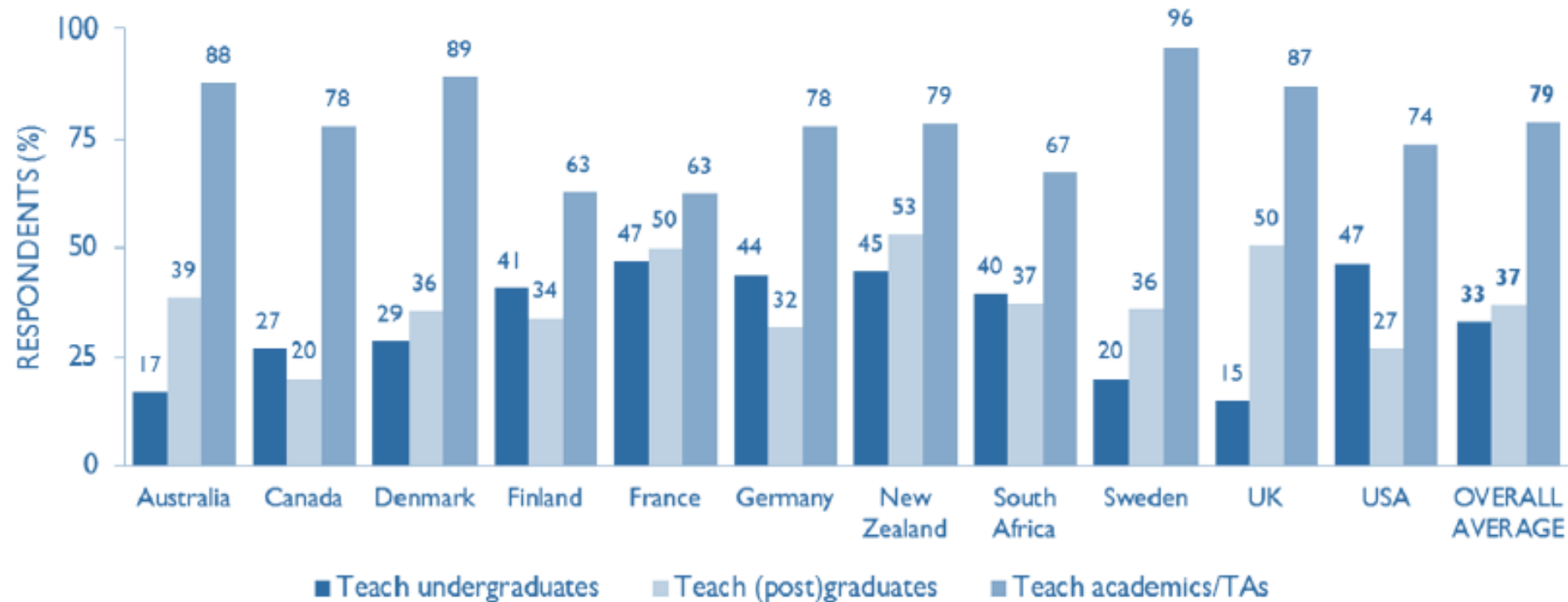


David A. Green & Deandra Little (2016) Family portrait: a profile of educational developers around the world, *International Journal for Academic Development*, 21:2, 135-150, DOI: 10.1080/1360144X.2015.1046875



EDUCATIONAL DEVELOPERS – WHO ARE THEY?

Teaching as Part of Role

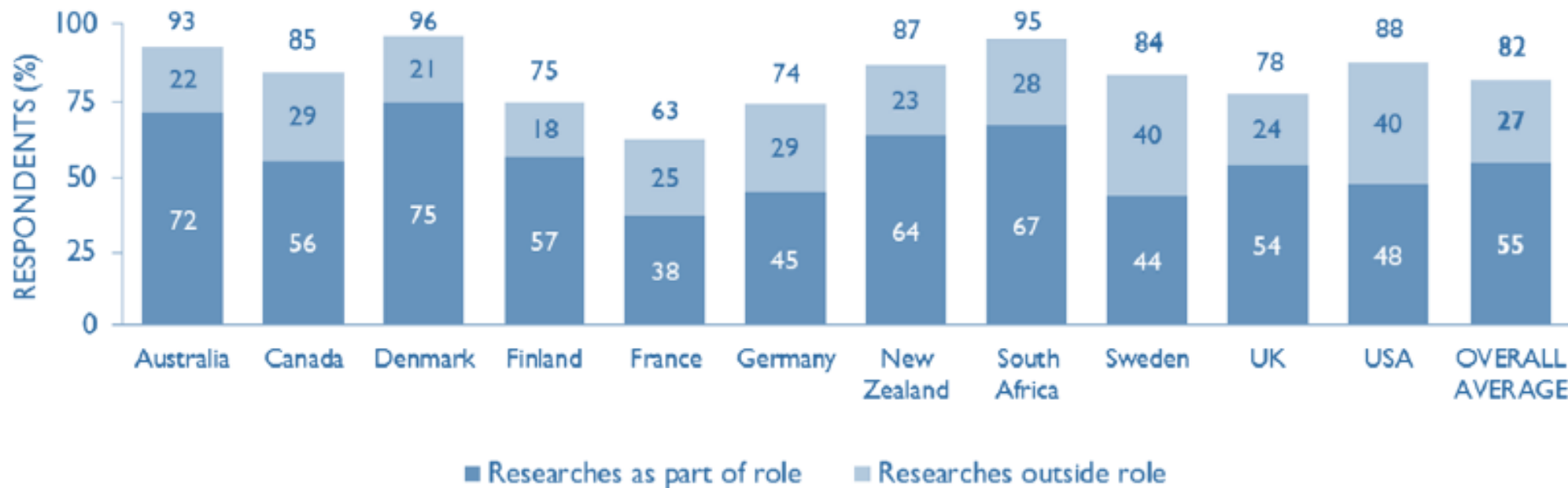


David A. Green & Deandra Little (2016) Family portrait: a profile of educational developers around the world, *International Journal for Academic Development*, 21:2, 135-150, DOI: 10.1080/1360144X.2015.1046875



EDUCATIONAL DEVELOPERS – WHO ARE THEY?

Research as Part of Role



David A. Green & Deandra Little (2016) Family portrait: a profile of educational developers around the world, *International Journal for Academic Development*, 21:2, 135-150, DOI: 10.1080/1360144X.2015.1046875



THE MANY JOB TITLES OF ED DEVELOPMENT

Educational Developer – also called *Teaching and Learning Specialist, Teaching and Learning Faculty Developer, Teaching and Learning Consultant, Instructional Consultant* → significant breadth and depth to work in all instructional delivery modalities (online, f2f, HyFlex...) and inclusive and evidence-based practices including instructional design, curriculum development and program quality along with teaching and learning, learning technologies and scholarly teaching and learning research etc.

Instructional Designer – also called *Online Developer, Online Course Designer* → historically related to online learning course development but can be also applied to non-digital course development

Curriculum Developer – also called *Curriculum Specialist, Course Designer, Course Developer* → typically related to someone who knows how to design and develop the content, activities, assessments and learning outcomes for a course or collection of courses

Program Quality Specialist – also called *Quality Assurance Specialist, Program Review Facilitator, Curriculum Developer* → typically related to someone who works in support of academic quality enhancement work, supporting ongoing cyclical instructor and department reflections and renewal of learning experiences, courses, programs, curriculum mapping and institutional program review activities



INVISIBLE AND VISIBLE WORK

Visible	Invisible
Sessions – Workshops, Book Clubs, Events, Speakers	Development, Design and Planning of Sessions
Communications – Website, Emails	Creation and Building Communications
Resources – Books, Team-Based Learning cards	Gathering and Organizing of Resources
People – Job Postings, Staff, Consultations	Hiring, Onboarding, Training of Staff
	Preparing and Engaging in Consultations with Instructors, Following Up
	Facilitations of Programs and Departments – Developing Agenda, Content, Activities and Engagement
	Program Review and Renewal Activities
	Working with Support Areas, Deans, Admin





INVISIBLE AND VISIBLE WORK

Teacher

Coach

Mentor

Facilitator

Communicator

Planner

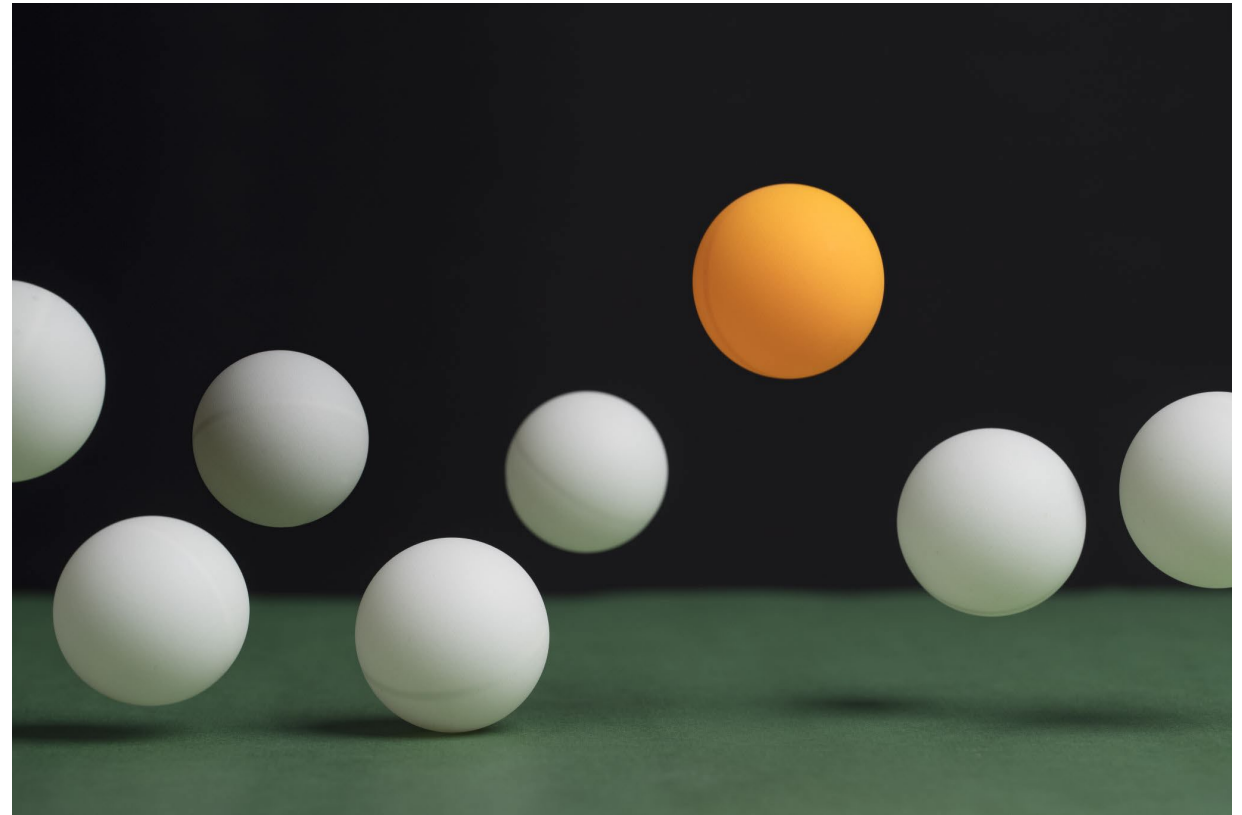
Designer

Change Manager

Teaching and Learning Expert

Leader

Researcher





FOUR LEVELS OF EDUCATIONAL DEVELOPERS

Entry Level

This is an instructor who is considering a change to their teaching practice and wanting to engage in educational development activities and leadership opportunities. They start learning more about the profession and undertake activities to expand skills and knowledge. They also start experimenting with new strategies, activities and gather evidence of the impact of those activities on student learning.

Novice Level

This is an instructor who has around five years or so of consistent and successful teaching experiences who has been experimenting with new strategies and activities and has gathered impacts on student learning. This instructor also supports peers in informal ways, offers teaching and learning workshops or sessions on their own or with the teaching and learning centre staff, or is already working in a centre learning more through mentoring activities and PD plans.

Intermediate Level

This is an instructor who has been working in a teaching and learning for some time consulting and facilitating services and supports on their own, has a robust educational development portfolio and is looking to take on more leadership responsibilities. Their skill sets are broad and diverse in all areas.

Senior Level

This is an instructor who has worked in a teaching and learning centre for many years and has honed the art and science of all aspects of the field of educational development. They often go on to be associate directors, directors and institutional leaders and/or take on more leadership activities.



COMPETENCIES OF EDUCATIONAL DEVELOPERS

ATTRIBUTES AND QUALITIES (BE)	KNOWLEDGE, SKILLS AND ABILITIES (KNOW)	APPLICATIONS OF LEARNING (DO)
<p>Commitment to Improving Self</p> <p>Self-Awareness and Self-Regulation</p> <p>Learning and Continuous Growth</p> <p>Open to Criticism</p> <p>Adaptable</p>	<p>Teaching and Learning</p> <p>Teaching, Learning and Technology Literature</p> <p>Teaching and Learning Competencies</p> <p>Curriculum Development and Learning Design</p> <p>Technology Competencies</p>	<p>Teaching and Learning Applications</p> <p>Applies Skills Gained through years of PSE Teaching Experiences</p> <p>Designs Pedagogically-Sound Courses; Assists Faculty Design Similar</p> <p>Use Appropriate Teaching Strategies for Student Learning</p> <p>Good Pacing and Timing of Facilitation and Teaching</p> <p>Engages in Scholarly Teaching and Learning Activities</p> <p>Updates and Reflects through Teaching Portfolio</p>
<p>Professional Conduct</p> <p>Respectful</p> <p>Inclusive in Interactions and Communications</p> <p>Team Player, Collaborative</p> <p>Exhibits Diplomacy, Trust and Empathy</p>	<p>Educational Development</p> <p>Educational Development Literature, Core Components</p> <p>Understands Organization Culture and Challenges</p> <p>Reflective Practitioner</p>	<p>Educational Development Applications</p> <p>Undertakes Faculty Support Requests and Consultations</p> <p>Designs, Develops and Deploys Workshops, Learning Sessions, Offerings</p>
<p>Management of Work Duties</p> <p>Manages Time</p> <p>Creative</p> <p>Open and Receptive to New Experiences</p> <p>Independent</p> <p>Reliable</p>	<p>Facilitation and Change Management</p> <p>Principles and Practices of Change Management</p> <p>Listening and Questioning Skills</p> <p>Consulting Skills</p> <p>Conflict Resolution Skills/Mediation Skills</p> <p>Team Building and Team Building Processes</p>	<p>Facilitation and Change Management Activities</p> <p>Connects and Consults with Students, Faculty, Administration</p> <p>Facilitates Change through Institutional Initiatives</p> <p>Communicates Effectively</p> <p>Plays a Role within Institution on Change Activities and Initiatives</p>
	<p>Planning and Project Management</p> <p>Planning and Project Management Skills</p> <p>Critical Thinking and Problem Solving Skills</p> <p>Skills in Outreach and Marketing of Offerings</p>	<p>Planning and Project Management Activities</p> <p>Plans and Implements Activities, Tasks and Work Duties</p> <p>Manages Projects, Keeps on Track, Reports Out, Conducts Assessments</p> <p>Markets and Promotes Offerings in Variety of Ways</p> <p>Applies Program Development and Evaluation Strategies</p>



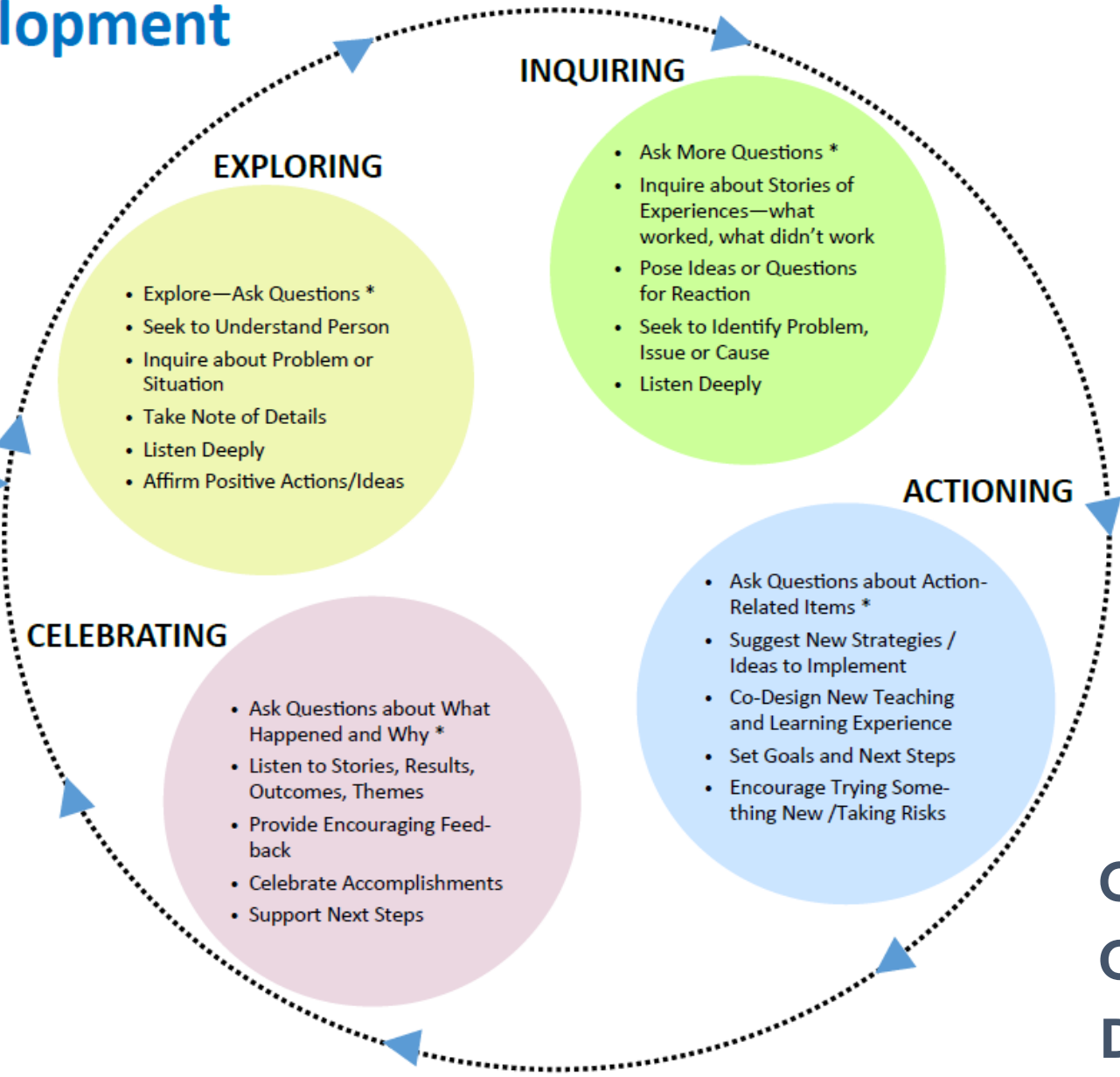
Educational Development Consulting Cycle

TRUSTING

- Establish a Good Relationship
- Demonstrate Empathy and Respect
- Informally Assess Needs
- Be Present and Genuine
- Develop Rapport and Trust
- Get to Know the Person

Educational developers committed to promoting effective teaching and learning practices often make the same error we advise faculty members to avoid: focusing on content (solutions, knowledge, resources) over process (listening, learning, supporting) in consultations with faculty members.

The consulting cycle requires an initial establishment of a trusting relationship with a faculty member. The rest of the cycle focuses on building a collaborative environment that is non-judgemental focusing on the faculty member's capabilities situated within the context and culture of the situation. These four phases rotate around from Exploring to Inquiring to Actioning to Celebrating—and back to Exploring again as the consulting relationship continues.



COMPETENCIES OF EDUCATIONAL DEVELOPERS





COMPETENCIES OF EDUCATIONAL DEVELOPERS

The Journey of a Faculty Member in Post-Secondary Education



Student Engagement and Learning

Engaging students in meaningful experiences through strategies focusing on successful student learning. This part of the journey is focused on an educator making changes to practice that result in changes in student engagement and learning through a set of new strategies, methods and/or activities.

Scholarly Reflection and Inquiry

Demonstrating excellence in scholarly teaching practices, critical reflections on practice and inquiry into enhancing student learning. This part of the journey demonstrates development of self and an enabling of colleagues to engage in continual professional learning and scholarly activity.



Designing classes and courses that provide students with authentic and deep learning opportunities. This part of the journey is focused on the educator making changes to practice that result in significant changes in student learning through innovative design of a course or many courses.

Design of Learning Experiences

Engaging in leadership, community engagement and contributions to teaching and learning across the institution and to the discipline while working to create more inclusive and engaged classrooms. This part of the journey is about influence and dissemination of new knowledge to peers and to the wider campus community.

Leadership and Community





DUTIES AND RESPONSIBILITIES

1. Observe and reflect on opportunities to **further develop competencies** as an educational developer.
2. Participate in the **development, planning, implementation and evaluation** of both new and ongoing initiatives, activities, and learning sessions to support teaching and learning.
3. Assist program and discipline areas to **offer instructional support** via a variety of formats from workshops to custom sessions, learning activities and projects.
4. **Research, review and summarize student-centered and active learning strategies** that address diverse learning needs, abilities, and backgrounds of all learners.



DUTIES AND RESPONSIBILITIES

5. **Provide pedagogical and educational technology assistance** for online, digital, and blended course design, video conferencing experiences and other learning technology tools.
6. Identify and **create digital teaching and learning resources** including videos, handouts, website content, workshop materials etc.
7. Undertake a **leadership role on specific projects** including scheduling and organizational components.
8. Design and develop **digital communications** for websites, newsletter, etc.
9. Conduct inquiries and share knowledge on educational development and learning technologies as part of **professional learning plan** and the development of an **educational development portfolio**.



PREPARATION: LEADING FROM WHERE YOU SIT



Leading Solo: Enhance your Individual Practice

- Try techniques and course design strategies that are new to you
- Read, explore the literature of various practices
- Attend events (workshops, conferences) on teaching and learning
- Engage with colleagues in discussion
- Collect data from your students for reflection
- Document your experiments
- Start drafting the story of your efforts

Lead through Collaboration

- Invite a colleague to learn a new method or model with you
- Team teach, and develop the courses as an integrated experience
- Exchange class visits with colleagues
- Exchange student focus group interviews with colleagues
- Team up with a colleague to attend an event (workshop, conference) together

Lead by Sharing

- Invite colleagues to coffee to talk about your teaching
- Organize informal sessions among colleagues to discuss teaching
- Construct a teaching portfolio where colleagues can see what you do
- Invite a colleague to visit your class
- Show a colleague something you are working on, and ask for feedback

PREPARATION: LEADING FROM WHERE YOU SIT



Lead by Service

- Organize a departmental PD event based on a teaching topic of common interest
- Agree to lead a program review
- Collect data that could help your program reflect on its success for students
- Develop a new course or revise a problematic one
- Consider taking a turn as chair, where you might be able to prioritize teaching and learning efforts

Lead by Engaging in Scholarly Teaching

- Blog about new techniques and course design strategies you are trying
- Develop your own document/summary booklet of what you are learning
- Present at events (workshops and conferences) on teaching and learning practices
- Work with colleagues to share your collective experiences
- Gather data from your students and use that to publish, present and share publicly what you are doing

Lead by Sharing Scholarly Teaching

- Organize a multi-institutional group of discipline-specific colleagues to discuss monthly a topic of choice
- Participate in a Community of Practice or a Special Interest Group
- Present your teaching portfolio at a conference or a special workshop
- Invite colleagues to your class, write a reflective blog post about the experience
- Post what you are working on, seek feedback through social media, colleagues in other areas etc.

LEARN MORE

<https://teachanywhere.opened.ca/eddev/>

Educational Development: The Work of Teaching and Learning Centres

Resources for instructors/faculty members interested learning more about the professional of educational development – or the work of teaching and learning centre staff – for their own leadership pursuits or for considering a career change. Organized into sections, you'll find the best materials out there for your perusal and exploration.

Lingo: CTL = centre for teaching and learning | TLC = teaching and learning centre | ED = educational developer or educational development | Ed Dev = Educational Development | POD = Professional and Organizational Development Network (US-Based) | STLHE – Society for Teaching and Learning in Higher Education

WHAT IS EDUCATIONAL DEVELOPMENT?

- What is Educational Development – [POD Website](#)
- Educational Development in a Nutshell – [PDF of PPT Presentation by Jeanette McDonald](#)
- Finding Your Voice in Educational Development – [University Affairs Article](#)
- Dimensions of Educational Development (LKnaack) – [PDF](#)

GETTING STARTED/NEW DEVELOPER RESOURCES

<https://edta.info.yorku.ca/>

YORK 

Educational Developers Thinking Allowed

<https://podnetwork.org/>

pod
NETWORK

What is Educational Development