

Reflecting on your activities as a developer (prepared by Trevor Holmes, CTE)

Rather than just listing the title and date for each workshop you've planned or delivered, or the name of each committee or department you've collaborated with, try writing a couple of sentences about what you actually did, and identify what kind of evidence you might have collected or could collect. This table may help you reflect on what your successes, challenges, and opportunities have been. Later, consider adding a sentence or two under specific items you do plan to list in your dossier, for context and to point to evidence in the appendices. Some of your phrasing might come from this reflection table...

Activity	My role	Why it worked well or didn't	How I know / proof	Next steps
<i>workshop on Course Design</i>	<i>One of several facilitators who can give this workshop, I redesigned it somewhat and delivered it to 12 TAs enrolled in our certificate program</i>	<i>I felt odd delivering a workshop I didn't design and a bit rushed to redesign it, but in the end the objectives were met and the processes I've used before for this topic were the right ones for me</i>	<i>The evaluation forms helped to see precisely what learners perceived themselves taking away from the session</i>	<i>Follow up with the grader of the response papers to see if the learning went deeper than simply reacting well to the session</i>
<i>course and program mapping in a department</i>	<i>I was asked to come in after some of a review process had taken place to ask questions of curricular plans and to convey what will eventually be university-wide objectives</i>	<i>The buzz between course instructors was unprecedented, apparently, and some common ground emerged during the group mapping activities that should prove useful in the redesign</i>	<i>Visual map of the curriculum was photographed and also reproduced in a spreadsheet, colour-coded</i>	<i>Seek permission to use the maps in a handbook and in my dossier</i>
<i>Committee on X technology</i>	<i>I was one of three people from our department sitting on a committee with staff from IST, CEL, Safety, (etc.) charged with implementing and monitoring a new system used by faculty, staff, and students</i>	<i>Sometimes, it seemed there were too many of us from my department in the room, so that our contributions were heard too much. I volunteered to do more behind the scenes testing rather than always talking at meeting.</i>	<i>Contributed a new format for testing process and finished tasks early/efficiently. Email from committee Chair thanked me.</i>	<i>Follow-up with committee chair to ask permission to include her email in my file</i>
Your turn!				

Things to work on...

My philosophy / approach to development: (what I'll do to improve it and by when)...

Methods and practices (what I do in specific activities or more generally):

Contributions to better teaching with individuals, groups, institutions, or higher ed more generally:

Evaluations (how many ways am I evaluated, in what context, and should I seek other forms of feedback?)...

Developing myself professionally (how have I consciously gone about improving, what are my future plans?)

Organizational Matrix for an Adapted Dossier

(Adapted from: Dawson, 2001)

Educational Development Claim or Accomplishment Source: data from oneself	Specific Narrative Example of Claim Source: data from oneself	Supporting Data for Appendices Source: data from others or selected teaching materials
<p>EXAMPLE:</p> <p><i>I encourage faculty to become reflective practitioners</i></p>	<p><i>I always use a circle evaluation form that takes workshop participants around a cycle of learning and fosters metacognition</i></p> <p><i>I run workshops on writing philosophy statements that are authentically reflective</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Copy of blank evaluation form <input type="checkbox"/> Summary of results from one workshop using the form <input type="checkbox"/> A philosophy statement before and after my feedback

Organizational Matrix for an Alternative Dossier

(Adapted from: Dawson, 2001; Wright and Miller, 2000).

Objectives	Underlying beliefs	Concrete actions	Evidence
EXAMPLE: <i>Promoting reflective practice in faculty members with whom I work directly</i>	<i>The best teachers are reflective practitioners; students learn best by experiencing the unfolding of disciplinary knowledge by an expert who foregrounds the metacognitive aspects of thinking in the discipline</i>	<i>I always use a circle evaluation form that takes workshop participants around a cycle of learning and fosters metacognition</i> <i>I run workshops on writing philosophy statements that are authentically reflective</i>	<input type="checkbox"/> <i>pre/post philosophy statement from professor</i> <input type="checkbox"/> <i>professor's action research grant successful or written up and published</i>
<i>Promoting reflective practice in my institution</i>	<i>Isolated individuals need to be part of a wider conversation across disciplines in order to honour the special place of critical higher ed in a world of capitalist certainty</i>	<i>Hosting panel discussions, printing newsletter accounts, lobbying for grants for faculty to go to conferences and present their work</i> <i>Delivering workshops on reflective practice through journaling etc.</i>	<input type="checkbox"/> <i>Counting the number of grants awarded and conference papers given</i> <input type="checkbox"/> <i>Evaluating workshops/ panel discussions</i>
<i>Promoting reflective practice in my profession</i>	<i>We should walk the talk.</i>	<i>Proposing workshops at national conferences</i> <i>Writing reflectively about them after they are delivered</i>	<i>Being accepted</i> <i>Evaluating workshops</i> <i>Publishing about it</i>
<i>your turn!</i>			

Works Cited:

Dawson, Teresa (2001). *Creating a Teaching Portfolio*. Teaching and Learning Services, University of Toronto at Scarborough.

Wright, Alan, and Judith Miller (2000). "The Educational developer's portfolio." *IJAD* 5:1, 20-29.