

Worksheet – Educational Developer Philosophy Statements

When we think about the field of educational development and our place within it, we may have explicit or implicit principles that guide our work. The field itself may have a variety of “ways of knowing” what we know about education and, well, about development (of people, organizations, groups). Think about the audience for your own work, about those with whom you work in a given year, and try answering any of these prompts that seem to fit for you OR try starting to fill out the grid on the back of this page. If neither approach works, free-write for several minutes on the topic “What questions do I ask myself when I’m doing my work with a given audience?”

(Faculty/staff/TAs/ _____) learn best when...

I’m responsible for supporting (faculty/ staff/ TAs/ _____) who struggle with...

The developer’s role in supporting these people is to...

Educational development is...

I know what I know about educational development based on... (Reading academic literature about it? Courses? Research projects? Experiences? Specifics here...)

Therefore, when I consult with a person or group/ facilitate a workshop/
other _____, I...

or go the other direction... (turn the page)

Things I do in my everyday work	Why I think I do these things	Sources for my thinking from literature or practice	Restate this the other direction
<i>I try to add a link to some kind of timely tip and a current controversy when advertising our regular workshops – which I limit to once-a-month emails in general</i>	<i>Faculty will notice things if they are relevant to the time of term – startings and endings, exam review, midterm feedback etc. And 100% of them are critical thinkers, so they appreciate my honouring that by offering them a topical higher ed “controversy” to think about rather than just preach at them about proper practice.</i>	<i>Reviewing literature about faculty workload, attending workshops on effective communications, positive feedback on my previous efforts to connect with faculty or TAs at each place I’ve worked</i>	<i>“Faculty members face significant demands on their time and dislike wasting that time on trivial matters. Therefore in my monthly communications I attempt to have an immediately applicable teaching tip and a link to a thoughtful post about an issue or controversy in higher education today”</i>