Session Objectives

- discuss our choice of the term "educational" development in Canada and in this international project
- identify some of the areas of expertise essential to educational development practice across five national contexts
- consider the applicability of this framework in a Japanese context

With Appreciation

- to the sponsors of our Mobility Project:
  European Commission DG Education and Culture
  Human Resources and Social Development Canada
- to Mobility Project colleagues:
  Denis Bédard, Mieke Clement; Mariane Frenay, Anette Kolmos, Jean-Jacques Paul, Nicole Rege-Colet, Alenoush Saroyan

Knowledge Embedded in Practice

What are some of the kinds of activities that are included in (or intended for) faculty/educational development practice in Japanese universities?

Our Mobility Project

- 4 EU and 3 Canadian Universities (plus one non-EU associated partner)
- exchanged knowledge about “faculty development” practice
- developed a graduate course and an “exchange” student practicum experience for 7 students from each partner university
- completed a book describing our learning

Finding Common Language

- faculty development (POD, 2007)
- instructional development (Mathis, 1979; Wilcox, 1997)
- curriculum development (Diamond, 1998; Stark & Lattuca, 1997)
- professional development (Centra, 1989)
- organizational development (Diamond, 2005; Lieberman, 2005; POD 2002)
- academic development (Brew & Boud, 1996; Candy, 1996)
An Emerging Consensus: Educational Development

“… all the work that is done systematically to help faculty members to do their best to foster student learning”.

(Knight & Wilcox, 1998, p. 98)

The Core Dimensions

- Educational development context and mission
- Evaluation of impact of educational development
- Guiding principles, values and ethics of practice
- Expertise of educational developers
- Educational development units

An Emerging Consensus: Educational Development

“… the term was broader than faculty development, in that it encompassed instructional, curriculum, organizational, and some aspects of faculty development. In another sense, the term was narrower in that it focused on the teaching domain, as opposed to all aspects of academic career development.”

(Bédard, Clement & Taylor, in press)

Educational Development Context and Mission

Context driven by
- National and political priorities in higher education
- Disciplines
- Institutional policies

Dual mission
- To enhance teaching and learning capacity in academic communities
- To advocate for the quality of teaching and learning

A Framework for …

- understanding the nature of educational development practice and scholarship
- developing initial and continuing education for developers
- evaluating and enhancing development practice and organizational structures

Guiding Principles, Values and Ethics of ED Practice

A commitment to . . .

- Working in our local contexts
- Using and generating evidence-based knowledge
- Maintaining a focus on learning
- Respecting collegiality
Guiding Principles, Values and Ethics of ED Practice

Ethics of educational development imply

- Articulating clear roles
- Critically examining the knowledge we apply
- Respecting the perspectives of colleagues
- Maintaining confidentiality
- Contributing to development of practice and scholarship

(Knight & Wilcox, 1998; POD, 2002)

Evaluation of Educational Development Impact

Three challenges

1. Provide evidence of the impact of educational development on learning and teaching capacity
2. Expanding educational development scholarship
3. Implementing external reviews of educational development units and programs

Organizational structure

Institutional mandate: research and service
Institutional positioning

- Roles of educational developers
- Strategies for educational development
- Target audiences

Expertise of Educational Developers

- Understanding teaching and learning
- Understanding academic culture
- Communication
- Knowledge about leadership
  - Change agent: facilitating organizational learning
  - Vision for the teaching mission of the university

It is crucial to develop this expertise and to network at local, national and international level.

Japan: The Sixth National Context

On the basis of your own knowledge and experience in educational development in the Japanese context, are there elements of the map that:

- Resonate strongly?
- Do not seem relevant?
- Are missing?
Thank-you for contributing to our efforts to articulate the nature of educational development practice and scholarship!
Useful References on Educational Development


Chism, N. V., & Szabo, B. L. (1996). *A study of how faculty development programs document their usage and evaluate their services* (Research report). Columbus (OH): The Ohio State University, Office of Faculty and TA Development.


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