

COED lunch and learn

September 22nd 2015

Introductions

- Celia Popovic
- Jeanette McDonald
- Gavan Watson
- John Paul Foxe
- Rosalina Chiovitti

What are the professional development opportunities open to educational developers?



How do you develop?

Supporting and Leading Educational Change

- SEDA course – <http://seda.ac.uk>
- SEDA Fellowship scheme
- 12 weeks online course

Supporting and Leading Educational Change

- Why did you decide to take SLEC in the first place?
- What did you hope to get out of it?
- What did you get out of it?

Supporting & Leading Educational Change (SLEC) Course:

Rosalina Chiovitti's Experience

- SLEC course offered an exciting opportunity to:
 - reflect on SEDA values, specialist outcomes, and tools in relation to my everyday work (both celebrations & challenges).
 - SEDA offered an opportunity to unpack ‘what’ I do and ‘how’ I do my work with learners. For a glimpse one of the reflection pieces I used for my SLEC portfolio please see the following video:

This video provides a snapshot of my faculty consultancy role & is available at:

<https://www.youtube.com/watch?v=pfdDOBUSvPI>



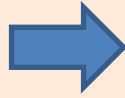
Supporting & Leading Educational Change (SLEC)

Rosalina Chiovitti's CPD Experience

- SEDA experience inspired my Continuing Professional Development (CPD) across three main dimensions (Chiovitti, 2015; Cowan, 2003; Khan, 2003))

Tertiary Dimension:

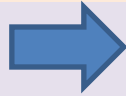
Generic CPD in education



- Professional qualification course -FSEDA;
- CPD in engaging learners in a variety of contexts (e.g., faculty, students, staff, patients, clients; self- reflection);
- Parallel processes in learning celebrated

Secondary Dimension:

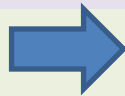
Discipline- specific CPD in nursing education



- Working with learners within my discipline
- Inspired the development of my recent publication in teaching and learning:
 - Chiovitti, RF. (2015) Professionhood and professionalism as an educational aid for facilitating nursing students' development and renewal of self and profession. Journal of Nursing Education and Practice, 5 (11), 51-64. DOI:10.5430/jnep.v5n11p.51; <http://dx.doi.org/10.5430/jnep.v5n11p51>

Primary Dimension:

Discipline -specific CPD in nursing practice



- Working with learners e.g., patients/clients, students in clinical placements
- Inspired me to present at two conferences and further support faculty(2015).

Supporting and Leading Educational Change

What did you get out of it?

- John Paul's Educational Development Portfolio
- <http://jpf.blog.ryerson.ca/>

How do we record our pd?



Next steps