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| **Values regarding teaching and learning of an educator (faculty and educational developer roles)** | **Concrete examples to demonstrate actions related to my values as an educator** | **Relationship of concrete examples to my values and philosophy of teaching and learning which are demonstrated through action. Specific artifacts support these claims.** |
| **Lifelong learning is a naturally required aspect of becoming a better teacher**  **Scholarly teaching (professional development to increase learning)**  **Scholarship of teaching (research of/for learners to revise curriculum, pedagogy for increased** **learning)** | In order to understand current theory, emerging trends and the needs of my students, I consistently engage in professional development that lead to credentials as well as growth and development that is later demonstrated in my practice.  ***Degrees and certification***   * 1997 B.Ed Elementary with distinction: concentration *Career and Personal Planning* * 2003 CELTA (Cambridge English Language Teacher of Adults) * 2005 Instructional Strategies Workshop certificate * 2006 Intercultural Development Inventory qualified administrator * 2006 Master of Education: Curriculum Studies Uvic * 2007 Facilitating Skills Workshops certificate * 2011 EDD start; Leadership in Higher Education, UCalgary online program * 2012 UBC blended learning ‘Certificate in Intercultural Communication’ (5 courses) * 2013 Vancouver Community College ‘Certificate in e/online learning   ***Other examples of personal and professional development***   * BC ESL articulation research for ESL to 1st year university English led to new curriculum development to align with first year university requirements- especially listening skills * French immersion Quebec City to revisit and expand on M.Ed research (see below) * Reading publications, attending pro-d sessions (e.g. Teaching Practices Colloquium) to increase knowledge of pedagogy and apply to course revision for outcomes, activities and assessment (see artifacts in Lifelong Learning file) * Web design online course self-directed * UCalgary doctoral courses 100% online * Instructional Development online course (planning an online course- learning outcomes, activities and assessment) * Teaching Portfolios University of Windsor   ***Research***   * M.Ed Curriculum Studies action research: became one of my students by studying a language I had little working ability and living with locals in homestays. Insights into the learner and teacher aspect led to a complete rewrite of curriculum for one course which affected my teaching philosophy and all teaching/facilitating (students and faculty) * How using visuals to represent rhetorical styles could increase student understanding, self analysis and synthesis to write in a N.A. university style * Thompson Rivers University Open Learning PLAR (Prior Learning Assessment Recognition) to explore challenges of using a N.A. approach to assessing skills and knowledge in an intercultural context. Undertaken with students in Myanmar (Burma). Preliminary results indicate culture is a key factor. * Team Lead Experiential Learning Curriculum and Materials Developer and Field Test Instructor * What are faculty perceptions of a 4 day Interculturalizing the Curriculum Program (was to be my doctoral research) * Faculty and student perceptions of necessary curricular changes to the ESL program | Teaching fascinates me. Every class is comprised of learners who bring a wealth of knowledge and experience, and this is also changing. For example, students are technology savvy, are increasingly from a more mature age group and have access to information and learning platforms that no longer are limited to face to face classroom experiences. In order to understand who my students are, I have been engaged in educational development that includes expansion from pedagogy to intercultural communication theory to androgogy and online learning methodologies. This rapid change is exhilarating as uncertainty does not dissuade me from exploring the changes in education that I have been a part of in my career. I embrace the growth that change brings, which is demonstrated in numerous and varied professional development activities I engage in such as that which follows.  My commitment to personal development for the benefit of students is illustrated in the shift I made in my approach to curriculum. It resulted from research from my Masters of Education which involved my becoming one of my English as a Second Language students, placing myself in their shoes as an international student in a foreign country (Mexico) with little language ability or cultural knowledge. The aim was to analyse both the learner and teacher perspectives of learning language so that I could understand those ESL students who struggled and those who didn’t. Somewhat naively, I expected that it would be fairly simple. Go to class, practice language and use it at my homestay and in the community. Not so. A profound experience was when I was faced with the reality that I felt inept. I had little language and cultural knowledge which was extremely stressful. Although I had travelled to 25 countries, and was an adult, I was rendered incompetent in that context. While in this state of disequilibrium, I still had to be open to unplanned events and outcomes so that I could reflect on them later. Not having control of my learning (pedagogy did not support my learning style) nor daily activities challenged my need to be effective; I wasn’t. This was new. I had also placed myself in Mexico at Christmas time – the most important family time for me. Not only was I unable to communicate, I was now isolated and far from the emotional support I was used. Now I understood what might be happening internally for my students. It was beyond language. It was through this experiential learning that I gained insight that would not have been as rich when I had *read* about the potential culture shock. The subsequent insight into the power of culture shock led me to revise curriculum and my approach to students.(see newsletter, student feedback in Reflective Practioner file) I included culture shock not only as a topic but an ongoing theme to elicit the student experience. This helped to inform me of students’ real day to day struggles and it also increased students’ trust and willingness to talk to me about what they were going through. That was a powerful shift for me because prior to that I was more concerned with what was on the ‘contract’ of the course outline. I was more focused on the ‘work’.  I realized there was a place for me to share my learning beyond my classes. Thus began my transition to educational developer/ teaching consultant/ learning consultant. See bottom of this table for the impact of my work.  ***Demonstrated gains in practice* *from embracing and participating in lifelong learning:***  The shift to become more involved with the social and emotional aspects of learning led to more caring and curiosity about the invisible cultural aspects at play that held some students back from success. Further study of scholars and training in *intercultural communication* led to other curriculum shifts to experiment with the use of visuals to examine the difference in cultural rhetorical styles of communication that could affect student success. Results showed that students were not incapable; rather, they needed support to understand that different communication styles existed and that to be successful in academics in Canada, they would need to adapt. This learning expanded to action research in my ESL writing classes as well as action research to investigate how a north American framework for PLAR (Prior Learning Assessment and Recognition) might pose challenges in another cultural context. In both cases, preliminary results indicate that knowledge of rhetorical style and my scaffolding approach to teaching it has led to student success. (see artifacts in Reflective Practioner file) In particular, in ESAL 0580, the pre-requisite for first year English, what typically had a withdraw or fail rate of about 30% was reduced to one student not passing. And that student simply needed more time and practice.  By being fascinated by teaching and learning and committed to growth, I have increased my effectiveness as a teacher. But I believe my responsibility lies not only in my classes but to the broader education community. As intercultural theory affects interdisciplinary pedagogy, I have made contributions not only in ESL but also as an educational developer both at TRU and beyond. This is described later in the Collaborative Educator portion of this dossier. |
| **Increasing teaching effectiveness requires one to be a reflective practitioner** | In addition to participating in personal and professional development, I routinely question what I teach, how I teach, the effects of my teaching and why I would retain or revise any of it. These are illustrated in the following student and faculty sessions:   * New faculty intercultural session plan * ESAL student feedback * Faculty development sessions feedback * Personal journaling * Notes to myself on content/lessons/activities * Annual Professional Activity reports which include a narrative of the year | Increased knowledge of the student experience and openness to change and growth comes about by reflection. Sometimes it is thrust upon me such as the Mexico Masters research experience; at other times it is consciously considered. It is not enough for me to just think it. I routinely request feedback from students during classes, at various stages of a semester and at the end of a semester. Specific examples in ESAL 0450 which demonstrates a concern for students’ social and emotional well-being and in ESAL 0580 which includes students’ perceptions of the worth of including Bloom’s taxonomy and the visuals for rhetorical style. (see student feedback Learner Focused and Reflective Practitioner files for artifacts ) Reflection has led to a better understanding of and commitment to being a student centered educator and recognition as an excellent teacher. (see student letters in Learner Focused file)  ***Demonstrated shifts from reflection on practice:***  An understanding of the need to be explicit with cultural expectations led to the development of a course ‘newsletter’ approach to supplement the course outline which was, by and large unread and/or not understood by many ESL students. (see Student feedback in Learner Focused and Reflective Practitioner files). An empathy building exercise was developed out of the rhetorical styles visuals presented with ESL writing and oral communication classes. This exercise is now published for use in intercultural educational and corporate training (see Deardorff in Publications) |
| **A passion for teaching and learning means supporting educators and students beyond my discipline** | ***Teacher training***   * Practicum supervisor for TESL students certification * ISW facilitator (Instructional Strategies Workshop) * Initiated Internationalizing Curriculum * TPC committee member and presenter: experiential learning, questioning, reflective practice, learning outcomes * TA program development (see program plan in Collaborative Educator file) * Invited guest speaker for Education students, visiting Chinese teachers, Educational Developers’ Caucus (closing plenary), Vancouver Island University * 10 years of volunteering as service to the Centre for Teaching and Learning, developing and delivering sessions and programs including: Curriculum Perspectives, Culture in the Classroom, Intercultural Communication, Writing Across Borders, Evaluation, Applying Backward design to Programs and Courses, inaugural Teaching Assistant Program, ISW (instructional strategies workshops), Interculturalizing Curriculum * Conference workshops provincially, nationally and internationally spanning ESL, Trades, Humanities, Education, Leadership   ***Pedagogy, Instructional, course and program development experience***   * Scope and Sequence for TRU World ‘Tourism’ program * Curriculum revision for Advanced Oral Communication, Integrated Skills Level 2 ESL * ESL and Drama course creation * Intercultural Eyesing Curriculum program development (see ‘Dear Deans’ attachment) * Teaching Assistants program development (see program in Collaborative Educator file) * B.C. English Language Settler’s Program Coordinator and Volunteer Handbooks (see publications) * Queen’s University online pre-departure Study Abroad self-directed study * National Film Board of Canada structuring films for educational resources * Curriculum adaptation for Western Teaching Methods (revised for elementary teacher context) * Langara Train the Trainer Working with Diversity in the Classroom * Selkirk Business Diploma Curriculum Mapping | Teaching and learning fascinate me, and with each new teaching or learning opportunity, I am energized to share. Years ago as a new instructor, I started the first ESL pro-d weekly program. That evolved out of ESL to a broader audience of faculty within (see Collaborative Educator file) and beyond TRU. I have made efforts to get to know faculty across disciplines and have initiated cross disciplinary class sharing (e.g. Arts, Education with ESL) and facilitated those classes. I dedicated 10 years of service in the Center for Teaching and Learning. This provided a place to branch out of ESL and facilitate workshops specifically related to pedagogy and teaching. As higher education faces internationalization and indiginization of campuses, I have been very active in learning about these issues and initiating and co-presenting to faculty both at my and other campuses, face to face, in publications and online.  To keep current, I have incorporated Moodle into courses and have had students incorporate online resources into assignments. As I work through the VCC e/online learning certificate, I will apply the knowledge gained to classes, reflect upon what to use and why and re-evaluate during and after the course. What I am finding out so far, is that it is an art to be able to design and implement curriculum for an online or blended course. New areas of consideration such as generations of learners, limitations of electronic programs, and evaluation of MOOCs via PLAR (prior learning assessment recognition) are thought provoking. More change! I’m good with that!  ***Outcomes:***  From Intercultural Eyesing Curriculum program 3 participants have gone on to pursue doctoral studies. Five faculty participated in the creation of video vignettes for use in faculty development which is available as OER and has been distributed to 10 international faculty developers at their request.  Published: Open Educational Resource, teaching materials for use across Canada in both ESL and general education contexts, published training materials for Intercultural Developers, Research article  ***Evidence of gains personally and of others from risking to venture beyond ESL:***  See artifacts in this section of the dossier page |

**WHAT IS THE SIGNIFICANCE OF MY WORK?**

**Over the last 10 years I have been able to expand from teaching in one department, to engaging faculty in pedagogy and methodology in multiple disciplines. I have been called upon to mentor new faculty, be involved with faculty development at the TRU Center for Teaching and Learning, invited to present at conferences and in-services and to work with faculty individually and in small groups to prepare or facilitate a new teaching idea such as incorporating experiential learning into the class. My own development as an educator has dramatically shifted; I am more involved with teaching outside of my scheduled classes and have engaged in formal research even though as a bi-partite faculty member, my responsibilities are teaching and service. Teaching and learning continue to fascinate me as I branch into researching teaching and learning for, of and with other educators.**

***Professionalism*** refers to "the internalized beliefs ... regarding professional obligations, attributes, interactions, attitudes, values, and role behaviors."...When teachers use excellence as a critical criterion for judging their actions and attitudes, their professionalism is enhanced. Three primary indicators constitute the meaning of professionalism: responsibility, respect, and risk taking.

Phelps, Patricia. "The Three Rs of Professionalism." Kappa Delta Pi Record. 42 no2: Winter 2006. 69-71.

**Overview of Related Experience**

**Instructional Experience: instructor and educational developer**

***Teaching:***

**English as a Second Language for academic preparation levels 2-5 including 6 individual skill areas and 2 integrated skills courses**

**Post baccalaureate program: TESL 3030 (Intercultural Communication Studies) and TESL 3050 (practicum coordinator/evaluator)**

***Workshops*:**

**TRU: Instructional Strategies Workshop, Intercultural Eyesing Curriculum , Teaching Assistants, Teaching Practices Colloquium 4 of 7 years, Center for Teaching and Learning 6 workshops, Student Leadership**

**Kamloops Volunteer Emergency Response**

**BC Conferences: BC TEAL, Society of Vocational Instructors**

**International Conferences: Improving University Teaching, MTSU Bi-annual Diversity Conference, North American Foreign Student Association, Hawaii International Conference on Education**

***Presentations:***

**Local: Faculties of Education, Arts**

**Provincial: Vancouver Island University**

**National conferences: Educational Developers Caucus, Congress of the Humanities and Social Sciences , Global Citizenship (UofA)**

**International conferences: Improving University Teaching , Middle Tennessee State University**

**Achievements:**

**Funding :**

**Short term projects- research in Mexico $1400**

**BC TEAL Nan Poliakoff award $500**

**TRU Open Learning $10,000- research in Myanmar**

**Publishing:**

**2008 BC Campus OER Culturally Diverse Learners film project which is a tool used internationally for faculty development**

**2010 BC ELSAP Coordinator and Volunteer Tutor Workbooks supports volunteer ESL tutors across B.C. A BC Government project.**

**2012 Building Intercultural Competence Deardorff which provides training tools for faculty and industry intercultural development- 2 sections**

**Leadership:**

**ESL Department:**

**ESL Pro-D Weekly, ESL Coordinator, Acting Chair, Initiated production of Backward Design curriculum outcomes for 5 levels and 6 skill areas, author the New to TRU Faculty Timeline document for mentoring new faculty, faculty mentor (international: ahnu ahnu (Tibet) ; Richard Roy (academic) , Mark Schiller (ESL)(see artifact #), TESL sponsor teacher for 5 students**

**Institution:**

**Initiated Internationalization, Intercultural Development Inventory facilitator and individual meetings for 100 participants; Canada Language Benchmarks initiated research to align ESL program with national standards document; Teaching Assistant program, MEd international student support, Senate committees: Aboriginal Affairs, International Affairs; Academic Plan**

**Beyond institution**

**BC ESL Articulation, TESL Canada conference peer reviewer, EDC conference peer reviewer**

**Change agent:**

**Acting Chair (for new Chair who was away) as well as the first ESL Coordinator for the first 4 weeks of a semester**

**ESL Coordinator : 250 hours per year streamlined system for new student intake, strengthened relationship to TRU World stakeholders and a more effective, consistent procedure for intake which involves 3 weeks of student assessment, placement into courses, course rescheduling or section closing/opening, faculty course allocation. During this 3 weeks, handling student concerns involved unscheduled and scheduled meetings that last between 10 and 30 minutes without a break in order to facilitate students’ settling into classes as early into the semester as possible. Coordination between Chair, Dean, TRU World, Registrar, ESL faculty and ESL students is ‘in the moment’, and problems need to be solved immediately as students are stressed and need to become part of a learning community in their classes right away. The streamlined system of intake has alleviated stress for the first 3 days of faculty participation in testing and placement and has led to efficiency with registration and class size management. It also provided a ‘plan’ for the incoming ESL coordinator after my 2 year run.**

**Internationalization at TRU panel led to Interculturalizing curriculum, with a foundation for intercultural awareness led to 52 faculty revising curriculum, 3 faculty doing doctoral studies, a new internationalization faculty position, a new support position for career development, production and publication of training materials.**

**TRU Open Learning research for Prior Learning Assessment Recognition (PLAR) with Myanmar students led to formal research with 2nd language learners and rhetorical style (in progress)**

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