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Using Story to Reflect on Our Identities as Educational Developers

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Using Story to Reflect on Our Identities as Faculty Developers

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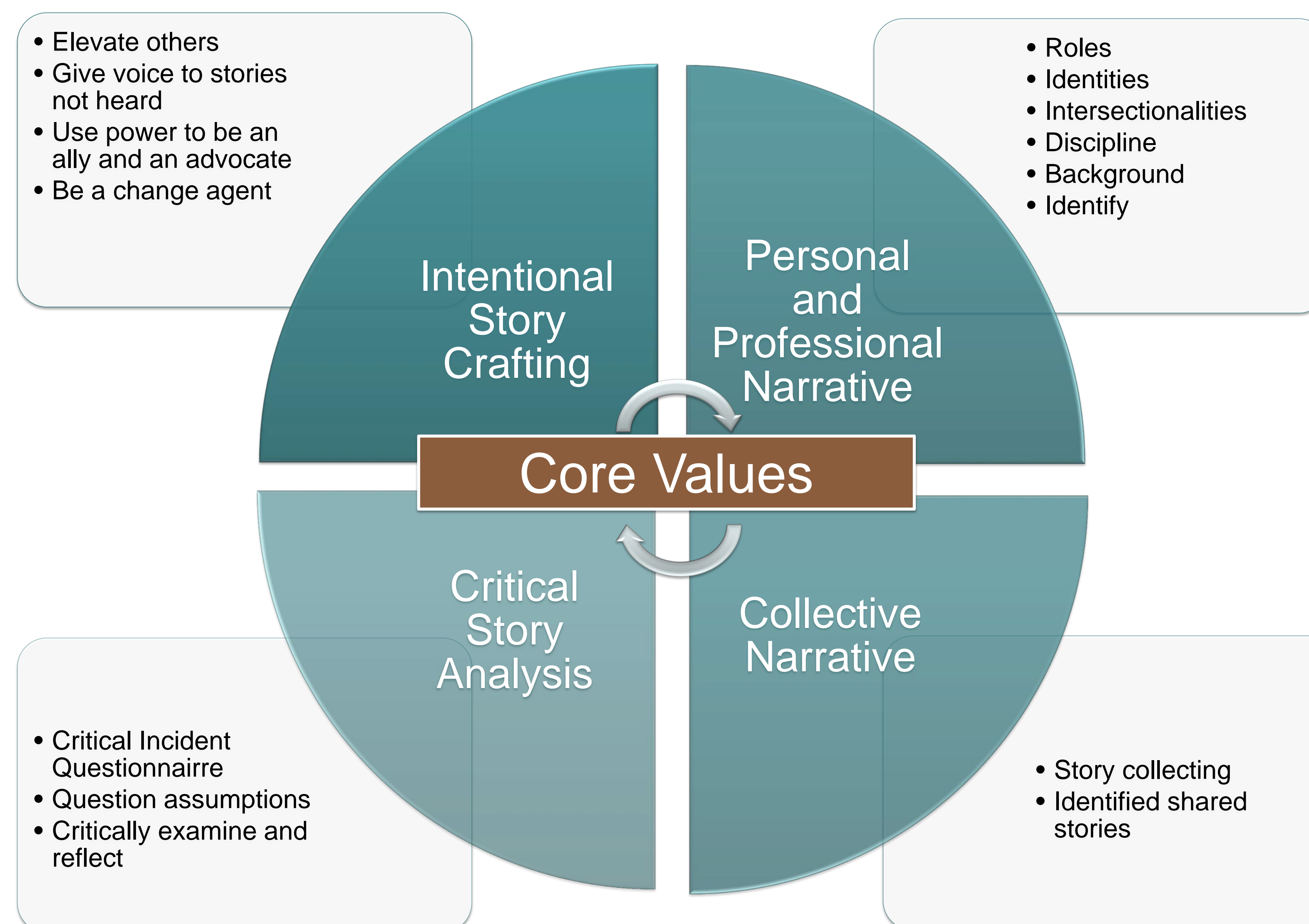Center for Teaching Excellence to Advance Learning (CeTEAL)
Coastal Carolina University

Abstract

As educational developers, telling stories is central to our role as change agents. We tell our stories through personal contact, websites, social media, annual reports, assessment, consultations, teaching, research and many other artifacts. We use story and personal narrative to discuss events, keep traditions alive, relate information, share inspiration, persuade and many more reasons. Story is one of the most powerful ways to teach and engage. This poster session will challenge educational developers to consider and analyze how their core stories can be used to help give voice to our work, define our identity and position ourselves within our institutions.

Poster Session Outcomes

1. Discuss how story is prevalent in the work of educational developers
2. Identify individual and group core stories around the identity as educational developer
3. Honor disciplinary identities and examine how these identities influence us as faculty developers
4. Analyze and reflect on stories as critical incidents to identify themes
5. Consider more deeply underpinnings of the professional identity through story

Turning Personal Narrative into Intentional Story

- Elevate others
- Give voice to stories not heard
- Use power to be an ally and an advocate
- Be a change agent

Intentional Story Crafting

Personal and Professional Narrative
- Roles
- Identities
- Intersectionalities
- Discipline
- Background
- Identify

Core Values

Critical Story Analysis
- Critical Incident Questionnairre
- Question assumptions
- Critically examine and reflect

Collective Narrative
- Story collecting
- Identified shared stories

Intentional Story Crafting as Shared Core Values

Service to Faculty
Kind, efficient, responsive and strength-based

Community
Shared knowledge and collaboration

Confidentiality
Cornerstone of relationships built on trust

Teaching Effectiveness
Helping faculty improve their teaching so students are successful

Inclusiveness
Modeling learning environments where all feel valued

Evidence-Based Practice
Best practice for teaching informed by scholarly research and practice

Story has Power

Story is one of the most powerful ways to teach and engage others. We all tell stories and have "hallway conversations." Stories intentionally told can be a powerful tool for the unique roles that educational developers occupy. This poster session proposes to challenge educational developers to consider how story can be used to help us position ourselves as change agents within our institutions.

Extending Shadiow's (2013) framework, this poster will outline how one center for teaching and learning (CTL) began with personal narratives and examined collective stories and to build core values and further define the identity of a center. We bring together the core stories of our faculty development center from the perspective of our varied backgrounds, disciplines and experiences.

In this poster session, the author will identify and analyze core stories to see how they define us as educational developers, change agents and CTLs. Through this session, we will reflect on our stories and how they build the narrative of our professional lives. This process is useful for those who wish to think more deeply about their identities as educational developers or their CTLs identity within an institution.

As we examine our own identities, we critically reflecting on our assumptions and underpinnings. We also consider how we can elevate and give voice to the stories that have not been told or heard due to power structures. Using the critical incident questionnaire (Brookfield, 1990) can be a valuable exercise as part of the process of identifying and considering core stories at the individual or center level.

Selected References

Brookfield, S. (1990) *The skillful teacher :on technique, trust, and responsiveness in the classroom* San Francisco : Jossey-Bass Publishers,

Chavez, A. F. & Longerbeam, S. D. (2016). *Teaching across cultural strengths: A guide to balancing integrated and individualized cultural frameworks in college teaching.* Sterling, VA: Stylus.

Shadiow, L. (2013). *What our stories teach us: a guide to critical reflection for college faculty.* Hoboken, NJ: John Wiley & Sons.