The Rise of Covid-19 Alongside Educational Developers

What is an Educational developer?

An Educational developer engages in professional development and assists learning communities achieve pedagogical goals – particularly by helping out university professors, and faculty members.

An Educational developer's Work

There is no 'typical' day on the job because the educational landscape is changing and evolving to new learning challenges. A big learning curve was the rollout of online learning when covid disrupted in-person learning

The impact Covid-19 is having on Educational developers

Covid-19 impacted the work of Educational developers as the rollout of online learning and support delivery emerged in high demand during that time. As a result, educational developers helped to ensure a smooth transition to e-learning platforms, as well as workshops and consultations with professors.

Impacts caused by Covid

- Closures (schools, workshops, networking events)
- The educational provision and gaps in support for students with disabilities.
- The immediate rollout of online learning without any research and analysis was a risk. Also, adjusting to online learning modes may have presented challenges.
- Health risks associated with closures; it was reported that 64% of youths between the ages of 15-24 reported a decrease in their mental health during the pandemic (Stat Can 2020).
- Figuring out new ways to reach out to faculty support and consultation with professors and staff members

Learning strategies and Outcomes

- Offering a flexible and adaptable course structure, offering more choices or different types of exams and modes of learning delivery (online platforms).
- Customization for a 'learner-first' approach. Giving students more control of their own learning paths.
- Fostering multi-experience collaborative learning that goes beyond the classroom walls.
- See the value in hybrid remote learning and learning support opportunities that offer flexibility for students to connect from different time zones, or different times of the day.
- Implementing secure methods of student tests and assessments.
- Data collection from results informs strategies to decrease further pandemic interruptions to students' learning experience.

Works cited:
Endersby, Lisa. Personal interview. 4 October 2022.

Statistics Canada. School Closures and COVID-19: Impacts on Children, 2021, https://www150.statcan.gc.ca/n1/pub/71-607-x/2021009/sc-fe-eng.htm. Accessed 23 Oct. 2022

By Group 6 - Patricia Armata, Taeseanna Smith, Victoria Postiglione, Alexandra Marriott