

**CARLETON UNIVERSITY
POSITION DESCRIPTION**

PART A

OFFICER USE ONLY

Employee Name:

1. Title:

Title of Immediate Supervisor:
Manager, Instructional Support

2. Position No: 297803

Position Title:
e-Learning Designer

3. Level: 8

Department:
TLS

4. Evaluated by: _____ Date: _____

5. Approved by: _____ Date: _____

PART B

Position Summary:

Reporting to the Manager, Instructional Support, the incumbent is responsible for the design of e-learning materials, activities and assessments for and migration of face-to-face courses to the online environment.

The eLearning Designer accomplishes these tasks by working closely and collaboratively with faculty members and contract instructors to understand their courses' significant learning and instructional goals. Using this information, the eLearning Designer will apply evidence-based Instructional Design models and techniques to design and implement to modules, courses and programs. This could include the design of mediated learning activities, the organization and structuring of content, the recommendation of assessment strategies, communication and feedback.

The e-Learning Designer will have a solid background in developing online courses, excellent project management skills and excellent ability to use multiple Learning Management Systems.

PART C

Primary Duties Performed:

1. Instructional Design 55%

The instructional design duties will require using established instructional design processes and models to create learning programs, as well as more fluid models.

In close collaboration with faculty members, the incumbent will conduct a needs analysis to identify learning objectives for a course, module, or lesson and determine the most appropriate pedagogical approach to meet those learning objectives. The incumbent will conduct an instructional analysis of the learners in order to customize learning experience in online environments.

The e-Learning designer will advise faculty members and contract instructors on

appropriate pedagogical strategies and the design of online courses and will recommend activities and exercises most appropriate to ensure the alignment with learning objectives and student learning outcomes. The incumbent will review and evaluate learning programs to ensure that they meet the desired outcomes.

The incumbent will write, storyboard and edit learning materials, and identify and design mediated materials and activities for online delivery.

2. Project Coordination 15%

The e-Learning Designer will develop realistic project implementation plans for each initiative/project, provide project cost and resources estimates, and ensure that all project team members have the information that they need to carry out their roles.

The eLearning Designer will communicate clearly with faculty members and clients with an ethic of care, follow up regularly with project team members, and ensure that materials produced by different team members meet accessibility and quality standards.

3. Training & Development Programs 20%

The e-Learning designer will develop and deliver training programs on instructional design, online learning, student engagement in online environments and pedagogically sound uses of technology tools. The eLearning designer will have expertise with online presentation tools and will use them individually and as part of a team to present and engage online instructors. The eLearning Designer will contribute to the development of websites, blogs and other online resources.

4. Performs Other Duties as Required 10%

The e-Learning Designer will perform other special projects and duties as assigned by the Manager, e-Learning

PART D

Specifications: (to be completed by supervisor in conjunction with employee)

1. KNOWLEDGE:

a) Minimum amount of formal education required:

A Masters degree in Instructional Design, Educational Technology, Curriculum and Instruction, Adult Education or related field is preferred.

b) Minimum amount of relevant work experience required:

Two years of relevant and current work experience in instructional design, educational technology support, or other field related to e-learning, preferably in educational settings. Teaching experience in a Higher Education environment is preferred.

c) Minimum amount and type of continuing study required:

Keep current with pedagogical theories and strategies, and e-learning practices and research. Remains current with web and accessibility standards, user interface design, and multimedia development tools. Remains current with project management best practices.

Elaborate on (a) and (b) justifying the amount of each specified above by dealing what the incumbent has to know and what skills are required of the incumbent in the performance of the duties:

The incumbent will have in-depth knowledge of instructional design, course design, learning theories, and educational technologies. The eLearning Designer will demonstrate significant understanding of the principals of adult and technology mediated pedagogy. They will have experience and expertise with a variety of multimedia authoring applications, Learning Management Systems and educational technology tools.

The incumbent must have effective project facilitation and organizational skills, along with excellent communication skills (both written and verbal). Strong interpersonal and problem-solving skills, as well as good judgment, initiative, resourcefulness, tact and discretion are essential. Moreover, the incumbent must possess the ability to work under pressure and a remain on task when addressing learning programs with complex and challenging requirements. Adaptability and attention to detail will be the key to this position, as well as the ability to work in a team environment.

2. COMPLEXITY OF DUTIES:

Key skills for the incumbent are to have strong project coordination skills. Developing accurate project plans requires excellent comprehension of the learning programs to be developed, taking into account the many variables (resources, timelines, dependencies, etc) that can and do play a role in determining when a learning program is completed.

3. ACCOUNTABILITY:

Advice and recommendations are made to Management or equivalent levels relative to a specific field of specialization. S/he works in an environment where the consequences of error and poor judgment can have far-reaching effects both on and off campus. The incumbent is accountable for the instructional design of learning programs, which will include non-credit and credit courses, and certificate programs. The design of these learning programs must be of the highest quality to ensure the reputation of the university. Delays in meeting deliverables will have a financial impact on the department and on the institution. Errors can have significant negative impacts on the learning experiences of the students and on the reputation of the department and the programs of the University.

4. NATURE AND LEVEL OF CONTACT:

a) Purpose of contacts:

To give, obtain and exchange information requiring discussion, explanation and elaboration, in addition to the requirement to persuade and obtain the assistance of

others in the completion of assigned tasks. Contact is with faculty members, contract instructor and teaching assistants, as well as staff and administrators at the equivalent and more senior level. There is also contact with the general public and staff from agencies external to the University.

Strong interpersonal and problem-solving skills, as well as good judgment, empathy, initiative, resourcefulness, tact and discretion are essential.

b) Level (check one) - regular and continuous only and as specified in Part 'C'

- other employees in same work unit or office.
- the above plus students; faculty in the same work unit; or employees from other departments or offices at a similar job level to the incumbent.
- the above plus the general public, faculty and staff at a more senior level from other departments or staff at equivalent levels outside the university.
- all the above plus senior University executives and senior officials from government, private industry, other universities, etc.

5. SUPERVISION/MANAGEMENT CONTROL EXERCISED:

- a) Describe the type of supervisory/management control exercised. Indicate responsibility for overall direction of a section/department/unit either independently or through subordinate supervisors if applicable.

No permanent positions directly supervised.

b) Indicate the level of employees directly (not through subordinates) supervised.

- i primarily support
- ii primarily specialized technical, Administrative or journeyman trades
- iii primarily supervisors of (ii), or managers of section consisting of (i) employees
- iv primarily management level

c) Indicate number directly supervised.

- 0
- 1-5
- 6 – 10
- 10 +

Signed by:

Employee

Date

Approved by:

Manager eLearning

Date

Assistant Director, EDC

Date

Director, Teaching and Learning

Date