PEA Job Description

1. Position Identification

<table>
<thead>
<tr>
<th>Position Number</th>
<th>993092, 994347, 998604, 998614</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position Title</td>
<td>Learning Experience Designer</td>
</tr>
<tr>
<td>Department</td>
<td>Technology Integrated Learning (TIL)</td>
</tr>
<tr>
<td>Reports to</td>
<td>Manager, TIL</td>
</tr>
<tr>
<td>Number of Direct/Indirect Reports</td>
<td>Direct: 0       Indirect: 0</td>
</tr>
<tr>
<td>Classification Level</td>
<td>SG 9</td>
</tr>
<tr>
<td>Last Updated</td>
<td>September 2017</td>
</tr>
</tbody>
</table>

2. Position Summary

Technology Integrated Learning empowers and assists the UVic Community to dynamically use technology for teaching and learning. Innovative tools and strategies can transform learning in blended and online, and traditional classrooms. We assist faculty, staff, and students to create effective learning experiences with tools such as CourseSpaces (Moodle) and the Online Academic Community (Wordpress). By evaluating emerging approaches and technologies and advocating for modern solutions, TIL keeps UVic on the cutting edge of technology in education. We exist in a complex work environment where we must effectively navigate ideas about effective teaching and learning, cutting edge and ever-changing technology, and information security and privacy issues in order to meet the needs of faculty and learners at the University of Victoria.

Reporting to the Manager, (TIL), the Learning Experience Designer provides expert guidance and advice for teaching and learning with technology. Learning Experience Designers are keen navigators of pedagogy, educational technology platforms, and how these tools can be effectively leveraged to create dynamic learning and teaching experiences. Key responsibilities of the Learning Experience Designer range from instructional design for face to face, hybrid, and online courses and training; developing and delivering resources and workshops for teaching and learning with technology; participating in educational technology projects and pilots; and keeping ahead of the curve by researching and promoting the use of innovative technologies or pedagogical strategies relevant to the university community.

We are open seven days a week and have extended hours as needed. This position requires flexibility of schedule, given the university community needs.

3. Key Responsibilities and Expectations (identify 3 to 5 key responsibilities and expectations for each)

<table>
<thead>
<tr>
<th>Key Responsibilities</th>
<th>Expectations:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Experience Development and Design 60%</td>
<td>• Work with faculty, instructors, and program staff to leverage technology to meet teaching and learning goals</td>
</tr>
<tr>
<td></td>
<td>• Provide learning experience design assistance for faculty, instructors, and staff for course and learning activity design and development</td>
</tr>
<tr>
<td></td>
<td>• Work in collaboration with faculty and staff to determine instructional design; develop and/or modify learning outcomes; determine approaches for technology integration, align assessments with learning outcomes, develop learning activities.</td>
</tr>
</tbody>
</table>
• Evaluate existing courses and learning activities in order to solve problems related to educational technology or refine learning experiences
• Recommend instructional delivery methods and technology enabled teaching approaches grounded in learning principles and evidence-based pedagogy

Provide professional development opportunities for teaching and learning with technology 20%
• Design resources and professional development for faculty, staff, and students that support technology enabled pedagogy and online learning (e.g. resources, guides, workshops, other events)
• Identify needs of faculty, instructors, students and their communities of practice, and implement appropriate strategies to support these needs
• Assist in the ongoing maintenance, revision, and improvements of existing workshops and resources
• Coordination of special projects and event logistics, as required
• Collaborate with other departments and teams to develop and deliver resources
• Build sample teaching environments to demonstrate strategies for teaching and learning with technology

Applied Research & Other Related Projects 20%
• Identify and prepare reports for TIL Manager about emerging trends in education and technology
• Identify and analyze needs in the university community related to teaching and learning with technology to inform or recommend new initiatives, services, or projects.
• Participate in educational technology projects and conduct applied research of educational technology trends and approaches
• May participate on committees or in working groups related to educational or technology initiatives as required
• Participate in and contribute to knowledge building about technology-integrated learning through papers, reports, and presentations on campus and in the larger national or international teaching and learning community.

4. Classification Factors:

Problem-Solving:
• This position must understand multi-dimensional, varied, technical, administrative, and pedagogical concepts and procedures in order to inform instructional design decisions and recommendations.
• This position routinely requires in-depth investigation and analysis of complex problems when advising faculty and staff on pedagogical decisions about technology enhanced teaching and learning.
• There are few general guidelines that support the types of problem-solving associated with the design/redesign of learning experiences and technology enhanced teaching and learning. The incumbent must be able to determine whether there are any precedents that apply or whether to consult others for advice when confronted with problems that have both pedagogical and technical dimensions.
• This position involves taking multiple perspectives and differing requirements into consideration to develop and deliver effective courses, activities and training. Creative and strategic thinking is required to arrive at effective solutions for technology integration and course design tailored to the unique needs of the client and instructional context.
Responsibility for Financial & Material resources:

- No direct responsibility for management of financial resources. This position may make recommendations for acquisition of instructional technology software and event/activity expenditures when required; these decisions are referred to the Manager and Director.
- The incumbent is responsible for maintaining the security and privacy of instructor-student interactions using the CourseSpaces (Moodle) learning management tool running on UVic servers.

Responsibility for Human Resources:

- This position reports to the Manager, TIL and receives formal supervision and guidance to determine priorities and meet objectives to achieve agreed upon goals. This position keeps Manager and Director apprised and seeks guidance in unusual situations.
- The Learning Experience Designer holds no formal supervisory responsibilities, but may provide orientation to other staff on related work, or, may informally coordinate the work of term staff as required and assigned by the Manager, TIL.

Impact of Decisions and Actions:

- Individual actions and decisions in learning design projects have moderate impact on outcomes of specific courses and technology used in courses by instructors, programs and faculties.
- Collaborative involvement in decisions regarding emerging technology and design services will have impact on the objectives, projects and services for specific instructors, programs, and faculties.

Independence:

- The Learning Experience Designer works in accordance to departmental guidelines, procedures, and policies for pedagogical and technical support as well as best practices for instructional design. However, the incumbent has considerable latitude in setting work objectives and selecting and managing work approaches and methods.
- The position will have familiarity with the practice of educational/instructional design, strategies for technology enabled pedagogy, as well knowledge of and experience with educational technology platforms, such as Moodle, WordPress, and iClicker.
- Decisions are grounded in client needs, adult learning principles and evidence based pedagogy.
- Decisions without existing policies or guidelines are made in consultation with the Manager or Director.

5. Summary of qualifications:
The successful candidate will have a Master’s degree in education or a related field. At least two years of related work experience:
- Working as an instructional designer, learning designer, or educational developer
- Experience developing, implementing, and evaluating courses, training or other learning experience
- Working with educational technologies to support teaching and student needs

An equivalent combination of education, training and work experience may be considered.

Knowledge requirements include:
- Knowledge of educational Technology, such as Moodle, WordPress, Google Apps, iClickers and how each platform can be optimally used in different scenarios
- Knowledge of teaching and learning theories and philosophies
- Proficient with word processing, presentation, and spreadsheet applications
- Knowledge and awareness of educational technology practices and trends
- Knowledge of the principles and practices for online, blended, and technology enabled teaching

In addition, this position requires:
- Excellent analytical, critical thinking and problem solving skills
- Excellent facilitation and interpersonal communication skills (written, spoken and presentation)
- Ability to build and maintain productive working relationships with all stakeholders
- Ability to work independently and collaboratively in a team environment
- Proven track record achieving project goals on time and produce deliverables of a high quality
- Ability to work effectively with a diverse population with differing needs and experiences with educational technology
- Skilled in organizing and leading projects and producing reports
- Detail oriented, highly organized, and self-directed

The following are considered assets and may be given preference in accordance with specific vacancy requirements:
- Post-secondary teaching experience in face to face, online, and/or blended delivery formats
- Experience with qualitative and quantitative research including conducting focus groups, interviews, or surveys

<table>
<thead>
<tr>
<th>Employee's Signature:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Manager's/Supervisor's Signature</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>