



POSITION DESCRIPTION

Melbourne Graduate School of Education

Associate Professor (Technology-Enhanced Learning in Higher Education)

POSITION NO	0049304
CLASSIFICATION	Associate Professor, Level D
SALARY	\$151,867- \$167,312 p.a.
SUPERANNUATION	Employer contribution of 17%
WORKING HOURS	Full-time (1.0 FTE)
BASIS OF EMPLOYMENT	Continuing position Work Focus Category: Teaching and Research
OTHER BENEFITS	http://about.unimelb.edu.au/careers/working/benefits
HOW TO APPLY	Online applications are preferred. Go to http://about.unimelb.edu.au/careers , select the relevant option ('Current Opportunities' or 'Jobs available to current staff'), then find the position by title or number.
CONTACT FOR ENQUIRIES ONLY	Professor Sophie Arkoudis Tel +61 3 8344 7434 Email: s.arkoudis@unimelb.edu.au <i>Please do not send your application to this contact</i>

For information about working for the University of Melbourne, visit our website:
about.unimelb.edu.au/careers

Position Summary

This position is located in the Melbourne Centre for the Study of Higher Education (Melbourne CSHE) in the Melbourne Graduate School of Education. The successful candidate will contribute to research, teaching, professional development and evaluation activities in the area of technology-enhanced learning at the University of Melbourne, including blended, fully online learning, mobile learning and learning analytics. This is a critical role for the University in improving the quality of learning, teaching and assessment and enhancing the student experience through the use of contemporary and emerging technologies for supporting learning. This position will report to Professor Sophie Arkoudis of the Melbourne CSHE.

The Associate Professor will lead the professional development of University staff in this area through programs and activities run by the Melbourne CSHE, often in conjunction with colleagues from Learning Environments and academics from the faculties and schools. This will include teaching into a range of award courses, seminars, workshops, etc., on topics such as curriculum design for technology-enhanced learning, facilitating online learning, ensuring students' digital engagement, online assessment, the use of e-portfolios and the educational potential of learning analytics. It may also include events and courses aimed at staff from other universities.

The Associate Professor will support the Centre and its staff and students in understanding and utilising existing and emerging technologies. They will also provide research-informed and evidence-based advice and guidance to the University in the area of technology-enhanced learning and support the implementation and operationalisation of the University's strategy. This will involve the provision of research-informed and evidence-based advice and guidance in the area of technology-enhanced learning and supporting the University's initiatives.

The Associate Professor will have an excellent research profile in a field related to the use of technology-supported learning in higher education, and will be expected to undertake programs of research and evaluation studies to align with the strategic priorities of the Melbourne CSHE, the MGSE and the University.

1. Key Responsibilities

1.1 TEACHING AND LEARNING

- ▶ To support the design, development and implementation of professional development programs coordinated by the Melbourne CSHE in technology-enhanced learning, including, blended, fully online learning, mobile learning and learning analytics.
- ▶ To provide a knowledge base of current educational and learning theory as it applies to the development, use and evaluation of information and communications technologies in higher education.

1.2 RESEARCH AND RESEARCH TRAINING (ADVANCEMENT OF THE DISCIPLINE)

- ▶ To undertake research studies, and publish and present research papers, in the development and use of technology-enhanced learning in higher education.
- ▶ To secure external and internal funding for research, development and evaluation in areas related to the development and use of technology-enhanced learning in higher education.

- ▶ To undertake investigations leading to policy and position papers for internal and external consumption.
- ▶ To provide academic supervision of research students.

1.3 ENGAGEMENT

- ▶ To contribute to academic and professional programs in areas related to research, policy, development and use of technology-enhanced learning in higher education.
- ▶ To liaise with the staff in the Faculties and Graduate Schools of the University to support research into, and the development of, technology-enhanced learning.

1.4 LEADERSHIP AND SERVICE

- ▶ To provide academic leadership in the research and development of technology-enhanced learning.
- ▶ To assist a range of staff across the University of Melbourne in conducting research and evaluation of technology-enhanced learning, including blended, fully online learning, mobile learning and learning analytics.
- ▶ Occupational Health and Safety (OH&S) and Environmental Health and Safety (EH&S) responsibilities as outlined in section 5.

2. Selection Criteria

2.1 ESSENTIAL

- ▶ A PhD in education, educational technology, higher education, psychology, or a relevant discipline;
- ▶ An excellent, international record of research and publication in a relevant field, including substantial scholarship in the area of research and development in technology-enhanced learning;
- ▶ A comprehensive understanding of theoretical principles associated with the development and use of a range of technologies in higher education;
- ▶ A demonstrated understanding of, and ability in, the design, development and delivery of technology-enhanced teaching, learning and assessment in higher education;
- ▶ A demonstrated experience in preparing reports and position papers for internal and external stakeholders;
- ▶ Demonstrated experience of undertaking educational evaluation and quality assurance;
- ▶ An ability to provide leadership in a complex organisation, including a track record in working with academic and professional staff on successful higher education curriculum innovation; and
- ▶ Excellent verbal and written communication skills.

2.2 DESIRABLE

- ▶ A strong understanding of learning, academic and/or business analytics techniques; and
- ▶ A demonstrated ability in data analysis and interpretation, including both quantitative and qualitative approaches.

3. *Special Requirements*

- ▶ Unrestricted right to work in Australia;
- ▶ Any offer of employment will be conditional upon receipt and maintenance of a valid Working with Children Check;
- ▶ Some out of hours work will be required;
- ▶ This position is based at the Parkville site. Travel to other sites may be required; and
- ▶ At times the Senior Lecturer will be expected to attend Centre and Institute events in the evening.

4. *Equal Opportunity, Diversity and Inclusion*

The University is an equal opportunity employer and is committed to providing a workplace free from all forms of unlawful discrimination, harassment, bullying, vilification and victimisation. The University makes decisions on employment, promotion and reward on the basis of merit.

The University is committed to all aspects of equal opportunity, diversity and inclusion in the workplace and to providing all staff, students, contractors, honorary appointees, volunteers and visitors with a safe, respectful and rewarding environment free from all forms of unlawful discrimination, harassment, vilification and victimisation. This commitment is set out in the University's People Strategy 2015-2020 and policies that address diversity and inclusion, equal employment opportunity, discrimination, sexual harassment, bullying and appropriate workplace behaviour. All staff are required to comply with all University policies.

The University values diversity because we recognise that the differences in our people's age, race, ethnicity, culture, gender, nationality, sexual orientation, physical ability and background bring richness to our work environment. Consequently, the People Strategy sets out the strategic aim to drive diversity and inclusion across the University to create an environment where the compounding benefits of a diverse workforce are recognised as vital in our continuous desire to strive for excellence and reach the targets of Growing Esteem.

5. *Occupational Health and Safety (OHS)*

All staff are required to take reasonable care for their own health and safety and that of other personnel who may be affected by their conduct.

OHS responsibilities applicable to positions are published at:

<http://safety.unimelb.edu.au/people/community/responsibilities-of-personnel>

These include general staff responsibilities and those additional responsibilities that apply for Managers and Supervisors and other Personnel.

6. Other Information

6.1 ORGANISATION UNIT

Melbourne Centre for the Study of Higher Education

The Melbourne Centre for the Study of Higher Education (Melbourne CSHE) at the University of Melbourne is one of the longest established centres of its kind in the world. The Melbourne CSHE offers leadership in research, development and consultancy in the field of higher education. The Centre has achieved national recognition for its excellent research record and the integration of its contemporary research base into its professional development and consultancy work. Internationally, the Melbourne CSHE is recognised as a leader in the South-East Asian region and as one of the few centres world-wide that sustains a blend of higher education research at a system-level with effective service to its host institution.

The Melbourne CSHE contributes to the enhancement of high quality teaching and learning at the University of Melbourne through research-based professional development programs, and institutional consultancy and policy development of the highest standard.

Higher degree research candidates are attracted to the Melbourne CSHE to undertake PhD and Masters level research into contemporary issues in higher education, in particular, policy-related research.

6.2 BUDGET DIVISION

Melbourne Graduate School of Education

Our Vision:

Together we equip people to address the major educational challenges of our times.

Our values:

Respect, Integrity, Curiosity, Fairness and Transparency

Our Mission:

The Melbourne Graduate School of Education fosters staff productivity, growth and engagement in a collective effort to enrich the contribution that education makes to society.

- ▶ We conduct research and teaching that leads to the transformation of education practice both within and beyond the profession.
- ▶ We stimulate learning that enriches the potential of students from around the world, enabling meaningful careers and profound contributions to communities.
- ▶ We provide research leadership, setting the direction for high impact, innovative and responsive research that addresses the pressing issues of our times.
- ▶ We lead purposeful engagement with society, sharing our resources and expertise as part of collaborative efforts to build a resilient, equitable and sustainable future.

MGSE is a hub of high impact research and teaching. Home to a number of internationally recognised experts, we are at the cutting edge of teaching and research in our field.

Part of the University of Melbourne's Parkville campus, we are based at 234 Queensberry Street and 100 Leicester Street. Our buildings are designed specifically for graduate education students, offering a range of contemporary learning and social spaces.

Our flagship Master of Teaching is based on a clinical approach to teaching and is a significant shift away from traditional approaches to teacher education. We also offer a range of professional development and higher degree research courses for people working in education and related professions. A large number of significant research projects are based here, and we work closely with local, national and international partners on a wide range of projects across education and related disciplines.

For more information about us, visit: education.unimelb.edu.au

6.3 THE UNIVERSITY OF MELBOURNE

Established in 1853, the University of Melbourne is a leading international university with a tradition of excellence in teaching and research. The main campus in Parkville is recognised as the hub of Australia's premier knowledge precinct comprising eight hospitals, many leading research institutes and a wide-range of knowledge-based industries. With outstanding performance in international rankings, the University is at the forefront of higher education in the Asia-Pacific region and the world.

The University employs people of outstanding calibre and offers a unique environment where staff are valued and rewarded.

Further information about working at The University of Melbourne is available at <http://about.unimelb.edu.au/careers>.

6.4 GROWING ESTEEM, THE MELBOURNE CURRICULUM AND RESEARCH AT MELBOURNE: ENSURING EXCELLENCE AND IMPACT TO 2025

Growing Esteem describes Melbourne's strategy to achieve its aspiration to be a public-spirited and internationally-engaged institution, highly regarded for making distinctive contributions to society in research and research training, learning and teaching, and engagement.

<http://about.unimelb.edu.au/strategy-and-leadership>

The University is at the forefront of Australia's changing higher education system and offers a distinctive model of education known collectively as the Melbourne Curriculum. The new educational model, designed for an outstanding experience for all students, is based on six broad undergraduate programs followed by a graduate professional degree, research higher degree or entry directly into employment. The emphasis on academic breadth as well as disciplinary depth in the new degrees ensures that graduates will have the capacity to succeed in a world where knowledge boundaries are shifting and reforming to create new frontiers and challenges. In moving to the new model, the University is also aligning itself with the best of emerging European and Asian practice and well-established North American traditions.

The University's global aspirations seek to make significant contributions to major social, economic and environmental challenges. Accordingly, the University's research strategy *Research at Melbourne: Ensuring Excellence and Impact to 2025* aspires to a significant advancement in the excellence and impact of its research outputs.

<https://research.unimelb.edu.au/>

The strategy recognises that as a public-spirited, research-intensive institution of the future, the University must strive to make a tangible impact in Australia and the world, working across disciplinary and sectoral boundaries and building deeper and more substantive engagement with industry, collaborators and partners. While cultivating the fundamental enabling disciplines through investigator-driven research, the University has adopted three grand challenges aspiring to solve some of the most difficult problems facing our world in the next century. These Grand Challenges include:

- ▶ Understanding our place and purpose – The place and purpose grand challenge centres on understanding all aspects of our national identity, with a focus on Australia's 'place' in the Asia-Pacific region and the world, and on our 'purpose' or mission to improve all dimensions of the human condition through our research.
- ▶ Fostering health and wellbeing – The health and wellbeing grand challenge focuses on building the scale and breadth of our capabilities in population and global health; on harnessing our contribution to the 'convergence revolution' of biomedical and health research, bringing together the life sciences, engineering and the physical sciences; and on addressing the physical, mental and social aspects of wellbeing by looking beyond the traditional boundaries of biomedicine.
- ▶ Supporting sustainability and resilience – The sustainability and resilience grand challenge addresses the critical issues of climate change, water and food security, sustainable energy and designing resilient cities and regions. In addition to the technical aspects, this grand challenge considers the physical and social functioning of cities, connecting physical phenomena with lessons from our past, and the implications of the technical solutions for economies, living patterns and behaviours.

Essential to tackling these challenges, an outstanding faculty, high performing students, wide collaboration including internationally and deep partnerships with external parties form central components of Research at Melbourne: Ensuring Excellence and Impact to 2025.

6.5 GOVERNANCE

The Vice Chancellor is the Chief Executive Officer of the University and responsible to Council for the good management of the University.

Comprehensive information about the University of Melbourne and its governance structure is available at <http://www.unimelb.edu.au/governance>