# Learning / Educational Designer

<table>
<thead>
<tr>
<th><strong>POSITION NUMBER</strong></th>
<th>0053143</th>
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<tbody>
<tr>
<td><strong>UOM CLASSIFICATION / SALARY</strong></td>
<td>UOM Level 7 - $98,402 - $106,519 per annum (pro rata for part-time)</td>
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<tr>
<td><strong>SUPERANNUATION</strong></td>
<td>Employer contribution of 17%</td>
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<tr>
<td><strong>WORKING HOURS</strong></td>
<td>Full Time (1 FTE)</td>
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<tr>
<td><strong>BASIS OF EMPLOYMENT</strong></td>
<td>Fixed term available until 30 June 2024</td>
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<td><strong>HOW TO APPLY</strong></td>
<td>Go to <a href="http://about.unimelb.edu.au/careers">http://about.unimelb.edu.au/careers</a>, under Current staff or Prospective staff, select the relevant option (‘Current Opportunities’ or ‘Jobs available to current staff’) and search for the position by title or number. Indigenous applicants are encouraged to apply.</td>
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<tr>
<td><strong>CONTACT FOR ENQUIRIES ONLY</strong></td>
<td>Associate Professor Mark Selkrig +61 3 8344 9271 <a href="mailto:mark.selkrig@unimelb.edu.au">mark.selkrig@unimelb.edu.au</a> <em>Please do not send your application to this contact</em></td>
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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 of Melbourne employs people of outstanding calibre and offers a unique environment where staff are valued and rewarded.

ADVANCING MELBOURNE

The University’s strategic direction is grounded in its purpose. While its expression may change, our purpose is enduring: to benefit society through the transformative impact of education and research. Together, the vision and purpose inform the focus and scale of our aspirations for the coming decade. Advancing Melbourne reflects the University’s commitment to its people, its place, and its partners. Our aspiration for 2030 is to be known as a world-leading and globally connected Australian university, with our students at the heart of everything we do.

- We will offer students a distinctive and outstanding education and experience, preparing them for success as leaders, change agents and global citizens.
- We will be recognised locally and globally for our leadership on matters of national and global importance, through outstanding research and scholarship and a commitment to collaboration.
- We will be empowered by our sense of place and connections with communities. We will take opportunities to advance both the University and the City of Melbourne in close collaboration and synergy.
- We will deliver this through building a brilliant, diverse and vibrant University community, with strong connections to those we serve.

The means for achieving these goals include the development of the University of Melbourne’s academic and professional staff and the capabilities needed to support a modern, world-class university. Those means require a commitment to ongoing financial sustainability and an ambitious infrastructure program which will reshape the campus and our contribution to the communities we engage with. This strategy, and the priorities proposed, is centred around five intersecting themes: place, community, education, discovery and global.

Find out more about the University’s strategy, Advancing Melbourne, at https://about.unimelb.edu.au/strategy/advancing-melbourne
MELBOURNE GRADUATE SCHOOL OF EDUCATION

The Melbourne Graduate School of Education (MGSE) 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. MGSE stimulates 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 time. We lead purposeful engagement with society, sharing our resources and expertise as part of collaborative efforts to build a resilient, equitable and sustainable future.

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 Advancing Melbourne.
ABOUT THE ROLE

Position purpose:

The Learning/Educational Designer will provide expertise, knowledge and skills in relation to the design, development, adoption and delivery to teaching and learning in the MGSE using a range of contemporary technologies in online learning environments.

Under the broad direction of the Director of Digital Engagement at MGSE the Learning/Educational Designer will play a substantive role in advancing the effective use of innovative and engaging learning approaches. The position will use sound instructional principles and methodologies oriented to best practice learning and teaching pedagogies and will be guided by the University’s eLearning Strategy.

The incumbent will use their understanding of emerging technologies to contribute ideas and objects that realise subject and course-level learning designs as innovative, engaging and student-focused course content. The role involves providing a broad range of expert advice, professional learning and resources to enable staff to engage with and embed educational and digital technologies in programs and courses.

The Learning Educational Designer will work as a member of a team to ensure that the MGSE is building capacities of staff and students as outlined in the MGSE Digital Strategy. The Learning/Educational Designer will work closely with disciplinary experts to provide pedagogical advice and support on the design and development of high quality, innovative, technology-enabled programs within the MGSE.

Reporting line: Director of Digital Engagement
No. of direct reports: 0
No. of indirect reports: 0
Direct budget accountability: 0

Key Dimensions and Responsibilities:

Task level: Significant
Organisational knowledge: Significant
Judgement: Significant
Operational context: Academic Division

OH&S and compliance: 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. These include general staff responsibilities and those additional responsibilities that apply for managers, supervisors and other personnel. Specific responsibilities for the role are available at http://safety.unimelb.edu.au/topics/responsibilities/.

Staff must comply with all relevant requirements under the University’s risk management framework including legislation, statutes, regulations and policies.
Core Accountabilities:

TEACHING AND LEARNING SUPPORT

- Work in collaboration with MGSE subject coordinators and teaching staff to develop and deliver high quality online, hybrid and blended Learning Management System (LMS) subject spaces and digital technology solutions.
- Apply sound pedagogical learning, teaching theories and strategies in providing advice on course and program review and design in the Faculty.
- Formulate strategies for improving the design and development of discipline specific learning and teaching LMS spaces and resources.
- Provide support for MGSE staff in the use of the LMS and digital technologies to enhance student learning experiences.
- Design and deliver best practice programs, workshops and other staff development activities to build capacity in learning and teaching in the MGSE based on appropriate learning theories and educational designs, including online, hybrid, blended and flipped learning.
- Actively engage in the development of initiatives which promote the broad adoption of learning technologies embedded in the curriculum as guided by the Digital strategy across MGSE.

DESIGN DEVELOPMENT AND EVALUATION

- Support the design, development, implementation and evaluation of exemplary learning and teaching resources which illustrate best-practice in the provision of learning experiences and the development of learning outcomes.
- Actively support and contribute to applications for learning and teaching grants in relation to improvement of student learning experiences through appropriate learning design principles.
- Support Faculty research activities that pilot and evaluate innovative online pedagogies, designs and web-based tools and resources to support different learning requirements in a variety of online environments.
- Engage with academic and external stakeholders where appropriate to develop creative solutions to complex problems.
- Contribute to research and scholarship activities relevant to MGSE and contribute towards research-led, innovative educational initiatives design and implementation.
- Contribute to the updating and evaluation of the Digital Engagement website.
- Contribute to evaluation reports, statistical data, and proposals relating to the strategic and future development of programs of MGSE.
- Ensure appropriate program benchmarks are deployed to ensure resources are being used effectively to achieve the strategic objectives of MGSE.
TEAMWORK, LEADERSHIP AND SERVICE DELIVERY

- Actively participate in team meetings, Faculty meetings and Committee work (as it relates to teaching and learning), taking a leadership role on various issues as appropriate.
- Contribute to the collegial and intellectual life of the MGSE and University.
- Provide expert strategic advice through consultations with relevant groups to support the implementation of MGSE Teaching and Learning strategic objectives.
- Liaise with central University IT, Learning Environments and other relevant Units in relation to learning and teaching where necessary.
- Ensure the smooth operation of MGSE programs by assisting other staff during peak periods or absences.
- Contribute to the development and achievement of MGSEs key performance indicators as outlined in the MGSE digital strategy.
- Maintain and continuously develop professional knowledge and skills by keeping up to date with new developments (including of educational software) relevant to the role and the organizations’ broader perspective.

Selection Criteria:

Education/Qualifications

1. A postgraduate qualification (or progress towards postgraduate qualifications and extensive relevant experience) in a related area of educational design or the broader field of education with appropriate experience in classroom instruction, curriculum design and assessment of student learning outcomes.

Knowledge and skills:

2. Demonstrated understandings of pedagogies, learning theories and design frameworks that underpin and optimise blended, hybrid and online learning and curriculum delivery.
3. Expertise and demonstrated experience in using digital technologies and associated TEL platforms to design and produce materials for Learning Management Systems (preferably CANVAS) including experience with designing for a diversity of learners (preferably using universal design principles) relevant to the Higher Education sector.
4. Capacity to initiate, develop and make recommendations in relation to learning design in curriculum development, delivery and assessment, and apply these to the development of subject based, high quality learning resources and experiences.
5. Success in working in an educational context with a range of academic and academic support staff to effectively integrate educational and digital technologies into the curriculum to enhance student engagement and learning.
6. Demonstrated experience in designing and developing online and or face-to-face professional development and facilitating professional learning activities to support and advance the effective use of digital technologies in the curriculum.
7. Excellent written, verbal communication and interpersonal skills with the ability to work independently as well as liaise, work with and collaborate effectively with a range of diverse people across all levels of the organization to support the integration of new and innovative
8. High-level organizational and project management skills, including the ability to prioritize workload, work well under pressure to plan, implement, execute and evaluate new initiatives by working independently and also collaboratively as part of a team.

9. Knowledge of emergent trends in learning design and the educational application of social media, mobile technologies and rich media.

Desirable

1. A sound knowledge of university academic policies and procedures and experiences in designing and managing University courses.

2. Experience undertaking curriculum review and development projects to embed and extend the use of digital technologies to enhance organizational performance, preferably in educational contexts.

3. Experience in driving successful diversity and inclusion strategies in a learning environment.


Other job-related information:

- Unrestricted right to work in Australia;
- Any offer of employment will be conditional upon receipt and maintenance of a valid Working with Children Check; and
- Some out of hours work will be required.