



POSITION DESCRIPTION

Williams Centre for Learning Advancement
Faculty of Business and Economics

Educational/Instructional Designer

Position No	0039863
Classification	Level B
Salary	\$95,434 - \$113,323 p.a.
Superannuation	Employer contribution of 17%
Employment Type	Full-time fixed term position available for 3 years. Fixed term contract type: Specific Task or Project
Other Benefits	http://about.unimelb.edu.au/careers/working/benefits
Current Occupant	New
How to Apply	Online applications are preferred. Go to http://about.unimelb.edu.au/careers , select the relevant option (‘Current Staff’ or ‘Prospective Staff’), then find the position by title or number.
contact For enquiries only	Professor Angela Paladino Tel +61 3 8344 1916 Email a.paladino@unimelb.edu.au <i>Please do not send your application to this contact</i>

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about.unimelb.edu.au/careers
joining.unimelb.edu.au

Position Summary

The Educational/Instructional Designer works in Williams Centre Learning Advancement (WCLA) and provides leadership in relation to the learning design of curriculum development, delivery and assessment in the Faculty of Business and Economics (FBE).

Working under the broad direction of the Director of WCLA, the Educational/Instructional Designer will play a substantive role in advancing the effective use of innovative and engaging learning approaches, drawing on the use of design principals where appropriate to align with the overall strategic Learning and Teaching direction of the FBE.

The position will be responsible for leading and coordinating activities designed to build awareness and support for the Centres work, and for the development of a suite of diagnostic/evaluation tools, and both face to face and online learning and training programs to support teaching staff in the FBE.

The Educational/Instructional Designer works as a member of a team to ensure the WCLA is capable of implementing agreed programs and strategic priorities across the academic development activities of the FBE.

1. Selection Criteria

1.1 ESSENTIAL

- ▶ A postgraduate qualification (or progress towards postgraduate qualifications and extensive relevant experience) in a relevant area of educational design or the broader field of education with relevant experience in classroom instruction, curriculum design and assessment of student learning outcomes.
- ▶ High level ability to initiate, develop and make recommendations in relation to learning design in curriculum development, delivery and assessment.
- ▶ Ability to create and implement effective educational design frameworks based on established models for constructive alignment of learning outcomes, tasks and assessments, and apply these to the development of curriculum based, high quality learning resources and experiences.
- ▶ Proven experience in developing, delivering and engaging professional learning for teaching staff in small group and workshop settings
- ▶ Demonstrated success in conceptualising, preparing and applying for learning and teaching grants and the ability to manage the scope, budget and resources of a project to deliver best possible learning and teaching outcomes.
- ▶ Excellent written, verbal communication and interpersonal skills with the ability to work independently as well as liaise and work effectively with a range of people across all levels of the organisation.
- ▶ High-level organisational skills, including the ability to prioritise workload, work well under pressure to plan, implement, execute and evaluate new initiatives working independently and collaboratively as part of a team.
- ▶ A sound understanding of business education pedagogy including simulations, case teaching, on-line and experientially based learning methodologies.

1.2 DESIRABLE

- ▶ Previous experience teaching students in the higher education sector.
- ▶ Experience dealing with business academics or the business community
- ▶ A sound knowledge of university academic policies and procedures and experiences in designing and managing University courses.
- ▶ Demonstrated understanding of and experience in designing effective online learning experiences and resources to be delivered via Blackboard (university LMS).
- ▶ Experience in web-based systems for administering teaching and learning
- ▶ Ability to foster industry partnerships that enhance teaching and learning

2. *Special Requirements*

- ▶ Operational requirements of the Faculty may influence approval of annual leave
- ▶ Out-of-hours work (including evenings and weekends) may be required, especially in supporting after hours events

3. *Key Responsibilities*

3.1 TEACHING AND LEARNING SUPPORT

- ▶ Apply pedagogical learning and teaching theories and strategies in providing advice on course and program review and design in the Faculty with consideration of achieving learning outcomes.
- ▶ Formulate strategies for improving the design and development of discipline specific learning and teaching resources.
- ▶ Lead 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 lead and drive applications for learning and teaching grants in relation to improvement of student learning experiences through appropriate learning design principles.
- ▶ Manage and lead the support for FBE staff in the use of Learning Management Systems 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 FBE based on appropriate learning theories and educational designs, including online, blended and flipped learning.
- ▶ Provide expert strategic advice through consultations with relevant groups to support the implementation of the FBE Teaching and Learning strategic objectives.
- ▶ Liaise with central University IT, Learning Environments and other relevant Units in relation to learning and teaching where necessary.
- ▶ Actively engage in the development of initiatives which promote the broad adoption of learning technologies embedded in the curriculum as guided by the e-learning strategy across the FBE.

3.2 DESIGN DEVELOPMENT AND EVALUATION

- ▶ Ensure appropriate program benchmarks are deployed to ensure resources are being used effectively to achieve the strategic objectives of the Centre.
- ▶ Lead 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 to develop creative solutions to complex problems
- ▶ Engage in research activities relevant to WCLA and contribute towards research-led, innovative educational initiatives design and implementation
- ▶ Contribute to the creation, updating and evaluation of the Centre website.
- ▶ Prepare evaluation reports, statistical data, and proposals relating to the strategic and future development of programs of the Centre.
- ▶ Contribute to the design, administration and reporting of the evaluation of related WCLA activities.

3.3 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 Centre, Faculty and University
- ▶ Represent the University and Faculty in curriculum design, development, delivery and assessment activities and events as appropriate
- ▶ Ensure the smooth operation of the Centre by assisting other staff during peak periods or absences.
- ▶ Contribute to the development and achievement of WCLAs key performance indicators.
- ▶ 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 organisations' broader perspective. Occupational Health and Safety (OH&S) and Environmental Health and Safety (EH&S) responsibilities as outlined in section 6.

3.4 INDUSTRY ENGAGEMENT

- ▶ Develop industry partnerships that enhance teaching and learning and lead to the publication of teaching materials, case studies and innovation in curriculum.

4. Job Complexity, Skills, Knowledge

4.1 LEVEL OF SUPERVISION / INDEPENDENCE

The incumbent works under broad direction from the Director of the WCLA. The incumbent is expected to independently relate existing policy to work assignments or rethink the way a specific body of knowledge is applied in order to solve problems. The incumbent is a recognised authority in a specialised area.

The incumbent is expected to operate as part of a collaborative team and independently at times to achieve targets and objectives and produce quality output.

4.2 PROBLEM SOLVING AND JUDGEMENT

The incumbent is expected to independently relate existing policy to work assignments, rethink the way a specific body of knowledge is applied in order to solve problems, adapt procedures to fit policy prescriptions or use theoretical principles in modifying and adapting techniques. The incumbent is required to demonstrate initiative and problem solving skills in day to day activities drawing upon expert knowledge to exercise professional judgement in determining the appropriate course of action. Only issues of significance would be referred for consultation/decision to the Director of Teaching and Learning Unit.

4.3 PROFESSIONAL AND ORGANISATIONAL KNOWLEDGE

The incumbent is expected to have detailed knowledge of academic and administrative policies and the interrelationships between a range of policies and activities.

4.4 BREADTH OF THE POSITION

The incumbent is expected to communicate with a wide range of stakeholders including academic and professional staff and students of the Faculty. The incumbent is required to develop professional relationship with other practice group members in the University. Professional membership is encouraged. The incumbent will represent the Faculty and University in interactions with external providers and stakeholders as required.

5. Other Information

5.1 ORGANISATION UNIT

<http://fbe.unimelb.edu.au/wcla>

5.2 BUDGET DIVISION

The Faculty of Business and Economics at the University of Melbourne has been preparing students for exciting and challenging careers in industry since 1924. We have developed an outstanding reputation, locally and internationally, for the quality of our teaching and research. The Faculty has an active board of business leaders, government representatives and community leaders who contribute to the implementation of our vision.

Organisational Structure

The Faculty is home to Melbourne Business School (MBS) and to six teaching and research departments:

- Accounting
- Business Administration
- Economics
- Finance
- Management and Marketing

- Melbourne Institute of Applied Economic and Social Research

The Faculty has a number of student and academic support centres, including:

- Academic Support Office
- Student Employability and Enrichment
- Williams Centre for Learning Advancement

Faculty support to the Departments, Units and Centres is provided by five Professional Service Units:

- Finance
- Human Resources (including EHS)
- Research Support
- Marketing and Communications
- Quality Office
- Advancement

Our Programs

There are around 6,500 students enrolled in undergraduate and graduate degrees within the Faculty.

The Bachelor of Commerce is one of the most sought-after business courses in Australia. From 1 May 2013 all graduate programs in business and economics are offered through Melbourne Business School. Melbourne Business School offers a full suite of professional masters programs for those with little work experience right through to the MBA suite. It is also the home of leading research masters degrees and the PhD.

Our Graduates

Since the Faculty was established it has produced over 37,000 graduates. Many of our alumni now occupy senior positions in business, government and academia, in Australia and around the world.

Further information about the Faculty is available at www.fbe.unimelb.edu.au.

5.3 THE UNIVERSITY OF MELBOURNE

The University of Melbourne is a leading international university with a tradition of excellence in teaching and research. With outstanding performance in international rankings, Melbourne is at the forefront of higher education in the Asia-Pacific region and the world. The University of Melbourne is consistently ranked among the world's top universities. Further information about our reputation and global ranking is available at www.futurestudents.unimelb.edu.au/explore/about/reputation-rankings

Established in 1853, shortly after the founding of Melbourne, the University is located just a few minutes from the centre of this global city. The main Parkville campus 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.

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 www.hr.unimelb.edu.au/careers.

5.4 GROWING ESTEEM AND THE MELBOURNE MODEL

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. www.growingesteem.unimelb.edu.au

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 Model. 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.

5.5 EQUITY AND DIVERSITY

Another key priority for the University is access and equity. The University of Melbourne is strongly committed to an admissions policy that takes the best students, regardless of financial and other disadvantage. An Access, Equity and Diversity Policy Statement, included in the University Plan, reflects this priority.

The University is committed to equal opportunity in education, employment and welfare for staff and students. Students are selected on merit and staff are selected and promoted on merit.

5.6 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 www.unimelb.edu.au.

6. 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/topics/responsibilities/>

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