



POSITION DESCRIPTION

Academic Services
University Services

Educational Technologist (Online Learning Systems)

POSITION NO	0029951
CLASSIFICATION	PCS 6
SALARY	\$77,207 - \$83,573 p.a. (pro rata)
SUPERANNUATION	Employer contribution of 9.5%
EMPLOYMENT TYPE	Full time (fixed-term) position available for 12 months
OTHER BENEFITS	www.hr.unimelb.edu.au/careers/info/benefits
HOW TO APPLY	Online applications are preferred. Go to www.jobs.unimelb.edu.au and use the Job Search screen to find the position by title or number.
CONTACT FOR ENQUIRIES ONLY	Patrick Stoddart Tel +61 3 90355468 Email Patrick.Stoddart@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 websites:

hr.unimelb.edu.au/careers
joining.unimelb.edu.au

Position Summary

The Educational Technologist (Online Learning Systems) will provide specialist professional support for the central Learning Environments instance of Blackboard Learn 9.1 Learning Management System (LMS) and related educational technology services at the University. The role will be responsible for providing relevant technical and system service and administrative support.

The position will primarily provide responsive user support to staff, and assist with service delivery management tasks and responsibilities, including integrations with identity and subject integrations through to supporting end user integrations with other educational technologies. The position will also assist teaching staff understand and apply effective educational strategies to enhance learning and teaching practices with the LMS as required.

The position is located within the Academic & Learning Systems Support (ALSS) team, which is part of the Learning Environments unit, and works closely with Infrastructure Services.

The position is fixed term for 12 months, and will report to the Senior Manager, Academic & Learning Systems Support.

1. Selection Criteria

1.1 ESSENTIAL

- ▶ An appropriate tertiary qualification with strong relevant experience or an equivalent combination of relevant experience and/or education/training
- ▶ Demonstrable experience in managing or administering Blackboard Learn 9.1 in large institutional deployments and associated teaching and learning technologies
- ▶ Ability to develop and implement practical and sustainable solutions in a high pressure support environment, particularly in response to user support requests, and to generally improve outcomes for users of online learning and course evaluation systems
- ▶ Knowledge of the meaningful utilisation of system information and analytics in order to maximise the potential of academic use of learning technologies, particularly the LMS, and to contribute to quality improvement processes
- ▶ Demonstrated knowledge of industry trends and active participation in keeping up-to-date in current application of technologies to learning and teaching
- ▶ Demonstrated ability to manage personal workloads within a highly productive operational and strategic team that seeks to generate high levels of client satisfaction
- ▶ Highly developed communication skills, with the capacity to design and deliver excellent coaching and training, and the ability to facilitate knowledge sharing; a strong service ethic and commitment to detail and accuracy, engagement in continuous improvement, and innovative approaches to problem solving

1.2 DESIRABLE

- ▶ Ability to deliver staff development through workshops, training and information sessions and contribution to support resources development
- ▶ Familiarity with user support provision through Helpdesk processes
- ▶ Ability to contribute effectively to high level strategic projects

2. Key Responsibilities

- ▶ Undertake day to day support operations required to deliver courseware, content management, subject sites and users through the University's LMS and other online enterprise systems according to the University's eLearning strategic directives
- ▶ Produce educational technology support materials and resources, and deliver staff development through consultations, workshops and information sessions
- ▶ Liaise with Infrastructure Services and Vendors as necessary on routine operational processes to maintain a sustainable and contemporary online learning environment
- ▶ Actively contribute to projects related to enterprise learning systems implementation, in collaboration with teams from IS and LE by developing and testing user acceptance requirements (UAT) during software upgrade processes
- ▶ Develop and implement methods to assess effective use of the University's learning systems by gathering, analysing and reporting on academic and system data.
- ▶ Contribute to the development of an active community of practice at the University for users of learning and teaching technologies
- ▶ Contribute to user-focused service delivery for the LMS, in accordance with agreed procedures and service targets/Service Level Agreements (SLA). This includes maintaining a very high standard of responsiveness for user liaison, training and communications, and actively participating in the promotion and marketing of the service.
- ▶ Contribute to organisational effectiveness by: working in a transparent and consultative manner; sharing personal knowledge and technical expertise; undertaking assigned development activities; maintaining co-operative working relationships with colleagues; and seeking and responding to feedback
- ▶ Occupational Health and Safety (OH&S) and Environmental Health and Safety (EH&S) responsibilities as outlined in section 5.

3. Job Complexity, Skills, Knowledge

3.1 LEVEL OF SUPERVISION / INDEPENDENCE

High levels of trust and delegation are involved along with strong expectations of communication and consultation across the service teams and with the user community. Under general direction from the Senior Manager, Academic & Learning Systems Support, the incumbent undertakes an important role, with performance measured against achievement of agreed targets, defined projects, and levels of user/client satisfaction. The incumbent is expected to collaborate with colleagues, foster strong support from peers, work effectively within a collegial, joint team environment, escalate appropriately any issues that impede achievement of targets, and report progress against targets to the Senior Educational Technologist Officer.

The position is not responsible for the supervision or line management of staff.

3.2 PROBLEM SOLVING AND JUDGEMENT

The position requires a degree of analytical and pragmatic skills suitable to prioritise and manage user issues and user communications with tact, empathy, discretion and clarity. The position will have access to sensitive information and is expected to maintain extremely high professional standards of ethics and behaviour.

The position will operate within an environment where services continually evolve in response to the needs of the University. Consequently, continual development and maintenance of subject matter expertise is required and constant review of deployed service protocols required.

The position will be required to work co-operatively with colleagues across teams and units in a shared services model when assessing complex technical and service problems and develop innovative solutions that best support user needs and current strategies. The position will be expected to manage user expectations and follow agreed criteria for the prioritisation of services and projects.

3.3 PROFESSIONAL AND ORGANISATIONAL KNOWLEDGE

The position requires specific educational technology expertise with the Blackboard Learn 9.1 Learning Management System, delivering a range of administrative, service support and consultative services to identified users across the University.

The position is expected to have or alternatively to quickly develop a detailed knowledge of the University community, University processes and structures, and the University's academic aims and endeavours. The position will need to actively maintain expert subject knowledge of the LMS elements, including related integration services, and a detailed knowledge of how to interoperate with other integrated online tools and services in order to be able to provide support to other users.

3.4 RESOURCE MANAGEMENT

The incumbent will use University facilities and resources with a high degree of professionalism, and will be capable of providing solutions using these resources, and contribute to operational and strategic projects for the consideration of the LE hierarchy. No direct budgetary responsibilities are included.

3.5 BREADTH OF THE POSITION

Under immediate direction from the Senior Educational Technologist Officer, and general direction from the Senior Manager, Academic and Learning Systems Support, the position will co-ordinate service and project resources, provide technical advice, and interact with a broad range of people internal and external to the University, in a wide variety of situations, and be expected to exercise appropriate personal and professional influence and to develop productive relationships.

4. Other Information

4.1 UNIVERSITY SERVICES

A trusted partner in shared services.

We operate with a clear, responsive, respectful, user-friendly approach and create a problem-solving culture that empowers people to deliver their best.

University Services comprises of approximately 1,600 staff and represents the aggregation and concentration of service delivery capability with the largest administrative unit within the University. It comprises ten portfolios:

- Research, Industry and Commercialisation
- External Relations
- Academic Services
- Finance and Employee Services
- University Procurement Services
- Infrastructure Services
- Project Services
- Legal and Risk
- Business Intelligence and Reporting
- University Services Operations

These portfolios are responsible for the planning, delivery and review of most professional services.

The University Services organisation also plays a key role in defining the service ethos and quality standards for the broad range of services, as well as leading key aspects of transformational change, and defining and influencing future service enhancements. At its core, the benefit from the establishment of University Services has come from building expertise, consolidating like functions / services, eliminating duplication, capturing the benefit of scale, and providing a platform that has improved process and system efficiency.

UNIVERSITY SERVICES VALUES

University Services is committed to:

- ▶ Putting the University first, by acting in the best interest of students, academics and overall strategy
- ▶ Maintaining a culture of service excellence
- ▶ Working together as one team to achieve results through collaboration, respect and expertise.

4.2 LEARNING ENVIRONMENTS

Vision

To support, enrich and extend academic achievement for Melbourne's scholarly and learning community through the effective use of world-class learning environments, technologies and media.

Mission

Actively engage in the continual development and enhancement of learning, teaching and assessment capabilities for our academic community, by delivering high quality educational technologies, professional media production and responsive support services.

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

4.3 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 hr.unimelb.edu.au/careers.

4.4 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. 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 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. <http://www.unimelb.edu.au/research/research-strategy.html>

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.

4.5 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.

4.6 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.

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/topics/responsibilities/>

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