



POSITION DESCRIPTION

Williams Centre for Learning Advancement
Faculty of Business and Economics

Educational/Instructional Designer

POSITION NO	0039872
CLASSIFICATION	Level B
SALARY	\$102,967 - \$122,268 p.a
SUPERANNUATION	Employer contribution of 17%
WORKING HOURS	Full-time (1.0 FTE)
BASIS OF EMPLOYMENT	Fixed term for 3 years
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 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>

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

Position Summary

The Educational/Instructional Designer works in the Williams Centre for 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 FBE.

The position will be responsible for leading and coordinating activities designed to build awareness and support for the Centre's 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 FBE.

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

1. Key Responsibilities

1.1 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 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 FBE.

1.2 DESIGN DEVELOPMENT AND EVALUATION

- ▶ Ensure appropriate program benchmarks are deployed to ensure resources are being used effectively to achieve the strategic objectives of WCLA.
- ▶ 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 updating and evaluation of the WCLA website.
- ▶ Prepare evaluation reports, statistical data, and proposals relating to the strategic and future development of programs of WCLA.
- ▶ Contribute to the design, administration and reporting of the evaluation of related WCLA activities.

1.3 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 WCLA by assisting other staff during peak periods or absences.
- ▶ Contribute to the development and achievement of WCLA's 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.

1.4 INDUSTRY ENGAGEMENT

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

2. Selection Criteria

2.1 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.

- ▶ Demonstrated experience in developing, delivering and engaging professional learning for teaching staff in small group and workshop settings.
- ▶ Experience in the design and implementation of blended and online curriculum.
- ▶ 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.

2.2 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 and Canvas (university LMS).
- ▶ Experience in web-based systems for administering teaching and learning.
- ▶ Ability to foster industry partnerships that enhance teaching and learning.
- ▶ 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.
- ▶ Learning/educational design experience as a professional staff member (if no previous academic experience is held).

2.3 OTHER JOB RELATED INFORMATION

- ▶ This position requires the incumbent to hold a current and valid Working with Children Check.
- ▶ Operational requirements of the Faculty may influence approval of annual leave.
- ▶ Out-of-hours works (including evenings and weekends) may be required, especially in supporting after hours events.

3. *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.

4. 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.

5. Other Information

5.1 ORGANISATION UNIT

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

The WCLA was established in 1997 to nurture teaching and learning in the Faculty. It was the first embedded teaching and learning support centre in a Business Faculty in Australia and has become the model for similar units in other universities in Australia and worldwide.

WCLA has been successful in obtaining numerous external and internal teaching related grants which have totalled well over \$3 million. It has a strong research culture. Academic staff in the Centre have published in key education journals. WCLA works to assist staff with all aspects of teaching including curriculum design, development and review, pedagogy, teaching skills, assessment practices and evaluation, assurance of learning and the preparation of teaching portfolios for promotion purposes.

The Centre also works closely with units and centres across the university including the Melbourne Centre for the Study of Higher Education to ensure it is up to date with developments in the university and delivery of innovative programme in higher education.

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 the following student and academic support centres:

- Academic Support Office
- Student Employability and Enrichment
- Research Development Unit
- The Williams Centre for Learning Advancement

The Faculty is supported by the following Professional Services Units:

- Finance
- Human Resources (including OHS)
- Marketing and Communications
- Service Level and Facilities Management
- Quality Office

The Faculty also hosts two University-wide initiatives:

- ▶ The Melbourne School of Professional and Continuing Education (MSPACE) which provides support to all Academic Divisions for their existing professional, continuing and executive education programs, and operates with a specific whole-of-institution mandate to significantly expand the University's professional, continuing and executive education offerings.
- ▶ The Melbourne Entrepreneurial Centre (MEC) which brings together a number of programs to focus a range of activities aimed at developing an entrepreneurial culture at the University of Melbourne.

Our Programs

There are about 9,500 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 53,000 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

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>.

5.4 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. <http://research.unimelb.edu.au/our-research/research-at-melbourne>

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.

5.5 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>