

YORK UNIVERSITY
DEPARTMENT OF HUMAN RESOURCES
JOB POSTING

For All YUSA Full Time, Part Time, Sessional and Limited Term Positions

JOB TITLE: [Instructional & Digital Learning Designer]	JOB CODE: [955300]
DEPARTMENT/FACULTY: [Schulich Executive Education Centre, Schulich School of Business]	SALARY BAND: 15

JOB PURPOSE:

As part of the Schulich Executive Education Centre (SEEC), the Instructional and Digital Learning Designer role provides subject matter expertise on digital instructional design to the Schulich Executive Education Centre (SEEC).

The Instructional and Digital Learning Designer role acts as SEEC's subject matter expert (SME) in elearning and instructional design, creating engaging and effective digital (and occasional non-digital) instructional materials for a range of delivery formats to support SEEC's program offerings and administrative projects. The role works collaboratively with external corporate, public and non-profit clients, SEEC faculty, staff, and other subject matter experts, including the Teaching Commons, to determine and assess instructional needs, and to design and develop digital instructional materials to support desired course(s) implementation and evaluation. The Instructional and Digital Learning Designer role continually explores and makes recommendations for leveraging digital instructional technologies, methods, and approaches to address instructional needs.

The Instructional and Digital Learning Designer provides expert advice and assistance to external clients, and York University faculty and staff on instructional theory, best practices, and design of effective learning strategies such as video-based learning, scenario-based learning, story-based learning, and gamification delivered through a Learning Management System (LMS) and eLearning software such as Articulate 360.]

MAJOR AREAS OF RESPONSIBILITY:

1. [Instructional Design and Development]
Percentage of time: [50%

[Digital Learning Products and Conceptual Design

- Using defined instructional design methods, liaises with clients, faculty members, staff, third party vendors, contractors, and other subject matter experts (SMEs) to design and develop engaging and effective digital instructional curricula, synchronous and asynchronous programs, and materials. Leverages a wide range of multimedia and learning tools (such as, Articulate 360, Adobe After Effects, Adobe Photoshop, Illustrator and InDesign) to maximize learner engagement with video, audio, animation, and graphics.
- Designs and develops engaging and effective, learner-centered digital assets, courses, and instructional activities and other materials, based on instructional design principles. Uses a variety of digital formats, platforms, and a wide range of multimedia tools to create courses and optimize learner engagement.
- Leads and advises faculty members on the use of instructional materials and technology when creating and aligning course and program-based learning objectives, learning activities, and assessments to meet the faculty members' expected teaching outcomes.
- Advises faculty members on instructional design methods and adult learning principles to create discussion-based courses that align with learning objectives and include both formative and summative assessments.

- Shares information with clients and faculty members on learning products and their potential for effective, efficient, and appropriate uses in the Unit.
- Analyzes current instructional problems in both the academic and administrative domain. Identifies areas where pedagogical approaches or technology solutions may be developed and promoted to achieve intended learning outcomes and to enhance the learner and faculty experience.
- Utilizing current and emerging industry best practices, develops and provides recommendation for sequencing of content, methods of instruction, use of assessments, and design of course materials and activities. Uses monitoring and evaluation tools to measure the effectiveness of new instructional materials and technologies. Assess results and identified areas to revise and update materials and use of technologies as needed.
- Leads sourcing of technology vendors to design, develop and deliver professional development and training to SEEC customers and participants.
- Provides recommendations to clients, faculty members and staff to design engaging and effective, learner-centered courses, curriculum and instructional activities and materials in a variety of formats, including graphics, audio, video, animation, multimedia, and social media platforms.
- Develops instructional materials to support teaching and learning that are functional, intuitive, informative, consistent with sound instructional design principles, and incorporates AODA requirements.
- Reviews new course proposals when requested to determine instructional effectiveness and makes recommendations as necessary to promote instructional design quality. Develops and provides recommendations for sequencing of instruction, use of assessments, communications, design of course materials and activities, and interface design for both synchronous and asynchronous learning.
- Reviews and/or creates client proposals that demonstrate instructional effectiveness. As necessary, makes recommendations to promote instructional design quality.
- Develop program portfolio and build workflows for micro-credentialling including managing, monitoring and create badges, pathways, and stackable courses.

Technological Enabled Learning

- Assists clients, faculty, SMEs, staff, and vendors to produce courses in a variety of instructional formats including in video-based learning.
- Evaluates and measures the effectiveness of current and new instructional materials and educational technologies. Assess results to identify areas requiring revisions. Update materials and the use of technologies, as needed.
- Analyzes current instructional challenges and opportunities. Identifies areas where educational technology-enhanced approaches may be developed and promoted to achieve intended learning outcomes and enhance the learner and educator experience.

Continuous Knowledge Development

- Research how technology can be leveraged and integrated into the learning journey.
- Continually explores new technologies for potential application to instructional problems. Keeps abreast of best practices and trends in instructional design, online learning, and related technologies and makes recommendations to support their use at SEEC.
- Critically assesses the strengths and limitations of available technology and software in relation to intended learning outcomes.
- Maintains a thorough understanding of the services, applications, processes, tools, and platforms used by the SEEC's Information Technology team, including but not limited to Canvas, Canva, Echo360, Articulate, Captivate and Adobe Premiere.

- Contributes to the development and implementation of sound workplace practices and processes to streamline service delivery.
- Develops and provides recommendations for sequencing of content, methods of instruction, use of assessments, and design of course materials and activities based on current and emerging best practices.

Learning Project Assets

- Leads learning projects, specifically asynchronous learning solutions, from end to end.
- Provides technical expertise in leading and configuring learning content management/curation platforms.
- Develops files, photos, graphics, animations, audio, and video. Ensures consistent directory structure, file naming conventions, learning projects template adherence, visual continuity, consistency, and professional standards for all learning products. Acquires media materials (photo libraries, clip art, software, hardware) to enhance SEEC's media repertoire.
- Creates, develops, and maintains a repository of shareable learning and online learning materials/objects and related elements for re-use within SEEC.
- As needed, ensures adherence to copyright obligations and privacy arising from the acquisition and usage of media in online products.
- Creates processes to effectively track and monitor user-generated content and social learning channels to ensure they adhere to AODA standards and provide metrics.

Visual Standards

- Adheres to visual standards and best practices for learning design during instructional and learning development.
- Under the direction of the Associate Director, develops SEEC's visual design standards, guidelines, policies, training materials and templates for purposes of creating high-quality and consistent offerings within the program portfolio and to reduce the 'time to market' for subsequent developments.
- Ensures standards applied conform to AODA corporate visual standards and regulation compliance in design/development of learning product standards and templates, developer's toolkit, style guide, eLearning guidelines, and technical specifications taking into consideration SCORM/xAPI, AODA, WCAG 2.0, FIPP.]

Contacts: [Clients, Faculty members, technical support staff, Subject Matter Experts, Third Party Vendors and SEEC staff]

Reason for Contact: [Proposal reviews, consultation, needs/requirements determination, requirements gathering for projects and design development, coordination, problem resolution, advice, direction, and guidance, research and analysis, training, and instructional design support.]

2. [Instructional Design Work Project Planning and Tracking]

Percentage of time: [30%

- [Uses project management methodologies to ensure successful completion of instructional design projects. Tracks work to ensure successful completion of individual projects.
- Develops and maintains expected timelines to keep projects on track and provides regular progress reports.
- Writes communications and provides estimates for project completion and submits to manager and project owners for approval.

- Defines project success criteria and informs involved parties throughout the project life cycle. Serves as point-of-contact during projects and follows up with stakeholders, as required, including incorporating ongoing communications related to quality assurance/quality assessment exercises.
- Collaborates with project owners to determine course budget(s), and tracks and reports on actual expenditures.
- Develops effective and collaborative working relationships, identifies objectives, and develops/recommends appropriate learning strategies.
- Follows-up with stakeholders as required, keeps projects on track and on time. Works effectively with multi-skilled teams to develop instructional resources.]

Contacts:[Clients, management team, Faculty members, technical support staff, Subject Matter Experts, Third Party Vendors and SEEC staff]

Reason for Contact:[Communicates and maintains project plans and project budgets, Third Party Vendors and Subject Matter Experts. Serves as point-of-contact during projects and follows up with stakeholders as required. Collaborates with the management team to track and report on finances. Develops effective and collaborative working relationships with faculty, technical support staff, Third Party Vendors and Subject Matter Experts to identifies objectives and develops/recommend appropriate learning strategies.]

3. [Faculty and Staff Development]

Percentage of time:[10%

- [Delivers presentations workshops, and one-on-one coaching on instructional strategies, pedagogical approaches, and the use of instructional technology including new releases and updates.
- Designs, develops, and delivers training to faculty and staff on the use of instructional technologies and education best practices in collaboration with Learning Technology Services and SEEC's IT team.
- Provides sufficient training and tools for faculty and staff members to work independently in creation of courses.
- Develops supporting documentation and learning solutions in all required delivery formats (instructor-led training, eLearning, webinars, etc.) for effective pedagogical practices.
- Provides cross-team training and coaching to faculty members and other SEEC staff as required.]

Contacts:[Faculty members, teaching, graduate, and research assistants, technical support staff across campus, Deans, Associate Deans, Chairs, Directors, Library staff, UIT staff and managers, academic and professional instructional design experts and organizations, members of SEEC Professional Education Office.]

Reason for Contact:[Consultation, needs/requirements determination, requirements gathering for projects and design development; coordination; problem resolution; advice, direction, and guidance; research and analysis; training and instructional design support.]

4. Learning Management System and Quality Assurance Support

Percentage of time: 5%

- Enters and posts updates of new and revised content in the LMS (Canvas).
- Recommends solutions to address instructional design issues affecting course and program quality.
- Remains current on developments to continually improve the LMS processes and practices and ensure smooth delivery of courses.
- Creates, develops, and maintains a repository of sharable learning and e-learning objects/materials and related elements for use within SEEC]

5. Other duties as assigned
Percentage of time: 5%

COMMUNICATIONS:

	English
Basic reading skills (e.g., scanning text, reading forms, etc.)	<input type="checkbox"/>
Basic writing skills (e.g., writing brief notes, completing forms, etc.)	<input type="checkbox"/>
Basic speaking skills (e.g., asking & answering simple or repetitive questions, etc.)	<input type="checkbox"/>
Comprehends written material (e.g., extracting information/details, reading reports/correspondence, etc.)	<input type="checkbox"/>
Writes non-complex documents (e.g., composing factual information/short routine correspondence, taking minutes, etc.)	<input type="checkbox"/>
Sustains conversation on specific topics (e.g., explains standard policies/procedures/services, etc.)	<input type="checkbox"/>
Comprehends complex texts (e.g., reading & interpreting policy papers/research papers/technical reports, etc.)	<input type="checkbox"/>
Composes documents (e.g., drafting reports/recommendations/research papers/summaries, etc.)	<input type="checkbox"/>
Sustains in-depth conversation (e.g., interpreting & expressing complicated ideas, making presentations, etc.)	<input type="checkbox"/>

PHYSICAL & SENSORY DEMANDS/ENVIRONMENTAL CONDITIONS:

<input type="checkbox"/> VDT Use	80%	<input type="checkbox"/> Walking/mobility	5%
<input type="checkbox"/> Prolonged visual attention	55%	<input type="checkbox"/> Verbally abusive	2%
<input type="checkbox"/> Prolonged audio attention	55%		
<input type="checkbox"/> Hand/finger dexterity	60%		
<input type="checkbox"/> Prolonged sitting	55%		
<input type="checkbox"/> Prolonged standing	15%		
<input type="checkbox"/> Lifting and/or carrying (approx. 20lbs/ [] kg)	5%		

QUALIFICATIONS:

Minimum level of formal education required:

[Undergraduate degree in Instructional Design, Education, Educational Technology, Adult Education or related subject field, or five years recent experience (defined as within the last six years) working at York University performing the same or similar tasks. This education equivalency is in addition to the experiential requirements outlined below.]

Minimum number of years and type of relevant work experience required:

[Five (5) years of recent and relevant instructional design experience, learning design experience and learning technology support experience; including designing and developing learning solutions in a range of delivery formats. Experience providing instructional design advisory services in an academic environment. Needs assessment experience to recommend effective learning solutions. Project management experience and a commitment to meeting and exceeding project expectations using formal project management methodologies and appropriate tools. Staff training experience considered an asset. Proven experience using collaboration tools, Mural, Miro, ZOOM, web conferencing software.

Advanced Learning Management System (LMS) experience (Canvas would be an asset). Experience using Adobe Photoshop, Premiere, InDesign, and screen recording tools. Proficient in Microsoft Office. Knowledge of AODA is required. Experience using design and development tools such as Captivate, Articulate360 preferred.]

Skill(s) required:

[Proficient in leading and developing new products and online learning solutions using a range of authoring tools, including the Adobe Learning Suite (i.e., Captivate, Flash, Presenter, Photoshop, Dream Weaver) and other similar products. Proficient in creating and editing video in Adobe Premiere and editing images in Adobe Photoshop, Illustrator, and similar software packages. Ability to develop effective working relationships across all levels of the organization and particularly with faculty who need guidance in converting their course content into virtual programs, which require a high level of persuasiveness and inter-personal skills. Strong presentation and training skills. Ability to create high quality documents for print or display on-screen. Ability to conduct thorough research. Possesses good analytical skills and the ability to synthesize information from various sources. Ability to write clear and concise procedural documentation and reports. Ability to exercise tact, diplomacy and sound judgment when recommending solutions. Excellent communication skills in order to effectively interact with both technical and non-technical users (written and oral). Strong attention to detail. Ability to relate to client needs and bridge understanding of disciplinary pedagogy to online delivery formats. Ability to be creative, flexible, and innovative in course design. Strong presentation skills with demonstrated ability to conduct training sessions and instruct others. Ability to manage multiple projects, prioritize, adhere to budgets, and meet deadlines. Ability to work independently and perform effectively as part of a team. Ability to deal calmly and effectively with people. Ability to maintain confidentiality. Ability to multi-task and meet long/short term deadlines. Ability to set priorities and work effectively under pressure. Ability and willingness to keep abreast of technological developments. Demonstrated ability to pick up new technology quickly. Proven results-orientation. A commitment to excellent and high-quality work. Ability to influence clients, faculty and SEEC leadership to adopt and implement new pedagogical methods that are different to prior methods of delivery.

This position requires the candidate to produce a verification of degree(s), credentials(s), or equivalencies from accredited institutions and/or international equivalents at the time of interview.]

JOB SPECIFICATIONS:

Hours of work: [8:30 a.m. to 4:30 p.m.]

Overtime may be necessary during peak periods

Peak periods for this position: **[June through October; January]**

Vacation restriction: **[During peak periods]**