

**NIPISSING UNIVERSITY
POSITION DESCRIPTION**

JOB TITLE:	Instructional Designer
DEPARTMENT:	Centre for Teaching and Learning
CLASSIFICATION:	Technologist F
WAGE GRADE:	WG 110
EMPLOYMENT DEFINITION (STATUS):	Full-time Support Staff
SUPERVISOR:	Director, Teaching and Learning
DATE REVISED:	September 2024

SUMMARY OF FUNCTIONS:

Reporting to the Director, Teaching and Learning, the Instructional Designer (ID) is a key member of an interdisciplinary team. This position supports all activities situated within the Centre for Teaching and Learning, including but not limited to curricular and pedagogical aspects of teaching and learning. The instructional designer is a key resource that provides the University community with expertise in evidence-based teaching and learning methodologies and strategies.

The Instructional Designer will engage with faculty, staff and students in a wide range of activities, including but not limited to supporting course development, professional development, consultations, scholarship of teaching and learning and supporting innovation in teaching and learning.

DUTIES & RESPONSIBILITIES:

Support and Enhance Teaching and Learning Activities

(30%)

- Lead activities within the Centre for the continual development of instructors (full-time, part-time, teaching assistants, etc.) in their teaching practice and in gaining experience with current teaching methods and tools
- Support instructors (part-time, full-time, TA's, etc.) in the use of effective teaching and learning strategies based on relevant and timely evidence-based practice
 - Creation of supporting documents, templates and processes as required
 - Consultations to support best practices in teaching and learning
 - Ensuring alignment with internal instructional design activities with the Quality Assurance Framework
- Design and oversee the development of relevant resources including discipline-specific resources for instructors and students
 - Identifying the expertise required to accomplish the tasks identified
- Proactively support the development of courses (i.e., course documents, activities, assessments, etc.) and extended learning activities (i.e., micro-credentials, community programming, etc.)
 - Provide reviews of existing components upon request
- Support the ongoing quality assurance processes in terms of curriculum mapping, alignment of outcomes and assessments and other activities as requested
- Assist committees, departments, and others by providing evidence-based approaches to pedagogy and curricular activities

- Assist instructors in exploring alternate teaching and learning options by being cognizant of current educational technology options and the associated pedagogical, legislative and policy related implications

Provide Pedagogical Expertise in Relation to Classroom Delivery Modalities and Approaches

(30%)

- Collaborate with program areas as they strategically approach the selection of delivery modalities and pedagogical methodologies in the delivery of their programs.
- Support the design, development, implementation, and evaluation courses and ensure alignment with program direction in terms of modality and methodologies and university policy.
- Design engaging learning activities and compelling course content that is learner-centred and enhances student success
- Collaborate with and assist faculty and subject matter experts (SMEs) in the design and development of their instructional activities and approaches, and integrate technology enhanced learning opportunities where appropriate
- Recommend, advocate for, and utilize new and potentially transformational instructional strategies to enhance student success
- Suggest pedagogical options based on evidence-based research and proven-practice.
- Oversee course and resource development activities by working collaboratively with interdisciplinary teams within the university and the Centre
- Remain updated of emerging trends and new research in the field

Research, Design, Deliver, and Assess Professional Learning

(30%)

- Organize, design, deliver, and assess professional development learning sessions for faculty, staff, graduate students, community members, and community partners.
- Research current of future approaches to pedagogy and technology and present the appropriate recommendations, supports and sessions (e.g. Artificial Intelligence, Accessibility, etc.)
- Analyze needs for supporting resources including documents, multi-media, templates, processes, etc. and collaborate with others in the Centre to create a fulsome set of resources to support the activities of the university.

Other duties as assigned.

(10%)

QUALIFICATIONS:

Education: Undergraduate degree in Education or a related field. Candidates who have completed or are in the process of completing a graduate degree, diploma or certification in instructional design and/or adult education would be considered an asset.

Training and/or experience may be substituted for formal academic training at the discretion of the University.

Training, Experience, Knowledge & Skills Required:

- Three (3) years of experience in the design and/or delivery of education
- Teaching experience in a post-secondary environment is considered an asset
- Ability to lead and work in diverse groups
- Ability to identify, design, develop and present to students, peers, colleagues, etc.
- Experience in utilizing instructional design approaches to the creation of courses, activities, resources and/or assessments
- Strong proven understanding of pedagogical practices including adult education strategies and the application of various approaches to the delivery of curriculum in face-to-face, distance or blended modalities
- Knowledge of evidence-informed practices in the curricular, pedagogical and assessment aspects of teaching and

- learning with a focus on student-centred learning
- Knowledge of the scholarship of teaching and learning
- Knowledge of a range of teaching and learning strategies
- Knowledge of new and emerging teaching and learning technologies and how to integrate them appropriately in classes, courses, and programs
- Ability to collaborate effectively with a diverse population including faculty, staff and students
- Ability to prioritize projects and manage multiple projects and/or initiatives while respecting day-to-day operations.
- Show resiliency in an environment of short timelines and competing priorities
- Excellent interpersonal skills
- Ability to work independently and in group settings
- Strong conceptual skills
- Strong problem-solving skills
- Ability to work with technology to support and enhance teaching and learning

RELATIONSHIPS/CONTACTS:

Supervised by: Director, Teaching and Learning

Internal Contacts: Faculty, Staff and Students

External Contacts:

- Provincial, National and International instructional design and educational development associations/networks
- National and international service providers
- Local, provincial, national and international associations or agencies that support teaching and learning activities (Grant programs, Best-Practices, Quality Assurance)

MATERIALS UTILIZED:

- General office equipment
- Email, file storage, presentation, word-processing and spreadsheet creation and analysis.
- Learning management systems and technologies that support teaching and learning activities.

PHYSICAL/MENTAL DEMANDS & WORKING CONDITIONS:

- Ability to work under pressure in a fast-paced office where competing deadlines must be met on time
- Visual/mental concentration
- Ability and flexibility to adjust workflows as priorities shift
- Frequent interruptions
- Majority of time spent in normal office conditions
- Extended periods working at computer

I have read my position description and it has been reviewed with my supervisor. I understand what my duties and functions are, and I will carry out all of my responsibilities as herein described.

Employee Name (please print)

Date

Employee (Signature)

Approvals

Supervisor

Date

Human Resources

Date