2500651

UNIVERSITY OF OTAGO
ŌTĀKOU WHAKAIHU WAKA

JOB DESCRIPTION

ROLE TITLE: Instructional Designer

CENTRE: Digital Learning Environment Programme

SCHOOL / DIVISION: Transformation and Improvement

REPORTS TO: Instructional Design Lead

DIRECT REPORTS (FTE):   N/A

INDIRECT REPORTS (FTE):   N/A

1. PRIMARY PURPOSE OF THE ROLE:

Support academic staff in the pedagogically sound and strategic use of technology within the new Learning Management System (LMS), fostering innovation and transformation in curriculum, assessment design, and student engagement.

2. ACCOUNTABILITIES:

Work collaboratively with academic teaching staff either individually or as academic units to:

- Provide expert instructional design advice and lead the development of engaging, accessible, and inclusive online and blended learning environments.
- Design and build digital learning experiences and assessment tasks in the new LMS that are accessible, pedagogically sound, and engaging.
- Conduct needs analysis to identify capability gaps, and provide tailored learning solutions that align with organisational goals.
- Build sustained academic capability in digital technologies through strategic consultation, mentoring, and the delivery of professional development programmes.
- Analyse curriculum and assessment needs and translate these into high-quality digital learning resources aligned to course learning outcomes and university graduate attributes.
- Design and maintain scalable, sustainable templates, tools, and frameworks for course design and digital pedagogy.
- Evaluate and implement best practices in learning design and instructional technologies to support continuous quality improvement.
- Lead workshops and communities of practice focused on digital pedagogy, change readiness, and best practices in online education.
- Apply principles of universal design for learning (UDL), Māori and Pacific pedagogies, and accessibility standards in the design of learning experiences.
- Collaborate with Kōkiri ki Tua (The Educational Network) to support the transition to the new LMS.

- Ensure that learning design work complies with University policies, academic standards, copyright law, and data privacy regulations.
- Establish and maintain strong professional relationships with a range of stakeholders.

3. KEY RELATIONSHIPS:

Internal:
- Academic teaching staff across divisions
- Centre for Educational Design and Innovation
- Programme teams within the Digital Learning Environment Programme
- Information Technology Services
- Ask Otago IT
- Human Resources Learning and Development team
- Cultural advisors and te ao Māori educators

External:
External stakeholders including vendors and sector networks in educational technology and digital learning innovation

4. QUALIFICATIONS & EXPERIENCE:

Essential:
- Tertiary qualification or equivalent body of knowledge appropriate to the role.
- Proven experience leading or co-leading significant digital learning initiatives or course redevelopment projects.
- High-level written, verbal, and visual communication skills.
- Strong stakeholder management and relationship-building skills.
- Ability to work both autonomously as well as part of a team in a dynamic, project-based environment.
- Proven ability to integrate cultural responsiveness and inclusive design in digital learning materials.
- Strong organisational, planning, and time management skills.

Preferred:
- A bachelor's degree in Education, Learning Design, Digital Learning, or a related field.
- Experience with quality assurance processes for online and blended course delivery.
- Project or programme coordination experience in a complex educational or organisational environment.
- Familiarity with learning analytics and data-informed design.
- Experience working in a tertiary or adult education environment.

5. TECHNICAL SKILLS & KNOWLEDGE:

Essential:
- Demonstrated experience of supporting staff and students in a tertiary teaching environment.
- Knowledge of LMS platforms and related educational technologies.
- Expertise in learning design models.
- Proven ability to build effective working relationships with teaching staff, subject matter experts, and colleagues across diverse teams.

Preferred:
Working knowledge of te ao Māori or Pacific approaches to education.

6. SPECIAL REQUIREMENTS:

N/A

7. DIRECT BUDGET ACCOUNTABILITY:

N/A

8. MĀORI STRATEGIC FRAMEWORK:

Act in a manner consistent with the principles and implications, as well as the University's commitment to the Treaty as articulated in the Māori Strategic Framework.

9. PACIFIC STRATEGIC FRAMEWORK:

Act in a manner consistent with the strategies and goals contained in the University's Pacific Strategic Framework, role-modelling and promoting Pacific values, equity and diversity principles and cultural safety practices.

10. HEALTH & SAFETY:

Act and work in a manner compliant with current health and safety at work legislation and University procedures, frameworks and guidelines. Role model safe behaviour and practices, share the responsibility to prevent harm and contribute to a safe campus and work environment, including raising workplace health and safety concerns for self, students, visitors and other staff.

11. SUSTAINABILITY:

Act in a manner consistent with the University's sustainability commitments; role-modelling sustainable practices, with a particular emphasis on minimising the environmental impact of day-to-day activities.