

INSTRUCTIONAL DESIGNER

Job Classification

Adopted: May 28, 2006

Revised: July 1, 2009

JOB FAMILY CONCEPT

The Instructional Designer family consists of four levels of instructional design work from technical support to design team management. Levels are distinguished by the complexity of the responsibilities assigned and characterized by the application of pedagogical concepts, level of supervision received, and the degree of autonomy exercised. Positions in the job family are assigned a range of evaluation, consultation, and support responsibilities centered on the instructional mission of the University. Positions link intended learner outcomes with assessment strategies, course material presentation, and contextually-dependent delivery mechanisms. Positions in this job family differ from those in the Broadcast & Media or Information Systems family in that Instructional Design centers on applying learning theory and pedagogical best practice and not promotional media. These positions are distinguished from faculty members, because they are not responsible for choosing course content or instructing classes, do not provide feedback to students, or manage classroom learning environments in any way.

This family provides expertise and guidance in several areas including:

- ☒ Pedagogy
- ☒ Learning theory
- ☒ Training and consultation for faculty clients
- ☒ Application of appropriate educational technology
- ☒ Research
- ☒ Instructional outcomes assessment and evaluation
- ☒ Distance education course design

TYPICAL FUNCTIONS

The typical functions listed are typical examples of work performed by positions in this job classification. Not all functions assigned to every position are included, nor is it expected that all positions will be assigned every typical function.

Provide expert application of appropriate technologies to class material production
Assist university faculty and staff to (1) design and develop distance education courses and distance education course materials, (2) revise and/or enhance existing distance education courses and course materials, and (3) integrate technology into traditional teaching practices
Implement/support learning solutions that are timely, creative, practical, and pedagogically effective
Manage instructional design projects. Serve as project lead in establishing, documenting, and communicating scope of work guidelines, budgetary and resource needs, task deadlines, and formal “work plans” associated with instructional design projects
Identify the instructional design needs of a given course or task and propose solutions that synthesize learning theory, best-practices, and appropriate technology

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Provide recommendations regarding all aspects of the course design and development process, including decisions about interface design, course architecture and navigation, content arrangement, sequencing of lessons, use of assessments, and selection of class activities

Serve as a consultant for groups and planners on campus requiring information on instructional design, its processes, its methodologies, its timelines, and its costs

Work with instructors, program leads, and students to evaluate instructional methods, materials, and technologies

Assist faculty in assessing the appropriateness of a given instructional tool or strategy applied to a particular learning goal

Design and present professional development and group specific workshops for faculty and staff on instructional design topics

Ensure that project deadlines and budgetary restraints are met

Ensure clear, frequent, and timely communication between project collaborators

Collaborate with faculty in the process of making formal recommendations to university DeoDs

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Produce pedagogically related multimedia materials

LEVELS AND COMPETENCIES

The primary distinction between levels is reflected in the Level Descriptors. As levels increase, scope, complexity and degree of independence increase. Higher levels may perform duties of

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standard multimedia authoring tool

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