



1. IDENTIFICATION

Position No. 70-13986	Job Title Online Course Designer and Developer	Supervisor’s Position Manager, Distance Learning
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Department Nunavut Arctic College	Division/Region Nunatta Campus	Community Iqaluit	Location 235
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2. PURPOSE

<p>Main reason why the position exists, within what context and what the overall end result is.</p> <p>This position is located in Iqaluit, Nunavut Arctic College, and reports to the Manager of Distance Learning.</p> <p>The incumbent works with subject matter experts to develop and design online courses in various NAC and Department of Education programs. These courses will be intended for both blended delivery as well as online delivery and will make learning more accessible to learners across the Nunavut.</p> <p>As more online courses and programs are created, this position will expand over time to provide a wider range of supports to additional learning programs using Information and Learning Technologies within Arctic College. The incumbent will play a major role in building a virtual campus at NAC.</p>

3. SCOPE

<p>Describe the impact the position has on the area in which it works, or if it impacts other departments, the government as a whole, or the public directly or indirectly. How does the position impact those groups/individuals, the organization and/or budgets? What is the magnitude of that impact?</p>
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The Online Course Designer and Developer is responsible for working collaboratively with the Arctic College staff and the Department of Education in assessing instructional design solutions for successful delivery of courses via distance learning. Working closely with the Manager of Distance Learning, NAC faculty and staff, and stakeholders, the incumbent will be the key person responsible for ensuring NAC’s online courses met the needs of our students, teachers and partners.

The incumbent is expected to design and develop curriculum for new courses, when required, ensuring academic guidelines and policies are adhered to. The incumbent is expected to provide technical assistance to PASS instructors and in some cases, students. Travel to communities across the Territory may be required.

The Course Designer and Developer will act as the key advisor to other distance learning and NAC staff regarding the evaluation and selection process for distance learning technologies. The incumbent works in a department that is constantly in the process of change, initiating and developing process and educational programs that are different from the mainstream of the institution. Operational aspects of the Course Designer and Developer’s position may include promoting the development of technology literacy throughout NAC and developing strategies for learning in regards to distance learning initiatives.

As a very important collaboration between Arctic College and the Department of Education, the PASS program’s success will have a significant positive impact on the College, and the future working relationship with Department of Education for the benefit of all students working toward high school completion.

4. RESPONSIBILITIES

Describe major responsibilities and target accomplishments expected of the position. List the responsibilities that have the greatest impact on the organization first and describe them in a way that answers why the duties of the position are being performed. For a supervisory or management position, indicate the subordinate position(s) through which objectives are accomplished.

Duties and Responsibilities

Design and Development of Distance Learning Courses:

- Work with NAC Instructors, Dept. of Ed. Teachers, and other SMEs to design and develop courses for online and blended delivery via a Learning Management System
- Ensure industry standards of course design/development are followed, to produce courses that maximize the quality of educational experience we provide to our learners;
- Ensure all NAC Learning Management System based courses effectively implement the best practices of media based education;
- Ensure all NAC Learning Management System based courses are designed and developed to be socially and culturally relevant to the target audience;
- Monitor courses and recommend additions, changes, deletions to maximize learner engagement and increase retention;
- Coordinate the development of curriculum, course outlines, and materials where required by committees and working groups from various NAC programs;
- Collaborate with Department of Education and other NAC departments as a liaison between

subject area committees, instructional personnel, coordinate assigned subject area committees; revise and edit in response to committee input;

- Design and develop facilitator training program that can be delivered in person or by distance depending on time and resources;
- Design and develop technical orientation training course for all students, facilitators and instructors to be taken by distance before engaging in distance learning courses.

Development of in-house Instructional Design capacity

- Provide instructional design and development services to build a library of online courses to be delivered via a Learning Management System;
- Provide instruction, training and support in online course design and development for NAC staff and partners;
- Assess needs and make recommendations for future Instructional Design services to meet expanding College distance learning program development and design.
- Select and modify existing instructional materials as well as develop new instructional materials such as, but not limited to: training guides, toolkits, and tools and resources;
- Conduct curriculum/competency mapping;

Professional Development Support

- Ensure faculty and staff follow distance learning guidelines and policies;
- Provide mentorship and support to adult educators/facilitators/instructors with the implementation of online and blended courses;
- Collaborates with Nunavut Arctic College faculty, staff, students, and stakeholders to meet departmental goals of distance learning.
- Research and recommend professional development options in distance learning pedagogy appropriate for Arctic College staff engaged in distance learning initiatives.

Administration and Planning

- Support and assist in planning and implementing the goals and objectives of the PASS program and other distance learning initiatives;
- Assist in the development of college policy pertaining to distance learning programs and initiatives;
- Attend and participate in departmental meetings and conferences;
- Provide input for equipment, supplies, and instructional materials and recommend purchases in collaboration with Coordinator of PASS Staff, Operations and Equipment, the PASS Instructor and the Manager of Distance Learning;
- Continually develop the evaluation framework to measure the effectiveness of the process and technology used in online and blended course delivery;
- Recommend changes to improve the quality of learning experience offered through distance learning initiatives and increase distance learning success rates;
- Prepare reports and maintain accurate records for Manager and Director;
- Operate a variety of office equipment including a computer and assigned software, including instructional design software.
- Become familiar with NACs distance learning organization, operations, policies and objectives;

- Become familiar with organizational, departmental and program objectives and goals;
- Meet schedules and timelines;
- Prioritize and organize work;
- Maintain consistent, punctual, and regular attendance;
- Manage multiple priorities;

Coordination of people, facilities and equipment for training delivery:

- Coordinate the delivery of facilitator training delivered by the Instructional Designer in person or delivered via distance to various sites throughout Nunavut;
- Participate in the development of student-technology training course on how to use and interact with Applications and management of bandwidth and gear.

Any additional duties as directed by the supervisor.

5. KNOWLEDGE, SKILLS AND ABILITIES

Describe the level of knowledge, experience and abilities that are required for satisfactory job performance.

Knowledge identifies the acquired information or concepts that relate to a specific discipline. *Skills* describe acquired measurable behaviours and may cover manual aspects required to do a job. *Abilities* describe natural talents or developed proficiencies required to do the job.

These requirements are in reference to the *job*, not the incumbent performing the job.

Requirements include:

Successful completion of a Degree in a field related to Distance Learning combined with a minimum of 2 years related experience in the field of education which must include course work in one of the following: instructional design or curriculum development or adult learning;

- Experience designing and developing courses for blended and online delivery via a LMS, (i.e., D2L, Moodle, Blackboard, etc.);
- Providing samples of previous work in web programming languages, (i.e., HTML, CSS, JavaScript, etc.) and multimedia design software, in particular Adobe Creative Cloud applications, (i.e., Photoshop, Illustrator, InDesign, Premiere Pro, etc.)
- Excellent verbal and written English skills are required.

Equivalencies include:

A Diploma in a field related to Distance Learning) combined with a minimum of 4 years related experience in the field of education which must include course work in one of the following: instructional design or curriculum development or adult learning;

- Experience designing and developing courses for blended and online delivery via a LMS, (i.e., D2L, Moodle, Blackboard, etc.);
- Providing samples of previous work in web programming languages, (i.e., HTML, CSS, JavaScript, etc.) and multimedia design software, in particular Adobe Creative Cloud applications, (i.e., Photoshop, Illustrator, InDesign, Premiere Pro, etc.)
- Excellent verbal and written English skills are required.

Assets include:

Cross cultural experience, preferably in the North
 The ability for the incumbent to be able to speak one of Inuit Languages
 Flexibility, good organization, and ability to work independently

6. WORKING CONDITIONS

List the unavoidable, externally imposed conditions under which the work must be performed and which create hardship for the incumbent. Express frequency, duration and intensity of each occurrence in measurable time (e.g. every day, two or three times a week, 5 hours a day).

Physical Demands

Indicate the nature of physical demands and the frequency and duration of occurrences leading to physical fatigue or physical stress.

- Long periods of time at the computer to meet administrative requirements;
- Travel is a requirement often in adverse conditions and on small aircraft;
- There is some walking and standing, particularly in going to meetings;
- Handling files and materials requires some effort.

Environmental Conditions

Indicate the nature of adverse environmental conditions to which the jobholder is exposed, and the frequency and duration of exposures. Include conditions that increase the risk of accident, ill health, or physical discomfort.

- Work is conducted in a usually busy office with phones, fax machines, photocopiers, and visitors to the department on a daily basis. This is a normal educational office environment with a multiple number of things happening at the same time. The environment includes some time in an aircraft.

Sensory Demands

Indicate the nature of demands on the jobholder's senses. These demands can be in the form of making judgements to discern something through touch, smell, sight, and/or hearing. It may include concentrated levels of attention to details though one or more of the incumbents' senses.

- Awareness of cross cultural differences;
- Must be able to work under intense pressure;
- Must be an enthusiastic, collaborative problem solver;
- Must be able to quickly assess a conflict or problem situation and use timely and effective techniques to resolve such issues;
- Communication with staff and/or colleagues occurs primarily through technology, the incumbent must work effectively through this medium both orally and in writing;
- There is a requirement for face-to-face meetings with Adult Educators, students and community representatives;
- Attention and awareness are required for this work as well as for other program coordination including interviewing candidates, listening to stories from individuals noted above. Intense

attention is required in such transactions, which are periodic in nature.

Mental Demands

Indicate conditions within the job that may lead to mental or emotional fatigue that would increase the risk of such things as tension or anxiety.

During peak planning and delivery periods the incumbent can expect extensive pressure related to a variety of programming needs. The incumbent must use effective organization techniques to meet the demands of ensuring that all components of delivery are realized within the context of a remote off-campus site and with a rigid delivery time.

7. CERTIFICATION

_____ Employee Signature	_____ Supervisor Title
_____ Printed Name	_____ Supervisor Signature
_____ Date:	_____ Date
I certify that I have read and understand the responsibilities assigned to this position.	I certify that this job description is an accurate description of the responsibilities assigned to the position.
_____ Deputy Head Signature	
_____ Date I approve the delegation of the responsibilities outlined herein within the context of the attached organizational structure.	

8. ORGANIZATION CHART

Please attach Organizational Chart indicating incumbent’s position, peer positions, subordinate positions (if any) and supervisor position.

“The above statements are intended to describe the general nature and level of work being performed by the incumbent of this job. They are not intended to be an exhaustive list of all responsibilities and activities required of this position”.