

POSITION DESCRIPTION

MEDICAL CENTER LIBRARIES & TECHNOLOGIES (MCL&T)Division: Health Sciences (90)
Department: Edward G. Miner Library (0050)

INCUMBENT'S NAME: [N/A]	DATE: June 30, 2016
FUNCTIONAL TITLE: Instructional Design Specialist	STATUS: Full time
CLASSIFICATION TITLE: Analyst/Programmer-Senior	DAYS OF EFFORT: 5
POSITION CODE: 8853	SALARY GRADE: 54

POSITION SUMMARY STATEMENT

The Instructional Design Specialist (IDS) provides pedagogical support to augment traditional face-to-face courses in the **curriculum** with interactive, engaging, and effective multimedia content, delivered in a digital environment.

The person in this position partners with faculty and administration in the design of online coursework, programs, and instructional practices; development of learning resources; and re-visioning of courses and course segments to electronic delivery methods. Finding, adapting, and creating interactive multimedia content is a prime function, as is supporting faculty development.

The IDS works with faculty and administration to get student input and feedback. In addition, the IDS performs innovative and creative work and presents lessons learned to faculty (during seminars or in person) and/or colleagues at professional meetings.

Work is performed under limited supervision and performance is based upon completion of assignments and results obtained.

DUTIES and RESPONSIBILITIES

Every member of our team is required to make a personal commitment to service excellence. Staff are expected to embrace the "I CARE" commitment and make it central in their work lives each and every day.

- E1. Originate and implement strategies to develop, support, enhance, and maintain the online delivery of education. This includes educational strategy, instructional design, and best practices, as well as systems integration and use of content, communication, and evaluation tools within a diverse and inclusive community. (20%)
- Candidates must have the ability to work with a cross-functional team of content specialists and media producers in developing online courses that have measurable, sustained impact. The ability to interact and effectively communicate with faculty is critical.

- Work closely with faculty and subject matter experts (SMEs) to analyze needs, identify knowledge gaps, and assist in writing/editing instructional materials.
 - Proactively identify instructional design challenges and work with faculty to implement solutions.
 - Conceptualize and create engaging interactions to support specific pedagogical goals.
 - Participate in strategic planning at various levels (University, campus, departmental).
 - Apply appropriate adult learning theories to develop detailed design documents that are used to guide content production.
 - Work with members of the online learning team to translate instructional design into multimedia-driven instructional solutions that fit clients' needs.
 - Assist in managing the internal and external stakeholders.
- E2. Find, adapt, design, implement, and maintain interactive multimedia learning objects¹ and assessments. (50%)
- 25%
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- Search for and adapt existing multimedia content, or create new interactive content when none is available. Build effective course materials, including content items, learning units, external links, and course links using subject and content materials provided by or approved by faculty.
- 25%
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- Develop and implement a set of best practices for managing and organizing curricular materials. Inform and educate faculty and staff on the importance of consistently following the practices.
 - Continuously improve knowledge around learning object quality. Develop clear, visible guidelines for assessing quality that will help both users and developers.
 - Monitor and assess faculty and student satisfaction regarding the instructional effectiveness of current course designs, materials, and teaching strategies.
- E3. Support, advocate for, and expand online course development, use of the learning management system, content management system, and online learning software. (15%)
- Serve as a principal resource for online learning, maintaining a future-oriented vision for development.
 - Explore, promote, pilot and support new technologies for instruction.
 - Instruct users on the operation of online and mobile learning technologies, including but not limited to, learning management software, multimedia applications, and communication tools such as blogs, wikis, and discussion forums through online learning modules, workshops, or consultation.
 - Support and troubleshoot users' advanced inquiries on the learning management system, media software and other software systems used in course management.
 - Ensure courses are optimized for mobile accessibility.
 - Ensure courses are optimized for accessibility per Section 508 standards².
 - Coordinate with the MCL&T Information Technology team for requirements related to scripts, assessments, and reports that may need to be designed alongside the learning modules.
 - Collect and analyze data that facilitates the assessment of student learning.
- NE 4. Participate in software systems testing, quality assurance, maintenance, and upgrades. (10%)

¹ Multimedia learning objects are resources that combine text, images, and other media, usually digital and web-based, that can be used and re-used to support learning.

² **Section 508**, an amendment to the United States Workforce Rehabilitation Act of 1973, is a federal law mandating that all electronic and information technology developed, procured, maintained, or used by the federal government be accessible to people with disabilities.

- As technology and software development products advance, explore and make recommendations for multimedia software for faculty.
- Communicate software application problems and issues to MCL&T Information Technology support team.
- Conduct research into computer-based training products and services in support of development and purchasing efforts.

NE5. Participate in professional activities. (5%)

- Participate in MCL&T staff meetings.
- Serve on appropriate institutional, regional, and national committees or groups, as needed.
- Interview prospective new staff and provide feedback.
- Maintain superior knowledge of Internet and educational technologies, both software and hardware, by attending seminars, classes, and conferences; visiting relevant Internet sites; reviewing current literature.
- Share knowledge and experience with other academic medical centers and institutions. This may include publishing articles and/or giving presentations at local and national meetings.

SUPERVISION and INTERACTION

Supervised by or report to: Assistant Director, Online Learning

Supervision exercised: May exercise functional supervision over less-experienced analyst/programmers and student employees.

Regular contact with faculty, staff, and students.

Daily interaction with Online Learning team members, other departmental staff, and subject matter experts.

This job requires extensive outreach, networking, and relationship building throughout URMC. It is important to develop and maintain positive relationships with stakeholders at various levels.

QUALIFICATIONS

Minimum Acceptable Qualifications

Master's degree in related discipline such as Instructional Design, Information Technology, Multimedia Design, Education, Library Science plus 3-4 years related experience, or equivalent combination of education and experience. Strong ability to teach adult learners in the usage of web-based tools/applications. Excellent communication skills. Capable of working collaboratively with faculty, staff, project leaders, and students. Ability to translate complex technical information into usable, easy-to-follow instructions. Working knowledge of multimedia learning object development software (e.g. Articulate, Camtasia, Captivate). Experience with learning management systems (e.g., Blackboard, Moodle, Sakai, Desire to Learn); both Mac and PC platforms; HTML.

Desirable Qualifications

Background or degree in medical or science-related field such as Biology or Chemistry. Experience with content management systems. Experience with science education. Familiarity with database design fundamentals and interaction of databases with web pages.

Knowledge of graphics and video editing software (e.g. PhotoShop, Windows Movie Maker, Final Cut Pro, Adobe Premiere). Familiarity with video learning and collaboration platforms (e.g. Panopto, Blackboard Collaborate, WebEx, GoTo Meeting) Familiarity with SQL.

ESSENTIAL PERSONAL CHARACTERISTICS

At Medical Center Libraries and Technologies, we believe that expanding skills and skill-sets through continuous learning is essential to our personal and professional success.

The successful Instructional Design Specialist will:

- Display flexibility, initiative, persistence, creativity, and ingenuity.
- Embrace continuous learning as essential to personal and organizational success.
- Manage time and multiple projects in a complex environment with a positive and creative attitude.
- Pay close attention to detail, meet inflexible deadlines, remain calm during difficult situations, work under pressure, and work with frequent interruptions.
- Demonstrate a willingness to work cooperatively in an evolving technological environment.
- Support and advance MCL&T's strong emphasis on customer service.

TECHNOLOGY USED

- Learning management systems
- Online learning development tools (Articulate, Captivate, Camtasia)
- Systems and data analysis tools (SQL Server, Excel)
- Video and image editing software
- Digital and video cameras
- Computers (desktop and mobile; PC and Mac) and electronics

SKILLS and ABILITIES

- Complex problem solving – identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.
- Critical thinking – using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems.
- Judgment and decision making – considering the relative costs and benefits of potential actions to choose the most appropriate one.
- Problem sensitivity – the ability to tell when something is wrong or is likely to go wrong.
- Deductive reasoning – the ability to apply general rules to specific problems to produce answers that make sense.
- Inductive reasoning – the ability to combine pieces of information to form general rules or conclusions (including finding a relationship among seemingly unrelated events).

E = Primary
NE = Secondary

This document describes typical duties and responsibilities and is not intended to limit management from assigning other work, either within this library service area or another, as required.

JULY 2016