

Professional Job Position Description

Section I: Position information

Effective date	2026-06-16	☒ Update only	☐ Classification review
Position title	Learning Designer		
Position number	999853		
Classification level	Professional C		
Position affiliation	☒ AUFA ☐ Excluded		
Location	Virtual		
Department	Faculty of Business		
Reports to	Senior Manager, Course Development and Production		

Position summary

Briefly describe the main purpose(s) of the position.

The Learning Designer is a key member of the Faculty, working with various collaborative teams in the design and development of distance and online courses, programs, and professional development activities at AU. Together with teams of academic, professional, and administrative colleagues and under the guidance of the Senior Manager, the Learning Designer takes part in the course design and/or educational development process.

The Learning Designer discusses with course professors, coordinators, subject matter experts, tutors, and other staff about methods for online teaching and learning that are appropriate to the particular context. The Learning Designer works collaboratively with them to apply the design ideas effectively.

Successful integration of analysis, design, implementation and evaluation activities using project management and effective communication skills contribute to sustaining and enhancing the quality of AU teaching and learning activities.

Duties and responsibilities

Organize by key responsibility area and include % of time spent where possible.

Learning Designers may not be required to perform all duties listed below. The specific combination of responsibilities assigned will depend on skills, prior knowledge and experience, workload, Faculty needs, and other factors.

Learning Design

- Understands and applies theory and practice of distance and online education and educational development in the following and other related areas: learning theories, instructional design, implementation strategies, formative evaluation methods, and applications of current and future technologies in the design of instruction (i.e., recommend successful practices).
- Offers expertise in learning design and student-centred instructional design to teams working on

courses, programs, learning activities, workshops, presentations, consultations, etc.

- Works in close cooperation with course professors, subject matter experts, editors, programmers, production group staff, and others on various design teams through effective communications and regular follow-up.

- Analyzes learners and learning context for courses and educational development activities.

- Explores and analyzes the benefits of existing and evolving educational technologies, and offers suggestions for maximizing their effectiveness in AU systems.

- Gathers feedback from multiple sources to influence learning design activities.

- Understands and abides by University academic and administrative policies, procedures, and standards.

- Understands and abides by Faculty policies, procedures, and standards.

Educational Development

- Responds to expressed needs within the Faculty that can be addressed by educational development activities.

- Works with constituent groups to design and deliver appropriate solutions to identified gaps in knowledge and skills related to teaching and learning in an open and distance education setting.

- Conducts needs assessments as appropriate.

- Organizes events in collaboration with educational development teams, including invitations, refreshments, technology and other resources, room bookings, and cleanup.

- Prepares materials for presentations, workshops, websites, etc.

- Models excellent presentation, technology, and pedagogical skills and knowledge.

Course Development

- Reviews course plans and materials, and helps set deadlines.

- Creates course-planning documents that align outcomes, resources, activities, and assessments.

- Participates in discussions related to the alignment of course-level outcomes with program outcomes.

- Monitors course design progress, maintains records, and reports monthly.

- Identifies risks associated with course plans, especially with respect to proposed technologies and student learning success.

- Encourages and models effective communication among project team members.

Research

- Monitors emerging trends in postsecondary distance and open education and online learning and teaching, and shares findings within the Faculty and beyond.

- Pursues professional development opportunities in line with Faculty priorities as appropriate.

- Initiates or participates in design-based research projects as appropriate.

- Participates in special projects from time to time as assigned by the Senior Manager.

Evaluation

- Locates, evaluates, and recommends assessment strategies for courses.

- Provides analytics on student behaviours in courses.

- Evaluates and advises on institutional learning systems and technologies to ensure teaching and learning effectiveness.

–Locates, evaluates, and recommends technologies for the development of learning resources and activities.

–Understands, uses, recommends, and models appropriate use of the LMS, CMS, and other course design technologies used at AU.

Committee work – as assigned or by request, as deemed appropriate by the Senior Manager.

Community of practice – participates in the learning design community of practice.

Other duties as assigned.

Occupational health and safety

Employees:

Responsible to participate in the AU OHS program as required.

Supervisors:

Responsible for awareness of one's OHS Responsibilities as an AU employee and supervisor, for participating in the AU OHS Program as required, and for ensuring the participation of employees in the AU OHS Program as required.

See: <https://ohs-pubstore.labour.alberta.ca/li008>

Classification factors

Communication

The Learning Designer needs excellent negotiation and consultation skills for effective communication with academic, professional, and administrative staff.

Will conduct oneself within the standards of the profession and exhibit ethical standards that reflect the mission of the University, treating colleagues with diplomacy and confidentiality.

Will produce professional-quality documents, reports, workshop materials, etc.

Supervision

Normally the Learning Designer does not supervise staff. However the Learning Designer is expected to lead by example. Works within a matrix model of management and accountability. May occasionally supervise contract staff on special projects.

Impact of service or product

The position contributes to the quality of the AU learning environment and by extension, to the reputation of the University. Requires a strong commitment to superior client service at all levels of the organization. Collaborative working relationships are critical to the effectiveness of the Faculty and to the Learning Designer's personal credibility as an expert in learning and teaching. Decisions can consistently affect individuals, courses, the Faculty, and frequently affect the work performed in one or more other departments. Mistakes or errors in judgment can affect the progress of others and impact professional relationships, as well as the University's reputation.

Independence of action

Works independently, but must be comfortable and productive within an environment that includes multiple teams and multiple projects. The course professor has overall content authority. The Learning Designer takes the initiative and follows through on projects—shared project team leadership with colleagues involves ongoing consultation and shared accountability. Establishes quality standards in collaboration with coworkers. Models adherence to standards for others. Collaborates with project team members to accomplish goals. Follows established University and Faculty procedures.

Complexity

Learns and uses multiple technologies for design, production, and distribution of instructional and other materials. Works to established timelines, balancing competing priorities. Exercises sound judgment and discretionary decision making. In a changing environment, manages competing interests and multiple priorities effectively. Engages faculty; builds consensus; initiates solutions. Analyzes and troubleshoots difficult problems, both technical and non-technical, and recommends solutions that are possible. Works collaboratively with other departments in all projects.

Planning

The Learning Designer plans and manages for results and change. Work ranges from involving standard investigation or analysis of conditions to extensive planning, criteria setting, and assessment. Needs project management skills, including priority setting and follow-through on multiple projects. Is responsible for developing and maintaining a project plan and related documents for each course project. This also applies to other types of projects, including educational development, evaluation, new initiatives, etc.

Signatures for section I

Incumbent signature		Date
Supervisor signature		Date

Section II: Qualifications

Qualifications

Includes education, experience, skills, abilities, and any other special qualifications required. The qualifications relate to the position not the incumbent.

Master's degree, preferably in educational technology, instructional design, or equivalent, with at least 5 years recent, hands-on experience in learning design, educational technology, program and learning evaluation, and instructional development activities.

Postsecondary teaching experience desirable.

Demonstrated ability to establish positive working relationships with colleagues at various levels.

Excellent interpersonal communication skills, both oral and written.

Energetic, innovative, and proactive but able to follow guidelines and established procedures.

Excellent understanding of the appropriate use of technologies in university-level distance teaching and learning. Computer fluency (productivity and design software, LMS, CMS, etc.).

Troubleshooting, innovative problem-solving, investigative, and negotiation skills.

Signatures for sections I and II

Department Head signature		Date
Executive Officer signature		Date
Human Resources review		Date