CLASS SPECIFICATION
Instructional Design Project Coordinator

FLSA Status: Non-Exempt
EEOC Job Category: Professional
Union Representation: Represented

GENERAL PURPOSE
Under general direction, manages daily needs of e-learning projects undertaken by the team at the Instructional Technology development Center (ITDC) to ensure timely and successful release of projects for integration into teaching and learning of practices of LBCC on-campus Web-enhanced and distance learning courses. Assist the Director in monitoring the design, production and assessment of pedagogically-and androgogically-sound features in courseware programs developed by the ITDC as needed for courses across the curriculum at LBCC. This includes efforts to design, modify and evaluate e-learning applications and emerging technologies as needed in the classroom and online. The supervisor also facilitates faculty workshops, providing instructional guidance and consultation for their e-learning needs. The supervisor assists in identifying, developing, and maintaining instructional e-learning tools needed to support teaching and learning as technology evolves; follows up with faculty on the use of projects following integration in course curricula to ensure impact and effective use by faculty and students; sets up and maintains related-project data for reports and planning; performs related duties as assigned.

DISTINGUISHING CHARACTERISTICS
Incumbents serve as project manager, ensuring that e-learning is developed properly and in timely manner, as well as and positively impacts retention and success in on-campus Web-enhanced and distance learning courses. Work requires demonstrated instructional design and project management capabilities; strong higher order and analytical thinking and communication skills, as well as the ability to convert ideas to quality instructional technology products. Skills and experience in effectively coaching and supporting content experts during collaboration are essential.

ESSENTIAL DUTIES AND RESPONSIBILITIES
The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to this class.

1. Organizes and coordinates needs of ITDC e-learning projects; implements the department’s operational plans and initiatives to meet the department goals and objectives; implements division plans, work programs, processed, procedures and policies required to achieve overall department performance results; coordinates project-related team members responsibilities to achieve optimal efficiency and effectiveness.

2. Facilitates professional development activities for novice and experienced faculty on relevant trends in instructional design for effective technology-mediated instruction.
3. Assists in the creation of new e-learning environment features through the use of front-end analyses including needs assessment, task analysis, content analysis, learner characteristic assessment, environmental review, and instructional analysis.

4. Coordinate the development and application of high-level and detailed-level instructional design deliverables for ITDC/DL projects based on the department overarching directives.

5. Assist in coordinating the design and production of electronic deliverables, interactive instructional materials to support initiatives asynchronous and synchronous educational initiatives in multiple learning modes, to a diverse constituency.

6. Develop surveys, assessments and evaluation methods/tools for e-learning across the curriculum.

7. Analyze assessment and evaluation data to assist the director in identifying and implementing future ITDC training offerings and curricula.

8. Identifies and maintains online resources necessary to support innovative teaching and learning as technology evolves.

9. Conducts formative and summative evaluations for instructional technology projects integrated in LBCC courses across the curriculum of on-campus and online courses.

10. Coordinate the planning and integration of open-source course materials and other content-processing and e-learning tools for use in distance learning and web-enhanced classes.

11. Engages in outreach activities to relevant departments to address the needs of web-enhanced and Distance Learning students and faculty. Supports and participates in presentations to a wide variety of audiences, on-campus, online, and in the community.

12. Maintains currency in and disseminates current information on instructional design and educational technology. As technology changes, updates skills, knowledge and ability to perform work, using other systems and applications.

13. Performs other duties as assigned.

QUALIFICATIONS

Knowledge of:

1. Theories, techniques and appropriate applications of training interventions to address performance improvement and meet training needs.

2. Application of issues involving instructional design, learning theory, and faculty development.

3. Adult Learning theories and their application in e-learning environments; problem-based learning, project-based learning, constructivist learning, experiential learning, competency-based assessment.

4. Technologies and instructional design principles related to delivery of education via online individualized learning formats, e-learning environments.
5. Selection rationale for appropriate instructional and assessment strategies to match different levels or types of courses in a variety of academic areas.

6. Assessment and evaluation of e-learning instruction.

7. Classroom and/or Webinar course and training facilitation techniques and strategies.

8. Office suite and Web-authoring and production tools.

9. Principles and practices of sound business communication.

**Ability to:**

1. Manage multiple assigned instructional design projects.

2. Integrate new technologies with sound instructional design and assessment principles to accomplish instructional goal/outcomes.

3. Apply instructional design theory and methodologies for e-learning in higher-education settings.

4. Work both independently and collaboratively in a rapidly changing environment.

5. Communicate clearly and effectively, orally and in writing with diverse populations.

6. Prepare clear, concise and comprehensive correspondence, reports and other written materials.

7. Liaise with and support faculty.

8. Utilize current computer based training technologies.

**Education, Training and Experience:**

A typical way of obtaining the knowledge, skills and abilities outlined above is graduation from a four-year college or university with a major in Educational Technology or a related field and three years experience in instructional design/project management, e-learning design and facilitation, working in an academic environment and specifically using instructional technology applications and computer-assisted instructional software and related hardware, or an equivalent combination of training and experience. Background in all phases of the instructional development process is a must. MA degree and teaching experience in higher education is preferred. Membership in SALT, ADEC or similar associations is desirable.

**Licenses; Certificates; Special Requirements:**

A valid California driver's license and the ability to maintain insurability under the District’s vehicle insurance policy.

**PHYSICAL AND MENTAL DEMANDS**

The physical and mental demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
Physical Demands
While performing the duties of this job, the employee is regularly required to sit; talk or hear, both in person and by telephone; use hands to finger, handle and feel computers and standard business equipment; and reach with hands and arms. The employee is frequently required to stand and walk.

Specific vision abilities required by this job include close vision and the ability to adjust focus.

Mental Demands
While performing the duties of this class, the incumbent is regularly required to use written and oral communication skills; read and interpret complex data, information and documents; analyze and solve complex problems; use math/mathematical reasoning; observe and interpret peoples and situations; perform highly detailed work under changing, intensive deadlines, on multiple concurrent tasks; work with constant interruptions, and interact with District management, administrators and staff; diverse community, business and industry contacts and clients; independent program consultant/trainers; collaborative partner contacts and the public.

WORK ENVIRONMENT
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The employee works under typical office conditions, and the noise level is usually quiet.