



BCGEU POSITION DESCRIPTION

POSITION TITLE: Teaching & Learning Strategist

JOB NUMBER: 675

DEPARTMENT: Teaching & Learning

PAY LEVEL: 15-5

DATE CREATED: May 2018

DATE REVISED: March 2023

PRIMARY FUNCTION

The Teaching & Learning Strategist supports the accomplishment of the KPU academic plan through provision of pedagogical instruction and training, consultation, and support, to KPU educators, programs, and their partners. The Strategists develop and model effective course structure and delivery practices to enhance student learning using select institutionally-supported systems (e.g. ePortfolio platform, LMS, video platform, blogging platform) and technologies (e.g. classroom equipment, video, educational media). The position works with educators and programs on their learning design and instructional strategy while keeping in mind policies, procedures (i.e. FIPPA, KPU) and the range of pedagogical approaches promoted by KPU (e.g. open education, experiential learning). Through project management, consultations, materials and training, the incumbent leads and communicates evidence-based pedagogical practices to educators and peers. Collaborating with other Teaching and Learning Commons staff, within and beyond KPU, this position advances, supports and evaluates institutional learning technologies for KPU.

JOB DUTIES AND TASKS

Learning Design

Consults and makes recommendation on learning design and implementation at the course level.

- a. Guide faculty to design, deliver and assess learning outcomes at the program, course and lesson level
- b. Develop assessment recommendations that promote academic honesty, are reflective of discipline, communicate effective criteria, are reflective of instructional need; Observant of policy and governance, and effectively measure learning.
- c. Champion best practices in curriculum development and instructional design such as constructive alignment, universal design for learning, experiential learning, and other techniques appropriate to the situation.
- d. Actively promotes and model reflection and iterative design of courses in the spirit of continuous improvement.
- e. Facilitate course design that is appropriate for the various delivery models and student populations
- f. Promote indigenous pedagogies and content inclusion across the curriculum

Professional Development

Through consultation, training and resources; plan, design and deliver faculty and instructional staff professional development.

- a. Facilitate the development of instructional skills
- b. Deliver training that models pedagogical approaches and frameworks that support best



- practices for blended, online and face to face instruction
- c. Provide resources to design and deliver learning experiences that facilitate inclusive teaching practice, intercultural, accessibility, student diversity, internationalization, indigenization, gender and LGBTQ2+
- d. Educate faculty on high impact teaching practices ie folio thinking, first year seminar, global learning
- e. Implements and participates in communities of practice
- f. Develop and deliver faculty and instructional staff development opportunities addressing emerging concerns.
- g. Develop and deliver curriculum and instructional resources for Faculty and Instructional staff to use or adapt.
- h. Develop and maintain resources in the teaching and learning knowledge base (Freshdesk)

Program Review and Refresh

Partner with Office of Planning and Accountability and the Curriculum Development team in the Office of the Provost to assist faculty through program review and refresh.

- a. Guide faculty through a learning experience to identify, develop or iterate program competency mapping.
- b. Assist faculty to write effective course and program learning outcomes and provide developmental feedback
- c. Provide ongoing input to Office of Planning and Accountability on the content in the Program Review Self Study Guide
- d. Partner with the team in the Curriculum and Senate office to support faculty through the program revisions processes.

Consultation, Partnership and Communication

- a. Receive unpredictable difficulties outlined by faculty and instructional staff and immediately addressing them in an informed manner,
- b. Engage in dialogue with faculty and instructional staff, consolidating points raised into addressable question or issue, checking for understanding, and where appropriate, providing sound pedagogical and technological support while considering undiscussed factors such as Institutional policy, pedagogical best practices, curriculum and instructional context, learner need, multilingual populations, privacy legislation and accessibility needs for BIPOC, LGBTQ and non-binary learners; and where not appropriate refer to literature, or relevant partner departments
- c. Provide individualized consultation responses that are informed by theory, best practice, and institutional context including policy, practice, accessibility needs, EDI concerns, demographic requirement and discipline specific conditions. Topics include pedagogical, curricular, instructional and technological considerations at KPU and with any institution or organization KPU faculty or instructional staff partner within Canada or abroad. The previously mentioned policy, demographic, legislative and inclusivity concerns need to be considered for each organizational context involved when crafting responses to queries.



- d. Collaborates with members of other units to identify emerging technological or pedagogical concerns.
- e. Leads or participates in working groups, committees, pilots with academic departments
- f. Support Teaching and Learning special events planning and execution

Educational Technology

1. Advise on educational technology selection and implementation
 - a. Supports institutional development as directed by the academic plan related to teaching and learning such as the co-evolution of technology and pedagogical approaches faculty and instructional staff require to meet these goals
 - b. Consult and recommend on learning technology selection to facilitate learning
 - c. Partner with the learning technology analysts to support faculty, instructors and other educators on the use, application, and best practices of educational technologies
 - d. Contributes to the ongoing evaluation process on the usage and effectiveness of institutional learning technologies and educational media development stations
 - e. Leads or participates in select learning technology projects
 - f. Develops proposals and recommendations regarding learning technology, curriculum and instructional innovations that meet institutional strategic goals by improving teaching and learning
 - g. Troubleshoots, Communicates and Demonstrates emerging learning technologies, data driven trends, and best practices supported by research to faculty and instructional staff.
 - h. Makes informed recommendations about the future prospects of specific technologies.
2. Promote effective use of educational technology to support instructional goals and evidence-based pedagogy
 - a. Advance faculty and instructional staff use of synchronous conferencing tools for education delivery and all features available within the available tools
 - b. Promote use of multimedia principles for learning to effectively use educational technology
 - c. Advocate for the use of accessibility features within educational technology tools
 - d. Test new technology tools that support technology enabled teaching and learning for Internal/external partnerships
 - e. Investigate and research educational technologies to develop curricular, instructional and technological training for faculty to successfully implement innovative learning initiatives
 - f. Acts as pedagogy subject matter expert with other stakeholders on committees for new technology implementation, introductions, or updates

Scholarship of teaching and learning

- a. Delivers conference presentations to inform and promote KPU research and teaching and learning practices
- b. Contributes content for the learning technology blog highlighting teaching and learning best practices
- c. Attendance and sharing of KPU learning opportunities (i.e. open education, UDL, etc.
- d. Research and maintain currency with evolving and emerging classroom and online technologies and best practices.
- e. Research and maintain currency with theories, frameworks and research on distance education approaches including blended/hybrid and online learning.
- f. Contributes to and promotes a safe, respectful, and inclusive work environment by adhering to University policies and procedures and completing mandatory training programs.



SUPERVISION RECEIVED:

This position reports to the Director, Learning Technology and Educational Development.

SUPERVISION/DIRECTION EXERCISED:

1. Primarily self-directed to provide formal training, advice and guidance to staff and faculty, at multi-campus locations, off-site locations such as conference centres and other remote locations for presentations, events and workshops, and consultations
2. Guide the work of new staff and project team members.

PHYSICAL ASSETS/INFORMATION MANAGEMENT:

1. Develop, enhance and maintain learning technology systems critical to the operation of the University.
2. Handle confidential information in a responsible manner consistent with the Freedom of Information and Privacy Act and institutional policies

FINANCIAL RESOURCES:

1. Participate in the preparation of cost estimates of software/hardware and resources in learning technology projects.
2. Provide input towards the purchase of software, equipment and training materials.
3. Sign for and verify receipt of purchases.

The above statements reflect the general details considered necessary to describe and evaluate the principal functions of the job identified, and shall not be construed as a detailed description of all the work requirements that may be inherent in the job.

EMPLOYER REQUIRED KNOWLEDGE SKILLS AND ABILITIES

- Knowledge of instructional design, learning management systems, and related learning technologies such as synchronous communication tools, eportfolios, video platforms, mobile learning and social media.
- Knowledge in the setup and use of media equipment, including, but not limited to, video recording, audio recording, video projection, and other related systems.
- Demonstrated ability to listen, diagnose and provide strategic solutions associated with the institutionally supported learning technologies, classroom technologies and instructional uses and challenges with associated technologies.
- Demonstrated ability to design, develop and deliver information, resources and training on educational technologies.
- Excellent verbal and written communication skills, especially the ability to translate and explain technical information to non-technical audiences.
- Demonstrated ability to develop and maintain respectful collegial, consultative and collaborative relationships across the university and with external stakeholders.



- Takes initiative, is proactive, resourceful, creative and solution-oriented, committed to continuous improvement and professional development and possesses analytical reasoning, planning, project management, and organizational skills.
- Ability to prioritize projects, work quickly, accurately and thoroughly with attention to detail, in an environment of frequent interruptions and demanding timelines.
- Ability to arrange transportation to various campuses and off-campus locations and flexibility to adjust work hours as required.

EMPLOYER REQUIRED EDUCATION & EXPERIENCE

- Master's degree in Education with training in instructional design, educational technology, or a related field, and a minimum of three years of experience providing instructional consultation and support on institutionally-supported classroom or online learning technology systems or tools (e.g. ePortfolio platform LMS, video platform, blogging platform, wikis, etc.); testing and evaluation of instructional systems; and teaching workshops or training; or an equivalent combination of education, training and experience.

Knowledge Skills & Abilities revised:
