Snapshot of the Learning Design Profession

Through this project we aim to develop a snapshot of current Learning Designers' practices across Australian universities to identify and document: relevant skills, knowledge, education and professional background, the types of roles undertaken and employment conditions, challenges and enablers in these roles and conditions and areas for future attention.

Professional Background and Demographics Qualifications **Prior employment** male English Psychology Multimedia Film and Television female Higher Education Creative Industries History Philosophy Teaching Adult Education Arts Learning Science Business Design 23% 38% 23% ICT in Education Studies Distance Education Teacher Developer Academic Linguistics Degree Information Technology Biology Master Age



Location in University 13% School 59% Central 28% Faculty Years in current role <2 2-6 6-10 >10 Years as Learning Designer <2 2-6 6-10 >10

Work Context Employment mode

17%

55

Other

65



Career Futures

What role do you hope to be doing in 5 years?



VUSC





Snapshot of the Learning Design Profession

https://itali.ug.edu.au/content/ld-project

What is a Learning Designer?



Designing resources and programs that assist academics in delivering their course

14%

14%



Produce, manage, support, train. Primarily involved with technology in education, but not exclusively, learning Designer are generalists

undertaking production of resources, management of change projects, support in the use of technologies and training



Coaching teaching staff (unit coordinators/tutors) in structuring, delivering and evaluating their contents

Involved in best use of

current technology in

creating better learning

experiences for students.

14%

14%



The role of a learning designer spans the design process from curriculum development to implementation support 14% and evaluation



I teach teachers how to teach!



Designing and facilitating efficient learning environments and contexts, on and offline

12%

22%



Challenging and ever changing! Demanding and frustrating! Fascinating at times

8%

What do Learning Designers do?

Use a learning management system Influence teachers / academics Apply learning theories Consult with academics about their teaching Design inclusive teaching or technology Support the design of assessment Develop resources for academics to use Manage projects Implement policy or strategy Lead, plan or design projects Evaluate teaching and learning initiatives



• Each learning designer's response was unique to how frequently they do these activities.

• 24% of respondents do each of these activities at least once a year.

61% Design PD for academics 60% Develop resources for students 58% Facilitate PD for academics 45% Supervise others 36% Develop policy or strategy 13% Engage in research and publish

How important are the following attributes, abilities or qualifications for Learning Designers?

	Directors	LDs	Preliminary Outcomes Online survey April - July 2017
Working well with academics	100%	98.90%	
Team work	100%	96.74%	
Oral communications skills	100%	95.65%	Directors of University Teaching and Learning Units n = 16 Learning Designers n = 103 All data from learning designers unless otherwise noted
Understanding of how people learn	94%	97.82%	
Managing time and priorities	94%	93.48%	
Knowledge of a LMS	94%	90.22%	
Multimedia design	31%	30.77%	
Coding / Programming	6%	11.95%	

PROFESSIONALISATION IN ACADEMIC DEVELOPMENT: EXPLORING LEARNING DESIGNER ROLES IN A CHANGING HIGHER EDUCATION SECTOR **RESEARCH PROJECT (Ethics approval 2017000315)** For further information: **Dr Christine Slade** c.slade@uq.edu.au Dom McGrath https://itali.uq.edu.au/content/ld-project

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