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| 1. Degree qualification in Education, IT, Creative Industries or a related discipline with subsequent relevant work experience in education and/or learning content development (including online) or an equivalent combination of relevant experience and/or education and/or training. |

My Master’s degree is in Learning Innovation. I have more than 30 years’ experience in facilitating and supporting learning design and delivery across a range of education levels for the secondary, vocational and higher education sectors. I have demonstrated leadership and best practice in collaboratively designing blended learning programs for staff capability, corporate clients and learners for JCU and TAFE Queensland in Australia and Internationally. It is these experiences and competencies that enable me to provide experience based leadership and support in the development of student focused quality learning experiences.

All education sectors in Australia are facing challenges in designing and delivering innovative, pedagogically appropriate learning design within the constraints of funding, business models and changing learner expectations. Throughout my career I have designed and supported the implementation of blended learning curriculum models across learner cohorts; tailoring for rural, remote, indigenous and international learners, in face-to-face, blended and online environments. I have mentored, supported and coached others to design viable and cost effective models of delivery focused at all times on positive learner experiences. My competence in supporting managers, academics, professional, technical and administration staff aligns well with this digital technology advisor role description:

*“Work collaboratively with College Associate Deans, Learning and Teaching (ADLT) to implement and execute digital learning needs of College academies and professional and technical staff, ensuring digital policy is embedded in DTES digital educational practice and aligned with the DTES digital strategy.”*

I stay connected to the issues in learning design and digital technology use across the Higher education sector through a range of professional formal and informal networks e.g. HERDSA and LinkedIn Interest groups. I regularly participate in online professional development programs, webinars, short courses and MOOC’s to not only enhance my competence but also to immerse myself in the “learner experience”. I reflect on the learning design and strategies used in these programs and where relevant record these ideas and their potential application to my work context using digital collation and curation tools such as:

* + Evernote, Padlet One note and
  + PebblePad e-portfolio learning portfolios and workbooks.

Some of the trends and challenges in the higher education sector as highlighted in the [2022 Horizon report](https://library.educause.edu/-/media/files/library/2021/4/2021hrteachinglearning.pdf?la=en&hash=C9DEC12398593F297CC634409DFF4B8C5A60B36E) and previous yearly reports still focus on these key technologies and practices

* Artificial intelligence
* Blended and hybrid course models
* Learning analytics
* Microcredentialing
* Open educational resources
* Quality online learning

Jon Mason from Charles Darwin University makes commentary on the criteria above which has resonance for me as I construct this application:

“The bottom line for Australian higher education should be all about a renewal mindset. Digital transformation continues, but a pandemic has intervened. Responding to the technologies and trends while recalibrating systems for optimizing opportunity encapsulates the moment…..”

Aligned with these trends is the need to identify and have a shared vision and strategy for the use of IT in Higher education and recognize that student success will come when there is a sustainable model for digital technology that enables digital faculty for a digital future and promotes radical creativity.

At JCU and within the Divisions there has been significant policy upgrades over the last few years in the Learning, Teaching and Student Engagement Directorate focused on renewing and reinvigorating the strategic Intent and curriculum priorities at JCU and the student experience. This has resulted in the enhancement of teaching and learning design, policy, guidelines and resources that are used by all to inform and structure this support role for the development of quality teaching and learning at this University. I am aware of these policies and procedures and where they influence and apply to the digital learning strategy of the DTES division.

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| 1. Demonstrated high level written and interpersonal skills, negotiation and communication skill including the ability to communicate with a diverse range of people and to develop and maintain collaborative working relationships with numerous stakeholders. |

Commencing my educational designer role with the pharmacy team in April 2020, I had 3 weeks before the COVID lock down occurred. I was able to commence relationship building and get started on my projects because I was comfortable with the online environment and the 3 communication and web conferencing tools that were used, Teams, Zoom and Collaborate. I provided hands on support in all staff student collaborate sessions and designed weekly overview templates to structure this facilitation process in what was for many an unfamiliar teaching environment. I customised an online OSCE and effectively supervised this online assessment in coordination with the Pharmacy admin team. I have developed a monthly newsletter (**P**harmacy **E**ducation **T**ips and **L**inks - **PETAL**) that collates a range of pharmacy information for exploration to enhance teaching and learning designs. Pharmacy colleague testimonials in my digital resume record my success in communicating and working with them over the last 18 months.

I have developed good working relationships with the JCU LTSE teams, e.g. educational designers, careers and learning advisers and have been able to connect them with my pharmacy team and use their expertise to build our team capability. I have contributed to curriculum documentation mapping and Pharmacy Board registration reports for my Discipline head to ensure timely accreditation updates are provided.

My work in the College of Business Law and Governance involved regular reporting to the CBLG Curriculum and Teaching and Learning committees. I presented this communication in written and verbal summaries using a range of technologies and software. I worked with people on all JCU Campuses and across divisions and disciplines and my “What my colleagues say” on my digital resume and on my Linked in page attest to my supportive personal skills in getting the job done successfully.

I have worked in distributed virtual teams throughout my career and in my work with the State hairdressing teachers and the Learning technologies team in Cairns working across three locations: Toowoomba, Cairns and Townsville, resulted in the successful development of 39 competency units for the hairdressing qualifications at level 2 and 3. This TAFE Queensland Master Product development included online and print based resources that are now customizable and used across the State for a diverse range of clients. In this role I worked closely with teachers, managers and online developers communicating across the state using multiple technologies to share and collate ideas, source feedback and develop improvement strategies from all stakeholders involved. The communication strategies I used varied between stakeholders and colleagues and included, telephone, email, presentations, web-conferences, online collaboration tools, videoconferencing and a variety of social software tools that enabled our team to collaborate effectively. I currently use the following digital technology:

* + - Padlet , Dropbox, Evernote, You-tube, Slide-share, Media site, PebblePad, Slack, MS Lync, SWAY, ONE note, Qualtrix, Canva, Pinterest, Mindmeister, Haiku, Unsplash, Thinglink, Panopto, Quizlet, Kahoot etc.

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| 1. Proven experience and demonstrated abilities in the development and support of digital learning environments and the ability to problem-solve learning issues across multiple digital platforms. |

My work experience since 2001 illustrates my ongoing involvement in using digital learning environments for learning and assessment. I have customised courses and subjects in learning management systems using a range of resources from the early 2000’s using National flexible learning toolboxes to our 2021 award winning inclusive learning design for the PC1101 subject site in the pharmacy degree. I have unpacked a key resource “Teaching at its best no matter what the environment” into a guiding mind map for all my learning designs and the development of the associated digital learning technologies. I also use a customised subject design template to ensure the affordances of the digital technology are integrated effectively.

I have spent many hours over the last year consolidating my understanding and use of the Blackboard Learn environment with a particular focus on the learner experience. Developing and designing a structure to integrate PebblePad and ATLAS with Ultra grade Centre functionality and using interactive H5P elements to promote engaging active learning. I have worked with the pharmacy administration team, academics and students on a range of troubleshooting tasks related to subject technology and tools and have skills in identifying issues and liaising with appropriate people and networks for assistance and resolution.

Flow charting a process, getting consistent and timely feedback from end users and liaising with technology support personnel and help files are the first steps in ensuring that problems can be identified and resolved. There are a range of people across the Division and University who have expertise in troubleshooting in individual and multiple digital platforms who I can learn from and with in this digital technology support advisor role.

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| 1. Demonstrated ability to manage multiple projects and resources with competing deliverables to achieve desired outcomes. |

In my current role I support subject coordinators in the design and renewal of their subjects to a distributed learning cohort underpinned by our pharmacy signature pedagogy. To streamline this process I use a customised subject design template and a project planning methodology, using OneNote and a series of scheduled planning meetings. Flexibility and adaptability are key as competing priorities impact on our collaboratively negotiated timelines. Being able to juggle my work to fit with others is a skill I have developed over the years whilst working on multiple projects. In the new COVID world where offsite work has been mandated I have had to make very little adjustment to my work patterns as this was not a new working environment for me. A professional approach to all my project work is who I am, virtual or onsite. A list of my project work is provided in my resume and my colleagues can attest to my project management skills.

Throughout my career I have been entrusted to facilitate and manage projects to meet timelines and have never **not met** a project deadline. Over the last ten years my teaching and project work has been self-sourced, managed and monitored autonomously. I am able to negotiate timelines and meet system and organizational requirements, reporting and working with all stakeholders professionally and responsibly. I have achieved a very positive professional credibility with my JCU and TAFE Queensland colleagues in all aspects of my work. My referees, nominations and awards attest to this professionalism.

For eighteen months I was a telecommuting project manager based in Mission Beach for the Learning Management Services Unit at the Queensland VET Development Centre in Brisbane. My managers and colleagues trusted me to achieve and meet work priorities whilst based in this rural location, 2, 000 kilometres from my team’s office in Brisbane. I participated and contributed to all team activities whilst ensuring that I met occupational health and safety requirements and stayed connected to my TAFE Queensland colleagues from a remote, rural home office. I collaboratively set goals and targets as part of the performance planning process and exceeded all expectations of my managers for my work projects. I am recognized as a person who can be trusted to self-manage their work practices effectively.

In 2012 after returning from a state secondment I established and coordinated the development of a small team of instructional designers, writers and administrative staff to develop learning resources for a corporate contract with and International client Barrick Gold. In this role I interviewed and selected staff. Coordinated effective work practices to efficiently share content via IT systems and using technology where appropriate (e.g. drop-box accounts for external contractors). Developed filing systems for efficient review and delivery of a suite of learning resources to our PNG client. I also negotiated with TAFE Queensland staff to harvest and share existing resources for customization to meet our contractual obligations. Working in a team to tight deadlines and with client challenges is what I thrive on!

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| 1. Demonstrated aptitude for self-direction, including a willingness to approach new challenges and an ability to work autonomously and within a team environment. |

I thrive on challenges! When I see ideas and research presented in my learning networks I immediately jump to thinking of the immediate possibilities for enhancing the learning experiences of my current learning cohorts, staff or students. How could we use this idea? If we trialled this where could the money come from? What would we need? Why would we do it? I like to produce a series of mind maps to visualise my thinking prior to speaking to my manager about the opportunities for innovation that could be explored. My resume will attest to the project funding applications I have written and facilitation roles that I have undertaken related directly to challenges that I progressed to projects.

In the last five years I have been contracted for a number of education support roles at JCU. In these roles I have designed and supported my Discipline Heads and ADLT working in a range of teams to achieve project outcomes focused on enhancing the student digital experience. I am able to negotiate timelines and meet system and organizational requirements, reporting and working with all stakeholders professionally and responsibly. I have achieved a very positive professional credibility with my JCU and TAFE Queensland colleagues in all aspects of my project work and curriculum activities.

I am an effective team member with an adaptability and agility to perform a range team roles to ensure team success. In my teaching and learning career, I have maintained a focus on continuous learning and enhancement of my teamwork skills. I am a good listener, enthusiastic and creative when working in teams, and particularly mindful that when working with my peers that they can be the most critical and challenging learners when it comes to reflecting and reinvigorating their own practice. I am able to empathize, motivate and support people to undertake challenges by providing context, engaging with them and cutting to the chase with some key drivers/facts.

My teamwork over the last 30 years in education and business has exposed me to many individuals, from diverse cultural and ethnic backgrounds, across age groups and with varied academic experiences. I have worked collaboratively with students and colleagues who are academics, teachers, trainers, staff development professionals, managers and employees from across the education, corporate and vocational education sectors to design e-learning strategies and on line resources. Understanding my team member skills, needs and issues to ensure we negotiate agreement on realistic, achievable outcomes is my skill.

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| 1. Experience in teaching and learning support within the higher education sector. |

Learners expect that a quality university education will include multiple learning options incorporating online, visual, audio, virtual and social learning experiences. In 2021, reviewing technology use in delivery and assessment strategies ensuring the best use of both available and emerging technology is vital. There are creative ways to deliver content, engage and promote higher order thinking and include collaborative learning experiences across personal, business and community networks. Constructing and customizing learning experiences by using relevant educational technology and tools are key criteria for professional teaching and learning competence.

In my teaching and learning support role with the pharmacy team it is all about relationships and providing just in time support. In a time of COVID shutdowns this became even more challenging but with my experience outlined below this has been a successful collaborative experience for us all.

I am skilled at developing relationships with my colleagues, students and clients that is both collegial and professional. I am mindful to complete relevant research and activities so that examples, models and ideas can be discussed in an efficient and timely manner. I appreciate that for many people change is a difficult process, so in my support role I focus on the positive aspects of this change and at all times stress the focus of our learning design is about the learner. I encourage and promote thought about how these design changes can add value for the academic in promoting enhanced feedback, efficiencies and most importantly learner engagement and positive feedback.

I have demonstrated my skills in this supported collaboration work throughout my professional teaching career. I ensure that when I work with professional colleagues I design flexible support and authentic learning experiences. I am known for my flexibility to accommodate and adjust to the needs of my learners and am happy to schedule arrangements outside of work hours if required. I identify with staff, ways to manage their personal work priorities and professional learning and have done this by designing various resource banks of information that can be accessed by my colleagues using “Just in time” and chunked guided self–exploration experiences and social learning opportunities. I am respectful of the research capacity and skills of academics and believe that my skill and their expertise is a good fit for this advisor support role. My expertise is the teaching and learning perspectives that I can provide them as a 30 year, experienced teacher.

Guiding the redesign of curriculum with academics and tutors can be challenging and confronting. Particularly for those academics that do not come from a teaching and education background. To manage these collaborative relationships, I focus on the learning cohort needs and how reinvigoration can enhance an organizations business imperatives and outcomes and make learning more engaging for all stakeholders. I enjoy sharing my ideas and learning from others. I am mindful to respect the experience and skills of the subject matter experts (academics, professionals or trainers) and recognise the research and industry expertise they bring to the learning design conversation. I ensure that this collaboration occurs in a timely and efficient matter and that the focus is on enhancing learning and assessment options that provide authentic learning experiences.

In my teaching and learning project work I have “been going viral and being viral with colleagues” for years. My leadership capability in promoting educational design reinvigoration aligns well with this research on “Professional Staff as Leaders in Enhancing Student Engagement: Building Capacity in Emerging Technologies through Cascade and Viral Leadership”

*“Leadership in emerging technologies should not rely on job title or description and those who display sustained curiosity and enthusiasm for applying new online tools should be recognized as leaders in institutional change around the use of technology for student engagement”*

I consistently grow and enhance my skills in research, multimedia and instructional design. There is a massive explosion in what is possible and what is emerging in both design and delivery of learning curriculum in the Higher Education sector. Ensuring that accessibility standards, policies and systems are being complied with does not have to stifle simple creative design that works. Personalizing the learning experience, facilitating and supporting in quality ways are key.

I have promoted, supported and delivered a variety of formal and informal learning and assessment capability programs for a diverse group of colleagues and corporate clients. In delivering these programs I always incorporate the educational technology available across our department, the learning management system, web conferencing and zoom options with a variety of other technologies that are freely available. Communicating, surveying, mind mapping and presenting information and experiences using these technologies, showcases what is possible and promotes interest and exploration by my colleagues.

All learning programs have quality requirements and standards that must be met. The key to a 21st century teaching and learning strategy is to unpack and map the curriculum outcomes and requirements and then provide the support, activities and assessment that engage the learner and enable them to co-contribute effectively as part of the learning process. Understanding how to scaffold and cluster learning content is important. Identifying the types of content that might be needed, fact, content, process, procedure or principle and then designing the content and experiences to promote learning is the educational design skill. When designing teaching and learning workshops I strive to place staff at the centre of the learning dynamic to promote creative engagement in the experience. Respecting and understanding how to harness their skills and knowledge and incorporate this into learning design is vital. The facilitation skill, is in knowing where, how and what experiences will promote the higher order thinking and application of the new learning into practice. Then there is the “WIFM” what’s in it for me.

I am also aware that some of my colleagues have needed more direction and impetus to get involved and have spent time attempting to identify relevant strategies for them without having to confront and cause issues. Having said that; there are some instances where some staff development has been mandated and where this is the case I have made sure that I am aware of the ‘prisoners’ and how I have to customize and build learning experiences to engage them. I have designed and facilitated staff development via workshops, videoconference and conference presentations, web conference and webinars using, models such as project based learning, action learning and appreciative enquiry. I have provided support to small groups using mentoring and coaching “just in time” support and aligned these approaches with customized resources in varied formats whilst exposing and immersing them with activities that use emerging tools, technologies and creative resource development ideas.

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| 1. Experience with digital media or learning management systems, including Blackboard Learn and other delivery tools. |

In my current pharmacy role I have designed templates and digital learning objects for review and customisation across a range of subjects in the 1st to the 4th year of the Bachelor of Pharmacy (Hon) for incorporation and use in the LearnJCU subject sites. I have worked with learning management system environments for the last 20 years and am fluent in the use of blackboard Learn and PebblePad. I design digital objects and use tools to create learning objects and assets to enhance the active engagement for learners and have worked with staff to customise h5p assets and Panopto to promote active engaging learning experiences.

In 2020 I coordinated with the JCU CREATE team the development of a series of lab equipment videos and a 360 degree lab orientation which will be further developed at our three distributed campuses in 2022. I have worked with the CMD marketing team to develop a sustainable strategy for image and banner development for our pharmacy subject coordinators that is proving successful and building capability and design skills for staff using a simple word document format.

In 2021 I negotiated with Monash University and the JCU IT team to access and integrate the My.Dispense pharmacy simulation program with LearnJCU which is now being trialled by our third year academics for formative assessments for students. It will be further developed for our 3rd and 4th years as part of an e-assessment suite of tools.

I have designed the Pharmacy E-Portfolio pedagogy for implementation by the Pharmacy team as an embedded an e-assessment strategy across the four degree. In implementing this plan I have developed a range of topic based worksheets and workbooks, customised the Health professional self-care CMD 1st year program into a suite of topic worksheets for use online and supported by external commentary via the PebblePad ATLAS platform. I have shared JCU H5P, Padlet and ultra-template designs across Colleges and was instrumental in our pharmacy team winning the inaugural Inclusive and accessible LearnJCU site award in 2021.

In designing and using supporting materials and resources it is important to consider standards related to accessibility, equity and copyright and organizational policies and procedures. Resources need to be developed for multiple platforms. As an educator I stay aware of what technologies and tools our learners are using so that multiple modes and platforms for the learning resources can be developed effectively and sustainably.

In my CBLG role I provided support to academics to review and refine assessment in various delivery modes by reviewing subject outlines and working with individuals to refine and redesign assessment for new and emerging contexts, cohorts and blends. I have invigilated IFAT examinations and am aware of the Respondus functionality used in online examinations. I am able to advise and set up assessments using the functionalities of Blackboard ultra. I have also worked with the library to set up readings lists to ensure copyright compliance and explored the OER options for student use.

I also applied my assessment design expertise to set up skills to online tests, case studies, discussion board use and grade centre functionalities to the Blackboard Ultra environment enables me to work and learn with the Transform and CBLG Business online team providing back up and expertise when staff resources are limited and or under pressure.

I managed an e-assessment research project with our Mater Health corporate client and exploring feedback from learners on e-assessment and e-portfolio use for this corporate/higher education credentialing leadership development program pilot. I use a pebble pad e-portfolio as a professional formal and informal learning site. Using the tools for my own use enables me to see the benefits and challenges that impact on designing their use into learning and assessment activities. I also established a Padlet site for all things e-assessment and Microcredentialing as part of my recent LTSE project work and listed on this site a variety of networks, practitioners and research to stay in touch with trends and developments related to assessment, e-assessment and e-portfolio use in Higher Education and Corporate contexts, these include

* + CRADLE (Centre for research in Assessment and Digital learning) Deakin University
  + Transforming Assessment (ASCILITE) webinars - a series of free events covering a range of assessment and e-assessment topics.