Snapshot of the Learning Design Profession
https://itali.uq.edu.au/content/ld-project

Professional Background and Demographics

Qualifications
- English
- Philosophy
- Teaching
- Creative Industries
- History
- Higher Education
- Film and Television
- Art
- Multimedia

Prior employment
- 38% Teacher
- 23% Developer
- 23% Academic
- 17% Other

Age
- 25
- 35
- 45
- 55
- 65

Gender
- Male
- Female

Work Context

Location in University
- 59% Central
- 28% Faculty
- 13% School

Employment mode
- Level
- No
- HEW 5-6
- HEW 7
- HEW 8
- HEW 9
- Academic

- Years in current role
- <2
- 2-6
- 6-10
- >10

- Years as Learning Designer
- <2
- 2-6
- 6-10
- >10

Career Futures

What role do you hope to be doing in 5 years?
- 57% Continue as Learning Designers
- 18% T&L Leadership Roles
- 10% Leaving Higher Education
- 9% Project Management
- 4% Unsure

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.

What is a Learning Designer?

Designing resources and programs that assist academics in delivering their course
- 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
- 14%

Coaching teaching staff (unit coordinators / tutors) in structuring, delivering and evaluating their contents
- 14%

Involved in best use of current technology in developing and evaluating learning experiences for students.
- 14%

Challenging and ever changing! Demanding and frustrating! Fascinating at times
- 8%

What do Learning Designers do?

Use a learning management system
- 98%

Influence teachers / academics
- 97%

Apply learning theories
- 92%

Consult with academics about their teaching
- 91%

Design inclusive teaching or technology
- 87%

Support the design of assessment
- 85%

Develop resources for academics to use
- 83%

Manage projects
- 80%

Implement policy or strategy
- 80%

Lead, plan or design projects
- 77%

Evaluate teaching and learning initiatives
- 73%

Design PO for academics
- 61%

Develop resources for students
- 60%

Facilitate PO for academics
- 58%

Supervise others
- 45%

Develop policy or strategy
- 36%

Engage in research and publish
- 13%

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

<table>
<thead>
<tr>
<th>Attributes/Qualifications</th>
<th>Directors</th>
<th>LDs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working well with academics</td>
<td>100%</td>
<td>99%</td>
</tr>
<tr>
<td>Team work</td>
<td>100%</td>
<td>97%</td>
</tr>
<tr>
<td>Oral communications skills</td>
<td>100%</td>
<td>96%</td>
</tr>
<tr>
<td>Understanding of how people learn</td>
<td>94%</td>
<td>98%</td>
</tr>
<tr>
<td>Managing time and priorities</td>
<td>94%</td>
<td>93%</td>
</tr>
<tr>
<td>Knowledge of a LMS</td>
<td>94%</td>
<td>90%</td>
</tr>
<tr>
<td>Multimedia design</td>
<td>31%</td>
<td>31%</td>
</tr>
<tr>
<td>Coding / Programming</td>
<td>6%</td>
<td>12%</td>
</tr>
</tbody>
</table>

Professionalism in Academic Development: Exploring Learning Designer Roles in a Changing Higher Education Sector
Research Project (Ethics approval 2017000315)

For further information:
c.slade@uq.edu.au