

New

Ministry

Forestry and Parks

Describe: Basic Job Details

Position

Position ID

Position Name (30 characters)

Digital Learning Coordinator

Requested Class

Job Focus

Operations/Program

Supervisory Level

00 - No Supervision

Agency (ministry) code

Cost Centre

Program Code: (enter if required)

Employee

Employee Name (or Vacant)

Organizational Structure

Division, Branch/Unit

Forestry, Wildfire, Hinton Training Centre

Current organizational chart attached?

Supervisor's Position ID

Supervisor's Position Name (30 characters)

Supervisor's Current Class

Design: Identify Job Duties and Value

Job Purpose and Organizational Context

Why the job exists:

As a member of the Online Learning unit at the Hinton Training Centre (HTC), the Digital Learning Coordinator plays a key role in the effective delivery of Forestry Division's online learning program and classroom training through . The incumbent works with Division Staff, other GoA staff, contractors, industry professionals and Indigenous community representatives to develop training products that support Division mandates. The Digital Learning Coordinator role is involved with development of new and innovative approaches to design engaging online learning. This position must anticipate and react to emerging information requirements to support new policy initiatives and business requirements. They interface with subject matter experts, utilizing feedback, data analysis, and knowledge of forestry business practices to create and improve courses.

The role also maintains day-to-day operations Division's Learning Management System (LMS), external/ internal training digital spaces and classroom technology, ensuring unrestricted access to training and training information for stakeholders. The position is the primary contact for HTC's one window technical support for online learners, providing technical issue problem solving and guidance for digital learning products.

Responsibilities

Job outcomes (4-6 core results), and for each outcome, 4-6 corresponding activities:

1. Designs, develops, and maintains a wide range of internal and external on-line training courses needed for effective training of Forestry Division staff and partners

- Collaborates with subject matter experts (SME) and Online Learning Lead to identify training needs/ gaps through a training needs analysis process. Follows instructional design process to create course outcomes, research, and organize relevant content into storyboards and learning activities.
- Uses knowledge of adult learning principles to create meaningful learning experiences for a diverse audience including GoA staff, contractors and other stakeholders.
- Uses expertise with course building software to translate storyboards and learning activities into on-line courses and other digital training materials from storyboards.
- Applies knowledge of graphic design and multimedia learning theory to create effective and visually pleasing course materials. Creates/sources both audio and visual assets, requiring knowledge of audio and visual editing applications and software.
- Arranges User acceptance testing (UAT) with diverse groups of testers, analyzing feedback to restructure and facilitate updates and changes to courses. Investigates source of errors in course files to determine if they are programming errors or user errors that could be avoided with improvement of course presentation; identifies solutions to these errors.
- Reviews existing digital training materials to identify areas of improvements in usability, learning activities and content. Consults with SMEs to ensure currency of existing course content.

2. Maintains Forestry Division's Learning Management System(LMS) and Online Learning Help Desk to ensure stakeholder accessibility and allow the Division to meet training and OHS priorities.

- Manages daily operation of the LMS including system troubleshooting, data maintenance, content management and reporting. Requires advanced understanding of databases with the ability to navigate a learning management system with over 25,000 users, including the maintenance of groups, reporting structures and user accounts.
- Manages daily operation of the Division's Online Learning Help Desk, responding to client inquiries and troubleshooting performance issues.
- Applies knowledge of wildfire business practices, external stakeholders and inter-agency relationships to determine appropriate user access.
- Excellent written and oral communication skills to respond to help desk inquiries over the phone and through email. Requires patience and de-escalation skills to assist users who may be frustrated by issues they are experiencing.
- Help desk responses require excellent problem-solving skills as the incumbent must be able to diagnose issues without being able to view the users screen. The Digital Learning Coordinator must be able to determine what questions to ask to identify the user's base knowledge of technology when assisting them. This requires a technical proficiency, yet also being able to communicate in an straightforward and accessible manner.
- Performs data analytics for courses and user access, including collecting and maintaining client feedback statics from help desk inquiries identify areas for system improvement. Analyzes feedback to identify common user issues and errors. Finds solutions for repeated issues.

3. Project coordinator for Indigenous Firetack training delivery to ensure the Firetack Program continues to adhere to standards of Wildfire Management training.

- Creates and updates pre-qualified resource service providers (PQR)
- Contract Manager for Firetack training - ensuring the contracts are renewed yearly, works with

outside contractors and forest area trainers on ensuring the contract is following the GoA good business practices per treasury board sole source procurement.

- Ensures applicants interested in delivering Firetack Crew Member training, e.g. training institutions, corporations, businesses, proprietorships, meet competency standard requirements.
- Sole approver of training requests. Liaise with Indigenous community contacts to vet individuals and determine training requirement. Ensures alignment with program mandate and scope by ensuring viable partnerships between HTC and interested groups.
- Completes audits of training material and instructional delivery methods.
- Reviews current program procedures and policies to identify areas of opportunity for improvement or development, and presents recommendations for improvement to supervisor.

4. Manages HTC's digital spaces and classroom technology.

- Manages the content of HTC's public forward facing website ensuring correct information is available to our stakeholders.
- Coordinates with Training Specialists to maintain HTC's training SharePoint content.
- Identifies classroom hardware/software needs and address compatibility challenges. Researches classroom technology solutions and best practices.
- Prepares business cases for procurement of classroom technology and manages contracts/works with vendors to procure equipment and services.

Problem Solving

Typical problems solved:

- This position must anticipate and react to emerging information requirements to support new policy initiatives and business requirements.
- Position must work with SME to acquire content for course development that will answer training need/gap identified in the training needs analysis. Content in the form of typed words, hand drawn notes or images must be converted into functional visual digital training material. Research for training content may be required to supplement SME materials or where no SME is available. Research often includes interpreting information from SOPs, policy and legislation. Position works independently to design engaging activities by using programming knowledge, adult learning principles, writing skills, visual communication and research to develop interactive features. Online learning activities and courses are each unique, and as such each course requires original thought and creative solutions.
- Position is required to resolve technical issues that arise during course development. Functional and coding issues must be analyzed for cause and resolved in a timely manner to limit lost development time. The position uses software/coding knowledge and research to solve issues.
- Position must identify and analyze the cause of technical issues found through help desk feedback creating solutions that retain the vital course information and maintain user interactions. Once solutions are executed, they must arrange user acceptance testing to ensure functionality. This must be done in a timely manner to limit loss of user access to courses.
- Position is responsible for management of the LMS. Using system knowledge and procedures the position must resolve all system and functional issues that arise in a timely manner to ensure client access to mandatory training.
- When operating the Online Learning Help Desk, the incumbent must be able to problem-solve user issues through asking analytical questions that locate the core issue and applying their knowledge of the LMS and course structure to find solutions. They must use their knowledge of Division business practices and stakeholder relationships to determine user access, analyzing the wildfire

situation to determine if clients can be granted courses on an expiated basis for quick deployment.

- Position must manage individual workload according to often changing priorities and project deadlines.

Types of guidance available for problem solving:

Incumbents in this position requires little supervision while operating the help desk and during course development work. Course development process involves reviews with supervisor as needed. The position is expected to research problems, implement and/or discuss potential solutions with supervisor/manager. Supervisor/Manager are available to provide guidance with workload deliverables.

Direct or indirect impacts of decisions:

Development and delivery of online training is affected by the ability of this position to solve course development/technical issues in a timely manner. Creative content design and programming issues can lead to lost development time and delays in release of training. Unfettered access to the LMS is critical during fire season as it holds mandatory training for contractors/staff deployed to fire incidents. Management of the outsourcing training program affects the amount of trained Firetack resources available to support Division wildfire response.

Key Relationships

Major stakeholders and purpose of interactions:

- The Digital Learning Coordinator works closely with internal and external SMEs to create effective training materials, identifying training needs and the best solutions for the learning gap.
- Require a network of diverse forestry staff to assist in UAT and follow up discussions with these individuals to evaluate training effectiveness and technical issues.
- Users are also in regular contact with the position via the online help desk and the Digital Learning Coordinator will assist with issues or queries.
- Position liaises with contractors/vendors, GoA ministries and Indigenous community representatives.

Required Education, Experience and Technical Competencies

Education Level	Focus/Major	2nd Major/Minor if applicable	Designation
Bachelor's Degree (4 year)	Other		

If other, specify:

Adult Education/Education, Instructional Design or similar. Equivalences considered.

Job-specific experience, technical competencies, certification and/or training:

Applicable degree or minimum of 4 years work experience with development of adult online learning and/or adult training delivery.

Directly related education or experience considered on the basis of: 1 year of education for 1 year of experience; or 1 year of experience for 1 year of education.

Assets:

- Working knowledge of e-learning authoring software and SCORM
- Working knowledge of learning management systems is preferred
- Strong technology skills with working knowledge of photo/video/graphics software and audio recording software.
- Ability to learn specialized skills required in the support of specific applications (e.g. JavaScript, CSS).
- knowledge of Adult learning theory and instructional design principles
- Proficiency with productivity software (Microsoft Office, Outlook, SharePoint)

- Working knowledge of operation/maintenance of computer hardware and peripherals including projectors and digital cameras and video/audio recording equipment.
- Ability to work independently and shift priorities to meet identified timelines and deliverables.
- Ability to work in a team-oriented, highly collaborative environment
- Excellent written and verbal communication skills
- Good time management and organizational skills with demonstrated ability to meet deadlines.
- Good project management skills.
- Strong facilitation and customer relationship skills to assist end users with day-to-day system application and operational issues.
- Possesses a valid Class 5 driver's license

Behavioral Competencies

Pick 4-5 representative behavioral competencies and their level.

Competency	Level					Level Definition	Examples of how this level best represents the job
	A	B	C	D	E		
Agility	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Works in a changing environment and takes initiative to change: <ul style="list-style-type: none"> • Takes opportunities to improve work processes • Anticipates and adjusts behaviour to change • Remains optimistic, calm and composed in stressful situations • Seeks advice and support to change appropriately • Works creatively within guidelines 	Course development work is project based must manage work on multiple projects/accommodate changes in priorities. Looks for ways to improve learning activities during development. Searches for new solutions to technical problems and implement/discuss with online lead. Consults with online lead for guidance with changing priorities when needed. Operates help desk which can have difficult/frustrated clients - must remain calm/composed to determine and solve issues.
Drive for Results	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Works to exceed goals and partner with others to achieve objectives: <ul style="list-style-type: none"> • Plans based on past experience • Holds self and others responsible for results • Partners with groups to achieve outcomes • Aims to exceed expectations 	Use experience to help set priorities and time lines to complete course development. Researches and works with SMEs to develop and improve learning activities. Seeks out resources and training to improve technical skills.
Build Collaborative Environments	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Facilitates open communication and leverages team skill:	Shares solutions to technical issues with unit and seeks input in finding

		<ul style="list-style-type: none"> • Leverages skills and knowledge of others • Genuinely values and learns from others • Facilitates open and respectful conflict resolution • Recognizes and appreciates others 	<p>solutions when needed. Collaborates with SMEs/online lead to design/develop new learning activities. Shares knowledge on instructional design/adult learning principles with SMEs to ensure creation of appropriate learning activities. Shares knowledge/assists with training on LMS operation and course development software</p>
Creative Problem Solving	<input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<p>Focuses on continuous improvement and increasing breadth of insight:</p> <ul style="list-style-type: none"> • Asks questions to understand a problem • Looks for new ways to improve results and activities • Explores different work methods and what made projects successful; shares learning • Collects breadth of data and perspectives to make choices 	<p>Collects information and data from SME and creates engaging learner centered products. Course development requires out of the box thinking to come up with new ways to structure and learning activities and solve technical problems in order to ensure learner engagement. Actively researches to find new solutions to technical problems. Analyzes information from clients to determine nature of issue and provide solutions for technical problems.</p>

Benchmarks

List 1-2 potential comparable Government of Alberta: [Benchmark](#)