MIT Position Description

Job Title: Instructional Designer 2	**Position Title: Senior Learning Experience Designer, STS (one year TERM POSITION)**
Reports to: Sr. Associate Director of Instructional Technology & Design	**% Effort or Wkly Hrs: 100%/ 40**
Department: Sloan Technology Services	**Grade 8**

Hiring pay range: $79,050 - $106,420

Position Overview:

The Senior Learning Experience Designer is a senior member of the Instructional Technology and Design team within Sloan Technology Services. The position partners primarily with MIT Sloan faculty and academic teams to design, develop, implement, and continuously improve in-person, blended, and online courses. Drawing on learning sciences, human-centered design, and evidence-based teaching practices, the role leads discovery and design engagements; translates instructional challenges into effective learning experiences; and aligns course outcomes, activities, assessments, content, and technology. The Senior Learning Experience Designer advances inclusive, accessible, and engaging learning through Universal Design for Learning (UDL), thoughtful use of multimedia, and strategic application of emerging technologies, including artificial intelligence. The role also builds faculty capability through consultation and development, evaluates learning effectiveness, and leads complex learning experience design initiatives from initial inquiry through implementation and improvement. Role eligible for hybrid schedule that aligns with department and Sloan guidelines.

Principal Duties and Responsibilities:

- **(30%) Design and improve courses using learning sciences**
  - Lead the design, redesign, and delivery of in-person, blended, and online courses in close partnership with faculty and subject-matter experts.
  - Apply learning sciences, adult learning principles, inclusive teaching practices, and evidence-based pedagogy to strengthen course coherence and learning outcomes.
  - Align learning objectives, content, learning activities, assessments, instructional media, and educational technologies through backward design and related methodologies.
  - Create course maps, design documents, prototypes, storyboards, lesson plans, and implementation guidance appropriate to the project.
  - Design active, experiential, collaborative, and authentic learning opportunities appropriate to MIT Sloan learners and course goals.
- **(20%) Develop course content and learning media**
  - Collaborate with faculty and production partners to develop instructional videos, simulations, visual explanations, interactive activities, cases, presentations, and other course learning assets.

  - Guide scripts, storyboards, practice activities, knowledge checks, and production decisions so media serves defined learning objectives.
  - Build and maintain well-structured, accessible course sites and learning experiences in the learning management system and connected educational technology ecosystem.
  - Contribute selectively to public-facing teaching and learning resources, such as course-design guidance or website content, when those resources directly support faculty practice and course delivery.
- **(15%) Lead course-focused instructional consulting and discovery**
  - Partner with faculty and academic stakeholders to clarify instructional challenges, learner needs, course context, constraints, and measures of success.
  - Plan and facilitate discovery activities, including stakeholder interviews, course and content reviews, learner analysis, and requirements gathering.
  - Synthesize findings and present practical, research-informed recommendations, project scopes, prototypes, and implementation approaches.
  - Apply design-thinking and human-centered design methods to test assumptions, invite feedback, and iteratively improve learning experiences.
- **(15%) Advance assessment and inclusive learning design**
  - Consult with faculty on formative and summative assessment strategies, including authentic assessments, meaningful feedback, academic integrity, and approaches responsive to AI-enabled learning environments.
  - Embed UDL, accessibility by design, and inclusive learning practices throughout course planning, development, and review.
  - Ensure course materials and digital learning experiences follow applicable accessibility, usability, copyright, privacy, and institutional requirements.
  - Review learning experiences for potential barriers and recommend alternatives that support equitable participation and multiple ways for learners to engage, demonstrate knowledge, and access content.
- **(15%) Lead projects, partnerships, and faculty development**
  - Lead complex learning experience design initiatives from discovery through launch and evaluation, establishing scope, roles, milestones, risks, communications, and quality expectations.
  - Manage a portfolio of concurrent course projects and coordinate effectively with faculty, academic programs, instructional technologists, media specialists, accessibility partners, vendors, and students.
  - Develop and facilitate consultations, workshops, demonstrations, and targeted resources that strengthen faculty capability in course design, assessment, inclusive teaching, and effective use of educational technologies.
  - Provide design direction, constructive feedback, and mentorship to colleagues, project contributors, student workers, and others supporting course development.
- **(5%) Evaluate learning effectiveness and guide innovation**
  - Develop evaluation approaches and use qualitative and quantitative evidence, including learner feedback, faculty input, course data, and implementation observations, to assess instructional effectiveness.

- Translate evaluation findings into actionable recommendations and iterative improvements to courses, learning activities, assessments, and delivery practices.
- Research and strategically evaluate emerging learning technologies, including AI-enabled tools, for pedagogical value, accessibility, privacy, risk, feasibility, and alignment with MIT policies and educational goals.
- Design and lead responsible pilots; document findings, recommended practices, and criteria for adoption or discontinuation.
- Share relevant insights and practices with colleagues and professional communities, and perform other duties as assigned.

Supervision Received: Reports to Sr. Associate Director of Instructional Technology and Design.

Supervision Exercised: No formal direct reports. May provide project leadership, functional guidance, and mentorship to colleagues, student workers, vendors, or other contributors supporting course design and development.

Qualifications & Skills:

REQUIRED EDUCATION AND EXPERIENCE:

- Bachelor's degree in related field such as: instructional design, education, learning sciences, educational technology.
- Minimum five years of relevant experience required.
- Proven ability in designing learning experiences in higher education or a similarly complex educational environment.

PREFERRED EDUCATION AND EXPERIENCE:

Education and Experience

- Master's degree in education, instructional design, learning sciences, educational technology, or a related field.
- Demonstrated experience leading complex course design or redesign initiatives in partnership with faculty or subject-matter experts.

Learning Experience Design

- Advanced knowledge of learning sciences, adult learning, backward design, active learning, assessment design, and evidence-based teaching practices.
- Demonstrated ability to conduct instructional discovery, learner and needs analysis, stakeholder facilitation, prototyping, and iterative design.
- Experience applying UDL, inclusive design, accessibility standards, usability principles, and accessibility-by-design practices to courses and digital learning materials.
- Ability to design authentic, formative, and summative assessments and to advise on academic integrity and assessment approaches in AI-enabled learning environments.
- Experience evaluating learning effectiveness through qualitative and quantitative methods and translating findings into improvements.

Educational Technology and Media

- Extensive experience with learning management systems, course authoring tools, multimedia workflows, web-based learning environments, and educational technology ecosystems.
- Experience evaluating and integrating emerging technologies, including AI-enabled tools, into course design and teaching practice with attention to pedagogy, accessibility, privacy, ethics, and institutional policy.
- Ability to plan and guide the development of instructional video, visual, interactive, and other multimedia learning assets.
- Strong technical troubleshooting, documentation, and problem-solving skills, with the ability to learn new tools and workflows quickly.

Project Leadership and Consulting

- Demonstrated ability to lead multiple concurrent projects, define scope and priorities, manage timelines and risks, and deliver high-quality work independently and collaboratively.
- Strong consulting skills, including active listening, requirements gathering, facilitation, synthesis, recommendation development, and presentation to stakeholders.
- Ability to provide design leadership, constructive feedback, and mentorship across multidisciplinary teams without relying on formal authority.

Collaboration and Communication

- Exceptional written, visual, and oral communication skills, including the ability to make complex learning and technology concepts clear and actionable.
- Demonstrated success building trusted, productive relationships with faculty, staff, students, vendors, and cross-functional partners.
- High degree of professionalism, diplomacy, judgment, curiosity, and sensitivity to the needs and constraints of an academic community.
- Commitment to continuous learning and to advancing effective, inclusive, and responsible teaching and learning practices.

*** To comply with regulations by the American with Disabilities Act (ADA), the principal duties in position descriptions must be essential to the job. To identify essential functions, focus on the purpose and the result of the duties rather than the manner in which they are performed. The following definition applies: a job function is essential if removal of that function would fundamentally change the job.*