

Elearning roles

There are many roles that get bandied about in the realm of elearning, but what do these roles actually involve?

Often one person will cover more than one role depending on the size of the organisation.

Sometimes teachers will find themselves having to cover ALL of these roles, which can be difficult because they all require different skillsets.

I have divided the roles up into 4 categories: Leadership roles, content writing roles, design and development roles and delivery roles.

Management roles to oversee the project and keep it on track

Client / Account manager

- Manages the relationship with the client

Project manager

- Manages the schedule, budget, quality, and deliverables

Unit or course coordinator

- Leads the collaboration between staff in the development and delivery of the content

LMS manager / Systems admin

- Technical person who helps make sure the course works properly in the learning management system (LMS).

Stakeholder

- Organisations, companies or individuals who have an interest in the resource. This is often a funding body; community board or group of specialists who give guidance and feedback about the resource while it's in development.

Content writing roles

Subject matter expert (SME)

- Basically what it says – someone who is an expert on the subject your resource is about. The SME works closely with the instructional designer to make sure the content of the resource is accurate.

Instructional designer / Writer

- Uses educational principles to convert content, usually text content, into plans or storyboards for interactive instructional materials and assessments. Works closely with the SME and the course facilitator / assessor to plan course content and assessments.

Editor / Proofreader

- They review what the instructional designer has created and check grammar, spelling, punctuation and style. The proofreader usually hands the edited instructional plan or storyboard back to the instructional designer.

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Design and development roles

UX designer (User experience designer) / Prototype developer

- Explores the best way for people to experience the resource. They will often be involved in creating a prototype of the resource. A prototype is a rudimentary working model of the resource that is built for demonstration purposes. It's often shown to the client to get feedback on the project plan the instructional designer has developed.

Graphic designer / Illustrator

- Creates images or design elements that are required as per the plan that the instructional designer has developed.

Multimedia developer

- Video, photography, audio or animation development. Often the graphic designer or the web developer will cover this area but for bigger projects you might enlist a separate person to develop the multimedia assets. The word 'assets' is often thrown around in this context to describe things like video files, photos or audio files that are ready to be put into the resource by the web developer.

Web developer

- Converts the content that the SME, instructional designer and the proofreader have created into a web-based or mobile resource. This usually involves HTML development or the use of what's called 'rapid development software' such as Articulate Storyline, which makes it easy for non-technical people to create learning resources.

Quality assurance

- Test the course once it's developed to make sure it works properly.

Delivery roles

Facilitator

- These are teachers or moderators who guide, motivate and coordinate the course delivery and they might do this through regular online tutorials, email, releasing content in the LMS at specific times etc.

Assessor

- Assessors are often the same person as facilitators and their job is to coordinate, develop and conduct assessments.

Learner group

- It's obvious but I should mention the role of the learner here. The learner group should be consulted and considered at all stages of resource development. You should always get feedback from the learner group after they have used the resource but they can also be involved in parts of the resource development process. For example, you might want them to provide content in the form of photos or blogs. Involving the learner as much as possible will make your resource work.