Request for Proposal: Multimedia Instructional Designer
George Brown College

Overview

George Brown College is inviting proposals for a multimedia instructional designer, Ontario-based, available immediately, to design and develop up to three postsecondary courses. The candidate will have experience building postsecondary level courses and instructional training for educators using multiple platforms and tools for learner engagement.

The purpose of this RFP is to provide a fair evaluation for all candidates and to provide the candidates with a general overview of the potential contract(s). Questions for clarification of specifications must be submitted to Project Manager, Megan Ewing (please email both Megan.Ewing@georgebrown.ca and Megewinggbc@gmail.com) by June 29, 2021. Responses to questions will be sent to all candidates. Proposals are due no later than July 2, 2021. Proposals will be evaluated immediately thereafter. During this time, we may require interviews. Candidates will be notified if this is requested.

Scope

The three postsecondary courses share a final deadline of February 2022. They also share foundational commitments to honoring diverse lived experience, universal design and decolonizing curriculum frameworks, constructivist and anti-oppressive pedagogy, and collaboration-based design. The courses differ significantly in their present development stages, subject matter expert (SME) teams’ composition and process, consulting partners, and most timelines.

Deliverables and collaborative meeting dates are to be determined during consultations after the contract has been awarded. We are anticipating the following:

- Project A: Consultations begin in July, first draft August 27th, field test ready draft September 30th, final revisions to follow field test delivery (Oct. – Nov.), final revisions completed by February 2022.
- Projects B and C: Engagement of learners, stakeholders, and collaborators in the field testing and validation process, is ongoing. Final revisions completed by February 2022.

Project A:

Inclusive Teaching and Universal Design are curriculum design frameworks that reduce barriers to student access and engagement. The existing certificate leverages the expertise of teaching faculty, curriculum specialists, instructional designers, accessibility consultants, and others to build a cross-departmental immersive, collaborative, inclusive, UDL Community of Practice. This
comprehensive, four-module professional development course combines anti-oppressive pedagogy, Universal Design for Learning and Ontario postsecondary elements of course design and delivery methods and will be redesigned for province-wide use as fully asynchronous with flexible delivery options to support wide access amongst Ontario postsecondary institutions. The field testing of this course includes a full cycle delivery with several participating partners and strict deadlines.

**Project B:**

Indigenous Peoples in the Media: Raising our Voices will analyze the historical and emerging depictions of Indigenous peoples in various media, ranging from historical depictions to change makers and active resisters in the current Canadian context, through the lenses of systemic oppression, anti-oppression, and activism. The project will support the development of two courses designed in parallel, using much of the same material, with some differentiation for diploma level general education and degree level liberal studies electives.

These modularized full semester (42 hour) courses will integrate Indigenous Learning Outcomes to reflect Indigenous pedagogy and worldviews and create a unique space that centres Indigenous voices, cultures, and values in the spirit of reconciliation and moving forward together.

**Project C:**

Black Voices in Canada: Narratives of Resilience and Resistance will centre Black voices and lived experience through the analysis of various art forms beyond mainstream narratives including, among other things, literature, spoken word, and music. As with the Indigenous Peoples in the Media project, this project will result in the development of two courses designed in parallel, using much of the same material, with some differentiation for diploma level general education and degree level liberal studies electives.

These modularized full semester (42 hour) courses will facilitate a greater understanding of Black experiences in Canada using stories of resistance and resilience, histories of systemic oppression, and the power of art as a tool for social change and healing.

The frameworks of anti-oppressive pedagogy and Universal Design for Learning will guide the design of dynamic learning objectives, interactive activities, collaborative learning, and assessment strategies.

Whether the successful candidate works with one, two, or three projects, each project is supported by its own team of SME, faculty designers, Accessible Learning Consultant(s) and UDL coach(es) who assist with AODA compliance and student perspectives.
Candidate Experience and Evaluation Criteria

The Candidate has successfully completed similar projects and has the qualifications necessary to undertake this project as evidenced by the proposal and references:

- Multimedia expertise: Prior work demonstrates interactive media and interface design skills, video and audio production skills.

- WCAG 2.0 compliance: Prior work demonstrates a thorough understanding of WCAG 2.0 accessibility compliance.

- Aesthetic capabilities: Prior work demonstrates artistic and innovative computer graphic and conceptual design with user friendly interfaces that engage communities and viewers.

- Anti-Oppression/Anti-Racism/Anti-Indigenous Racism expertise: Prior work demonstrates commitment to a framework for challenging the impacts of colonization that enable and reinforce barriers to equitable learning opportunities for students.

- Collaboration: Prior work demonstrates enthusiasm and sensitivity when collaborating with diverse team members and ability to recommend and communicate appropriate technical and aesthetic solutions given discussion and guidance from the course team(s).

- Scheduling: Prior work demonstrates the ability to meet tight deadlines and to adjust deadlines as required by the course team(s).

- Canadian context: The Candidate is Ontario-based and prior work demonstrates postsecondary course design, or workplace training design, in or equivalent to the postsecondary Canadian context.

Fee for Service/Project Value Range:

For all three courses the total Instructional Design deliverables range is an approximate $80,000-$100,000 with Project A comprising up to $50,000. For candidates submitting proposals for more than one course, a description of shared and separate use of course development costs is required.

George Brown College is dedicated to employment equity and encourages applications from people of all genders, persons with disabilities, Black, Indigenous, and People of Colour. George Brown College is committed to accommodating applicants with disabilities throughout the hiring process, in accordance with the Accessibility for Ontarians with Disabilities Act (AODA).