

GEORGE MASON UNIVERSITY

**COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION
Instructional Design and Technology (IDT) Program**

EDIT 573 A01: Project Management
2 Credits, Summer A-Session 2014, May 19-June 27
Course meets online via [MyMasonPortal/Courses](#)

PROFESSOR:

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COURSE DESCRIPTION:

A. Prerequisites/Corequisites

None. However, the content of this course assumes a basic knowledge of the principles and best practices of Instructional Design. To be successful in this course, students should have **either** taken **EDIT 705** Instructional Design **or** have **work experience** that includes the basics of Instructional Design.

B. University Catalog Course Description

Explores project management principles and applications used to manage, plan, and track large-scale, complex instructional design projects.

C. Expanded Course Description

Note: This course is **not** preparation for the PMP® Certification Exam, the testing mechanism for credentialing those with project management experience.

DELIVERY METHOD:

This course will be delivered online using an **asynchronous** (not “real time”) format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before “@masonlive.gmu.edu) and email password. The course site will be available on **Sunday, May 18 at 6:00 PM EDT**. You may also access course content via the free **Blackboard Mobile app**, available for both iOS and Android devices at your device’s mobile app store.

TECHNICAL REQUIREMENTS:

To participate in this course, students will need the following resources:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are **not compatible** with Blackboard
- Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course
- MS Office 2007 or later, or OpenOffice 2007 or later
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements. For those interested in a 30-day free trial of easy to use project scheduling software applications, the following are excellent resources, both of which are available for mobile devices as well as desktop/laptop use:
 - Redbooth <http://redbooth.com/>
 - Smartsheet <http://www.smartsheet.com/>
- The following software plug-ins for PCs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:
 - Adobe Flash Player: <http://get.adobe.com/flashplayer/>
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/otherversions/>

EXPECTATIONS:

- **Course Week:** Because online courses do not have a “fixed” meeting day, our week will **start** on Monday, and **finish** on Sunday.
- **Log-in Frequency:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be 2 times per week.
- **Participation:** Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course.
- **Technical Issues:** Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:** Expect to log in to this course **at least twice a week** to read announcements, participate in the discussions, and work on course materials. Remember, this course is **not** self-paced. There are **specific deadlines** and **due dates** listed in the **CLASS SCHEDULE** section of this syllabus to which you are expected to adhere. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- **Advising:** If you would like to schedule a one-on-one meeting to discuss course requirements, content or other course-related issues, and you are unable to come to the Mason campus, we can meet via telephone or web conference. Send me an email to schedule your one-on-one session and include your preferred meeting method and suggested dates/times.
- **Netiquette:** Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others from taking them as personal attacks. **Be positive in your approach to others and diplomatic with your words.** I will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.

LEARNER OUTCOMES:

At the conclusion of this course, learners will be able to:

- Identify the processes and knowledge areas of the discipline of Project Management
- Describe how the project management processes and knowledge areas relate to instructional design processes/methodologies
- Describe the basic components of a project plan
- Discuss the various roles of project stakeholders and the influence of those stakeholders on project processes and outcomes
- Create a basic project plan

PROFESSIONAL STANDARDS:

1) **Project Management Institute (PMI) Project Management Body of Knowledge**

(PMBOK®), 5th edition, *Annex A1: The Standard for Project Management of a Project*
<http://www.pmi.org>:

- a) Describe the nature of project management processes in terms of the integration between the processes, their interactions, and the purposes they serve. Project management processes are grouped into five categories or Process Groups:
 - i) Initiating Process Group
 - ii) Planning Process Group
 - iii) Executing Process Group
 - iv) Monitoring & Controlling Process Group
 - v) Closing Process Group
- b) Map the five Process Groups to the nine project management Knowledge areas of:
 - i) Project Integration Management
 - ii) Project Scope Management
 - iii) Project Time Management
 - iv) Project Cost Management
 - v) Project Quality Management
 - vi) Project Human Resource Management
 - vii) Project Communications Management
 - viii) Project Risk Management

- ix) Project Procurement Management
 - c) Adhere to the four principles of project success:
 - i) Select the appropriate processes required to meet project objectives
 - ii) Use a defined approach that can be adopted to meet requirements
 - iii) Comply with requirements to meet stakeholder needs and expectations, and
 - iv) Balance the competing demands of scope, time, cost, quality, resources, and risk to produce the specified product, service, or result
- 2) International Board of Standards for Training, Performance, and Instruction (IBSTPI) (<http://ibstpi.org/instructional-design-competencies/>).
- a) Management
 - i) Apply business skills to managing the instructional design function
 - ii) Manage partnerships and collaborative relationships
 - iii) Plan and manage instructional design projects

REQUIRED TEXTS:

Horine, G.M. (2013). *Project management: Absolute beginner's guide*, 3rd Edition, Indianapolis: Que Publishing.

COURSE ASSIGNMENTS AND GRADED DELIVERABLES:

1. Basic Individual Knowledge Checks – 30 points

There are three (3) basic individual Knowledge Checks to help reinforce your learning and identify potential areas needing additional study or clarification. The Knowledge Checks are located under the **KNOWLEDGE CHECKS** link in the left-hand navigation menu of our Blackboard course site. The Knowledge Checks may be completed at your own pace – no specific due dates – but must be completed by the **end of the course**. Recommended (but not required) completion dates for each Knowledge Check are noted in the **COURSE SCHEDULE** section of this syllabus.

2. Class Discussion Participation - 20 points

There are two (2) instructor-initiated discussions conducted using the Blackboard **DISCUSSION BOARD**. The **minimum** requirement for all students is **two (2) postings** per discussion, with postings **spread** throughout the week (i.e., not all on Sunday, the last day of the week). **Note: No credit will be given for postings made after the conclusion of the discussion at 11:59 PM on Sunday of the discussion week.** For more information on how discussion posting quality is evaluated, please consult the *Discussion Participation Rubric* posted on our Blackboard course site under the **Grading Information** tab of each discussion forum, as well as under the **RESOURCES/Grading Rubrics** link in the left hand navigation menu of our Bb course site. You may also access the rubrics using the Bb Mobile app.

3. Create a Basic Project Plan for an Instructional Product (Team Project) – 35 points

- Working in teams of **2-3 members**, students will develop a basic project plan that describes how the team is going to do the work required to **execute** the design set down in a **previously-created** Instructional Design Document (IDD). Team members will decide

collaboratively what IDD will serve as the basis of the team's project plan. The IDD may be ...

- The same as was created for EDIT 705, OR
- An IDD from a team member's current/previous place of work, OR
- A fictional IDD based on an instructional problem scenario that a student has heard/read about in a professional community discussion (e.g., ASTD, e-Learning Guild, or other group focused on instruction/training design).
- Using the agreed-upon IDD that describes the instructional product, each team will create a basic Project Plan. The Project Plan will be created **iteratively**, with peer reviews as described on page 5 of this syllabus. The Project Plan may be written in either [APA-style](#) formatting or standard Business English. For help with writing/formatting, you may use Mason's [Online Writing Lab](#) services free of charge.
- The Project Plan will include the following components, each of which will be covered during the course:
 - Project Definition and Scope
 - Work Breakdown Structure
 - Network Diagram/Work Sequence
 - Resource Requirements
 - Project Schedule
 - Risk Management Strategies
- Have one representative of your team submit the completed Project Plan under the **PROJECT PLANS** link of the Bb left-hand navigation menu. **Note:** If submitting **multiple** files, be sure to finish uploading **all** your files **before** clicking SUBMIT. In addition, **late** submissions will be penalized **10%** for each day past the due date; **no submissions will be accepted after June 27, 2014.**
- Have one representative of your team also upload a copy of your Project Plan to the **Project Plan Exhibit Hall** forum on the **DISCUSSION BOARD**.
- Examples of Project Plans from previous EDIT 573 courses are located under the **RESOURCES** link in the left-hand navigation menu of our Bb course site. For more information on how this assignment is evaluated, please consult the *Project Plan Grading Rubric* at the back of this syllabus **AND** posted on our Blackboard course site under **RESOURCES/Grading Rubrics**.

4. Project Plan Peer Reviews – 15 points

- There will be a **total** of **three (3)** peer reviews per student:
 - Peer Review #1 covers the Project Definition and Scope. Each student will provide constructive feedback to **any three (3) teams other than his/her own** using the relevant criteria in the *Project Plan Grading Rubric*.
 - Peer Review #2 covers the Work Breakdown Structure, Network Diagram/Work Sequence, Resource Requirements, Project Schedule, and Risk Management Strategies. Each student will provide constructive feedback to **any three (3) teams other than his/her own** using the relevant criteria in the *Project Plan Grading Rubric*.
 - For Peer Review #3, each student will visit the **Project Plan Exhibit Hall** forum on the Bb **DISCUSSION BOARD** and provide constructive feedback to **any two**

(2) teams other than his/her own using the criteria in the *Project Plan Grading Rubric*.

- Please consult the **Student Guidelines for Peer Reviews** posted in the **RESOURCES** section of our Bb course site for more information about formulating constructive feedback to teams other than your own.
- Instructor comments on each of the documents submitted for peer review will be posted to each team’s **private** spaces, so as not to unduly influence the feedback of course members. The instructor will provide only **one (1) round** of feedback per peer review.
- For more information about how peer review feedback is evaluated, please consult the *Peer Review Grading Rubric* posted on our Blackboard course site under **RESOURCES/Grading Rubrics**.

Total Possible Points for All Four (4) Deliverables: 100

GRADING POLICIES

- **General information:** The evaluation of student performance is related to the student’s demonstration of the course outcomes. All work is evaluated on its relevance to the specific assignment, comprehensiveness of information presented, specificity of application, clarity of communication, and the analytical skills utilized, as documented in the respective grading rubrics.
- **Team projects:** Note that your final project grade reflects your **individual** contribution to the project and the project process based on the content and activity in the private team areas in Bb **and** on the results of an anonymous (results visible only to the instructor) *Team Member Effectiveness Survey* that will be conducted at the end of the summer session. As such, **individual** team member scores for the project may differ from one another. Consequently, **it is in your best interest to document the contributions of each team member**. This happens automatically if you use the team communication and collaboration tools in Blackboard. However, **if you wish to use other tools or meet face-to-face, be sure to upload a summary of your meeting discussions/decisions to your private team areas in Bb**. Failure to do so will lead the instructor to assume that all team members have contributed to the project equally.
- **Grading scale:** The grading scale used in this course is the official George Mason University scale for graduate-level courses. Decimal percentage values $\geq .5$ will be rounded up (e.g., 92.5% will be rounded up to 93%); decimal percentage values $< .5$ will be rounded down (e.g., 92.4% will be rounded down to 92%).

Letter Grade	Total Points Earned
A	93%-100%
A-	90%-92%
B+	88%-89%
B	83%-87%
B-	80%-82%
C	70%-79%
F	<70%

GMU POLICIES AND RESOURCES FOR STUDENTS

- a. Students must adhere to the guidelines of the George Mason University Honor Code (See <http://oai.gmu.edu/honor-code/>).
- b. Students must follow the university policy for Responsible Use of Computing (See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (See <http://caps.gmu.edu/>).
- e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester (See <http://ods.gmu.edu/>).
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (See <http://writingcenter.gmu.edu/>).

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website <http://gse.gmu.edu/>.

COURSE SCHEDULE:

DATE	TOPICS/LEARNING EXPERIENCES	READING & ASSIGNMENTS
<p>Week 1 05/19-05/25</p>	<p>TOPIC: COURSE KICK-OFF AND GETTING ACQUAINTED</p> <ul style="list-style-type: none"> • Verify Blackboard (Bb) access; troubleshoot any issues by sending an email with your G-number and description of the problem to courses@gmu.edu • After logging in to MyMasonPortal, clicking on the COURSES tab at the top of the page, then clicking on the link for EDIT 573, read the course Welcome page • Review the course Syllabus and print it out or download it to your mobile device for anytime-reading • View the COURSE ORIENTATION video, the link to which is in the left-hand navigation menu bar • Post your bio (photo optional) to the designated forum on the DISCUSSION BOARD • Post any course-related questions to the designated forum on the DISCUSSION BOARD 	<ul style="list-style-type: none"> • Comments on the bios of your fellow course members throughout the week • Click on the COURSE-AT-A-GLANCE link in the left-hand navigation menu and select Week 1 [NOTE: All of the following assignments are accessible via the Week 1 link.] • Read the <i>Week 1 Learning Outcomes</i> • View the video <i>Project Management: Definition and Scope – Parts I and II</i> • Complete the assigned reading <ul style="list-style-type: none"> ◦ Horine, Introduction & Chapters 1 through 5 • Submit your team member preferences (or no-preference message) to instructor via Bb Send Email, the link to which is in the left-hand navigation menu or via the Bb Mobile app, by 11:59 PM on 05/22. Team membership and private work spaces will be posted by instructor no later than 11:59 PM on 05/23
<p>Week 2 05/27-06/01 Monday, 05/26, is Memorial Day, No Classes</p>	<p>TOPIC: INITIATING AND PLANNING</p> <ul style="list-style-type: none"> • Course member responses to DQ #1 throughout the week • Explore the Project Support Resources sub-folder under the RESOURCES link • Begin drafting your team’s Project Definition and Scope for Peer Review #1 • Recommendation: Now would be a good time to complete <i>Knowledge Check #1</i> 	<ul style="list-style-type: none"> • Click on the COURSE-AT-A-GLANCE link in the left-hand navigation menu and select Week 2 [NOTE: All of the following assignments are accessible via the Week 2 link.] • Read the <i>Week 2 Learning Outcomes</i> • View the video <i>Initiating and Planning: The Value of Templates</i> • Complete the assigned reading <ul style="list-style-type: none"> ◦ Horine, Chapters 6-9 • Have one representative of your team post your draft Project Definition and Scope to the Peer Review #1 forum on the DISCUSSION BOARD by 11:59 PM on 06/01

DATE	TOPICS/LEARNING EXPERIENCES	READING & ASSIGNMENTS
<p>Week 3 06/02-06/08</p>	<p>TOPIC: EXECUTING, MONITORING AND CONTROLLING</p> <ul style="list-style-type: none"> • Peer Review #1 comments to three (3) teams other than your own throughout the week <ul style="list-style-type: none"> ○ Be sure to use the relevant criteria in the <i>Project Plan Grading Rubric</i> to substantiate your comments • Revise your draft Project Definition and Scope based on peer review comments and instructor feedback • Begin drafting your team's Work Breakdown Structure (WBS), Network Diagram/Work Sequence, Resource Requirements, Project Schedule & Risk Management Strategies 	<ul style="list-style-type: none"> • Click on the COURSE-AT-A-GLANCE link in the left-hand navigation menu and select Week 3 [NOTE: All of the following assignments are accessible via the Week 3 link.] • Read the <i>Week 3 Learning Outcomes</i> • View the video <i>Project Cost Management</i> • Complete the assigned reading <ul style="list-style-type: none"> ○ Horine, Chapters 10, 14, 17, 18 & 22 • Have one representative of your team post your draft Work Breakdown Structure (WBS), Network Diagram/Work Sequence, Resource Requirements, Project Schedule & Risk Management Strategies to the Peer Review #2 forum on the DISCUSSION BOARD by 11:59 PM on 06/08
<p>Week 4 06/09-06/15</p>	<p>TOPIC: CLOSING, LESSONS LEARNED</p> <ul style="list-style-type: none"> • Peer Review #2 comments to three (3) teams other than your own throughout the week • Course member responses to DQ #2 throughout the week • Revise your draft Work Breakdown Structure (WBS), Network Diagram/Work Sequence, Resource Requirements, Project Schedule & Risk Management Strategies based on peer review comments and instructor feedback • Recommendation: Now would be a good time to complete <i>Knowledge Check #2</i> 	<ul style="list-style-type: none"> • Click on the COURSE-AT-A-GLANCE link in the left-hand navigation menu and select Week 4 [NOTE: All of the following assignments are accessible via the Week 4 link.] • Read the <i>Week 4 Learning Outcomes</i>

DATE	TOPIC & ACTIVITIES DURING THE WEEK	READING & ASSIGNMENTS
<p>Week 5 06/16-06/27 Extended Week</p>	<p>TOPIC: PROJECT PLAN EXHIBIT HALL AND COURSE WRAP-UP</p> <ul style="list-style-type: none"> • Peer Review #3/Project Plan Exhibit Hall comments to two (2) teams other than your own throughout the week <ul style="list-style-type: none"> ○ Be sure to use the <i>Project Plan Grading Rubric</i> to substantiate your comments • Make sure you have completed all three (3) Knowledge Checks 	<ul style="list-style-type: none"> • Click on the COURSE-AT-A-GLANCE link in the left-hand navigation menu and select Week 5 [NOTE: All of the following assignments are accessible via the Week 5 link.] • Read the <i>Week 5 Learning Outcomes</i> • Have one representative of your team post your final Project Plan to the Project Plan Exhibit Hall forum on the DISCUSSION BOARD by 11:59 PM on 06/22 • Complete the anonymous Team Member Effectiveness survey, the link to which was sent to you via email • Complete the anonymous Mason Online Course Evaluation Survey, the link to which is located in the bottom right-hand corner of the COURSES tab on the MyMason portal

Project Plan Grading Rubric

Criteria	Does Not Meet Standards	Meets Standards	Exceeds Standards
Project Definition and Scope:	<p>Little or no description of project, omits what is included and/or excluded from scope</p> <p style="text-align: right;"><i>Point Values: 0.0-3.9</i></p>	<p>Adequate description of project, omits either what is included or what is excluded from scope</p> <p style="text-align: right;"><i>Point Values: 4.0-4.9</i></p>	<p>Comprehensive, specific description of project including what is in and out of scope</p> <p style="text-align: right;"><i>Point Value: 5</i></p>
Work Breakdown Structure (WBS):	<p>Method and content reflects neither functional area input nor other data sources</p> <p style="text-align: right;"><i>Point Values: 0.0-3.9</i></p>	<p>Method and content reflects some input from functional areas that will do the work, little or no other data sources</p> <p style="text-align: right;"><i>Point Values: 4.0-4.9</i></p>	<p>Method and content clearly reflects use of substantive input from functional areas that will do the work, as well as other data sources</p> <p style="text-align: right;"><i>Point Value: 5</i></p>
Network Diagram/Work Sequence:	<p>Diagram/sequence does not match WBS, major disconnects</p> <p style="text-align: right;"><i>Point Values: 0.0-3.9</i></p>	<p>Diagram/sequence generally matches WBS, with only minor disconnects</p> <p style="text-align: right;"><i>Point Values: 4.0-4.9</i></p>	<p>Diagram/sequence clearly matches WBS, including task dependencies</p> <p style="text-align: right;"><i>Point Value: 5</i></p>
Resource Requirements:	<p>Resource requirements do not flow logically from WBS, major disconnects</p> <p style="text-align: right;"><i>Point Values: 0.0-3.9</i></p>	<p>Resource requirements generally flow logically from WBS, with only minor disconnects</p> <p style="text-align: right;"><i>Point Values: 4.0-4.9</i></p>	<p>Resource requirements all flow logically from WBS</p> <p style="text-align: right;"><i>Point Value: 5</i></p>
Project Schedule	<p>Project schedule does not align with either WBS or Network Diagram/Work Sequence, major disconnects</p> <p style="text-align: right;"><i>Point Values: 0.0-3.9</i></p>	<p>Project schedule aligns with either WBS or Network Diagram/Work Sequence, only minor disconnects</p> <p style="text-align: right;"><i>Point Values: 4.0-4.9</i></p>	<p>Project schedule aligns with both WBS and Network Diagram/Work Sequence</p> <p style="text-align: right;"><i>Point Value: 5</i></p>

Project Plan Grading Rubric (cont'd)

Criteria	Does Not Meet Standards	Meets Standards	Exceeds Standards
Risk Management Strategies:	<p>Approach to and rationale for strategy selection is not articulated clearly</p> <p style="text-align: right;"><i>Point Values: 0.0-2.3</i></p>	<p>Approach to and/or rationale for strategy selection is articulated clearly, little or no supporting evidence</p> <p style="text-align: right;"><i>Point Values: 2.4-2.9</i></p>	<p>Approach to and rationale for strategy selection is articulated clearly and supported with evidence from course readings</p> <p style="text-align: right;"><i>Point Value: 5</i></p>
Organization:	<p>Project plan is unstructured and hard to follow</p> <p style="text-align: right;"><i>Point Values: 0.0-1.5</i></p>	<p>Structure of the project plan is generally clear, little or no use of headings and sub-headings</p> <p style="text-align: right;"><i>Point Values: 1.6-1.9</i></p>	<p>Structure of the project plan is clear and easy to follow, with use of accurate headings and sub-headings</p> <p style="text-align: right;"><i>Point Value: 2</i></p>
Language:	<p>Rules of English grammar, usage, spelling and punctuation are not followed, multiple language errors throughout the project plan</p> <p style="text-align: right;"><i>Point Values: 0.0-2.3</i></p>	<p>Rules of English grammar, usage, spelling and punctuation are generally followed throughout the project plan, one or two minor language errors</p> <p style="text-align: right;"><i>Point Values: 2.4-2.9</i></p>	<p>Rules of English grammar, usage, spelling and punctuation are followed consistently throughout the project plan, no language errors</p> <p style="text-align: right;"><i>Point Value: 3</i></p>