

George Mason University
College of Education and Human Development
Instructional Design and Technology (IDT) Program

EDIT 573 A01 – Project Management: Agile-SCRUM
2 Credits, Summer 2020
Meets Totally Online June 1 – July 3, 2020

Faculty

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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** in the field of instructional design.

University Catalog Course Description

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

Course Overview

Explores basic agile methods and synergy between agile project management and agile instructional design. **Note:** This course is **not** preparation for the PMP® Certification Exam, the testing mechanism for credentialing those with project management experience, or for the PMI-ACP®, the Agile Certified Practitioner.

Course Delivery Method

This course will be delivered 100% online using **asynchronous** format via Blackboard Learning Management system (LMS) housed in the MyMason portal. There are also two (2) **optional** web conferencing session on **June 3, 7:30 – 8:30 PM ET** and **Jun 22, 7:30-8:30 PM ET** via the **BLACKBOARD COLLABORATE ULTRA** tool that is part of the Blackboard LMS. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on **Sunday, May 31 at 6:00pm.**

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

To get a list of supported operation systems on different devices see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- 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 course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player:
<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week:
Because asynchronous 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, class discussions, and/or access to course materials at least **2 times per week**.
- Participation:
Students are expected to actively engage in all course activities throughout the semester, which includes viewing 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 who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. **Late work will not be accepted based on individual technical issues.**
- Workload:
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the

student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- **Instructor Support:**

Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- **Netiquette:**

The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- **Accommodations:**

Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

- Define Agile Project Management
- Compare and contrast Agile Project Management with other project management methods
- Identify points of synergy between Agile Project Management and Agile Instructional Design
- Apply Agile Project Management methods to an instructional design project

Professional Standards: International Board of Standards for Training, Performance and Instruction (IBSTPI) (<http://ibstpi.org/instructional-design-competencies/>).

Upon completion of this course, students will have met the following professional standards:

- Establish project scope and goals
- Use a variety of planning and management tools for instructional design projects
- Allocate resources to support the project plan
- Manage multiple priorities to maintain project time line

Required Texts

There are no textbooks needed for this course. All reading materials are posted on our Blackboard course site under the E-RESERVES link in the left-hand navigation menu of our course site and are **accessible only via that link.**

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor. Please see the description of each assignment for late submission penalties.

Assignments and/or Examinations

1. **Individual Knowledge Checks – 20 points/10% of final grade**
2. **Agile Team Discussions and Summaries- 60 points/30% of final grade**
3. **From ADDIE to Agile: Agile Plan (Team Project) – 90 points/45% of final grade**
4. **Project Plan Peer Reviews – 30 points/15% of final grade**

Grading:

- Total Possible Points/Grade % - 200 Points for all Four Deliverables/100%

Assignments	Total Points	Percentage of Final Grade
1. Individual Knowledge Checks	20	10%
2. Agile Team Discussions and Summaries	60	30%
3. From ADDIE to Agile: Agile Plan (Team Project)	90	45%
4. Project Plan Peer Reviews	30	15%
TOTAL	200	100%

- **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 or the content and activity in your team's chosen communication and collaboration tool (e.g., Google Drive). 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, be sure to upload a summary of your meeting discussions/decisions to the File Exchange area of your team's private workspaces 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%).

Total Points	Total Percentage	Letter Grade
185 – 200	93% - 100%	A
179 – 184	90% - 92%	A-
175 – 178	88% - 89%	B+
163 – 174	83% - 87%	B
159 – 162	80% - 82%	B-
139– 158	70% - 79%	C
138 – 0	<70	F

Professional Dispositions

See <https://cehd.gmu.edu/students/policies-procedures/>

Core Values Commitment

The College of Education and 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/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/> .