

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

Name: Dr. Patty Gilbert McDonald
Office Hours: By Appointment Only
Office Location: Virtual
Office Phone: 781-367-1512
Email Address: pgilber2@gmu.edu

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

There are two (2) individual Knowledge Checks (KCs) to help reinforce your learning about basic Agile concepts and identify potential areas needing additional study or clarification.

- Each KC consists of ten (10) closed-end questions drawn from the course readings and videos.
- Each KC is worth a maximum of 10 points; however, each KC accounts for only 5% of your final grade.
- The KCs are open book and are not timed. In addition, you have **three (3)** attempts. The attempt with the **highest** score will be applied to your total grade.
- The KCs 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 KC are noted in the Class Schedule section of this syllabus and under each of the weekly links on our Blackboard (Bb) course site.

2. Agile Team Discussions and Summaries- 60 points/30% of final grade

There are **three (3)** instructor-initiated discussions, each corresponding to a selected topic in the course syllabus:

- a Week 2: Getting to Know Agile
 - b Week 3: Agile Case Studies
 - c Week 4: Agile in your industry
- To keep the discussions manageable and make it easier for all students to actively participate, you will work in Agile Team Discussion groups of **4-5 students**, and each team will have its **own** discussion board. The instructor will assign each student to one of the team discussion groups and the student will remain with that group for the duration of the course, **including** the Agile Project Plan final assignment.
 - For each discussion question, each **individual** student is required to submit a **minimum of two (2)** postings, distributed throughout the week, to the team's private discussion board.
 - Towards the end of the discussion week, each team will prepare a **summary and synthesis** (max. 300 words) of the main points that their team made during the discussion week. One representative of your team will post the team's summary to the **MAIN DISCUSSION BOARD** for review and comment by all other course members.
 - The **individual** postings to each discussion are worth **10 points per discussion**, for a total of 30 points; the **group summaries** are worth **10 points** each, for a total of 30 points. The individual postings plus the summaries are worth **60 points collectively**.
 - Specific dates/times for the discussion postings are provided in the Class Schedule section of this syllabus and under each of the weekly links on our Bb course site.
 - Your discussion will be graded based upon the *Agile Team Discussion Scoring rubric*; the team summary will be graded based upon the *Agile Team Discussion Summary rubric*. Both rubrics are located in the **Grading Rubrics** folder under the **RESOURCES** link of our Bb course site.

- Tips and techniques for organizing your team discussions and preparing your discussion postings are located in the *Agile Team Discussion Scoring and Examples* document posted under the **RESOURCES** link of our Bb course site.
- **Note: The discussion week is the same as our course week, namely Monday to Sunday. Postings submitted after a discussion week has ended will receive zero points, no exceptions, and no make-ups.**

3. From ADDIE to Agile: Agile Plan (Team Project) – 90 points/45% of final grade

- **In the same teams you worked in for the discussions**, you will develop a plan for managing an instructional design project using Agile methods. Team members will decide **collaboratively** what instructional design project will serve as the basis of the team’s project plan. You may draw on ...
 - a the Instructional Design Document you created in EDIT 705, OR
 - b an instructional design project from a team member’s current or previous place of work, OR
 - c work, OR
 - d an instructional design project you read about in a professional community discussion (e.g., LinkedIn groups for instructional designers, e-Learning Guild messages, or some other group focused on instructional/training design)
- The Agile Plan will be created **iteratively**, with peer reviews as described on pp. 7 of this syllabus.
- There is **no minimum or maximum page length; single spacing is preferred**. APA format is not required, as this is a business document, not a research paper.
- The Agile Plan must contain the following components:
 - a **Rationale** for using Agile methods to manage the project that includes ...
 - the nature of the instructional problem to be solved
 - the reasons for preferring Agile (e.g., project size and complexity, client availability, client tolerance for scope and cost changes, time to completion, size and ability of instructional design team) for the **specific** project (i.e., not a generic list of when/why Agile should be used)
 - the benefits of using Agile for the **specific** project (i.e., not a generic list of the benefits of Agile)
 - high-level strategy for mitigating potential risks associated with using Agile for the **specific** project (i.e., not a generic list of risk mitigation strategies)
 - b **Instructional Product Vision Statement**. The most well-known template for creating Vision Statement comes from Geoffrey Moore’s book *Crossing the Chasm*, and summarized on Scrum Master [Richard Lawrence’s blog](#). If your current employer has a template, feel free to use that instead.
 - c **Instructional Product Roadmap**. Some free, easy-to-use templates:
 - [Agile Roadmap PowerPoint Template](#)
 - [Agile Product Roadmap Excel Template](#)
- Have **one** representative of your team upload the **completed, final** version of the team’s Agile Plan under the **ASSIGNMENTS** link of the Bb left-hand navigation menu on the date indicated in the Class Schedule. Also, upload a copy of your Agile Plan to the **Agile Plan Exhibit Hall** forum of our **MAIN DISCUSSION BOARD**. If submitting **multiple** files, be sure to finish uploading **all** your files **before** clicking SUBMIT.
- For information on how your Agile Plan will be evaluated, please consult the Agile Plan Grading Rubric at the back of this syllabus and on our Bb course site.

- **NOTE: Late submissions will be penalized 10%; no submissions will be accepted after July 3, 2020, no exceptions.**

4. Project Plan Peer Reviews – 30 points/15% of final grade

- There will be a total of three (3) rounds of student peer reviews:
 - a Peer Review #1 covers the *Rationale* component. Each student will **provide at least one (1) constructive comment to any two (2) teams other than his/her own team** using the relevant criteria in the Agile Plan Grading Rubric. For example, when reviewing the Rationale, you would use only the Rationale criterion from the rubric.
 - b Peer Review #2 covers the *Product Vision Statement* and the *Product Roadmap*. Each student will provide constructive feedback to **any two (2) teams other than his/her own** using the relevant criteria in the Agile Plan Grading Rubric. So, only the rubric criteria for the Visions Statement and the Roadmap are used for this round of reviews.
 - c Peer Review #3 covers the final Agile Plan posted to the **Agile Plan Exhibit Hall** forum. Each student will provide constructive feedback to **any two (2) teams other than his/her own** using **all** of the rubric criteria.
- You may use the same two teams for all three peer reviews. So, if you reviewed Teams 1 and 2 for Peer Review #1, you may also review Teams 1 and 2 for Peer Review #2 and Peer Review #3.
- To meet the **minimum** requirements of one comment to two teams across three review rounds, you will post **a total of six (6) comments for the entire semester**.
- Please consult the *Student Guidelines for Peer Reviews* and the *Tips on Synthesizing Peer Review Feedback* 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 sent to each team's **private** spaces in Bb, so as not to unduly influence the feedback of course members. The instructor will provide only **one (1) round** of feedback per team 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**.
- **Note: Postings made after a peer review week has ended will receive zero points, no exceptions, and no make-ups.**

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/polices-procedures/>

Class Schedule

DATES	TOPICS/ACTIVITIES/DELIVERABLES
<p>Week 1 June 1 – June 7</p>	<p>COURSE KICK OFF AND GETTING TO KNOW AGILE</p> <p><i>Course Orientation</i></p> <ul style="list-style-type: none"> • Read the course SYLLABUS. You may print it out or download it to your mobile device for anytime reading. • View the COURSE ORIENTATION VIDEO, the link to which is located in the left-hand navigation menu of our Bb course site • Click on the WEEK 1 link in the left-hand navigation • Click on the MY AGILE TEAM link in the left-hand navigation menu of our course site and see who else is on your team • Click on the BLACKBOARD COLLABORATE ULTRA to participate in the <u>optional</u> “Meet the Instructor and Course Orientation” Event on Wednesday, June 3 from 7:30-8:30pmEST. <p><i>Week 1 Learning Activities</i></p> <ul style="list-style-type: none"> • Read the Week 1 Learning Outcomes • Read the <i>Agile Team Discussion Scoring and Examples</i> document posted under the RESOURCES link of our course site • Review the <i>Agile Team Discussion Summary Grading Rubric</i> posted under the RESOURCES link of our course site • Explore the folder containing examples of Agile Project Plans from previous EDIT 573 courses. • Review the document Student Guidelines for Peer Reviews, located under the RESOURCES link of our course site <p><i>Discussion Board</i></p> <ul style="list-style-type: none"> • Post your bio (photo optional, maximum size 150 x 200) to the designated forum on the MAIN DISCUSSION BOARD BY 11:59 on June 6 • Post any course-related questions to the designated forum on the MAIN DISCUSSION BOARD any time during the week <p><i>Videos</i></p> <ul style="list-style-type: none"> • <i>Project Management: Orienting Context</i> © Dr. Shahron Williams van Rooij, 2018-2020 • <i>Agile Project Management for eLearning Course Preview</i> • <i>Getting to Know Agile</i> © Dr. Shahron Williams van Rooij, 2018-2020 <p><i>Assigned Readings</i> (accessible via the E-RESERVES link in the left- hand navigation menu of our course site):</p> <ul style="list-style-type: none"> • Book chapter: van Rooij, <i>Project Management: People +Process Results, Sometimes</i>

	<ul style="list-style-type: none"> • Book chapter: Cobb, <i>Chapter 1: Introduction to Agile Project Management</i> from <u>The Project Manager's Guide to Mastering Agile: Principles and Practices for an Adaptive Approach</u> • Journal article: van Rooij, <i>Project Management in Instructional Design: ADDIE is Not Enough</i> • Journal article: van Rooij, <i>Instructional Design and Project Management: Complementary or Divergent?</i> • Book chapter: van Rooij et al., <i>Project Management of Educational Technology Projects</i> • Journal article: Adnan and Ritzhaupt, <i>Software Engineering Design Principles Applied to Instructional Design</i> <p>From ADDIE to Agile: Agile Plan (Team Project)</p> <ul style="list-style-type: none"> • Meet with fellow team members, review plan requirements, assignment dates and develop plan to work together. • Working in your private Agile Team spaces, begin drafting the Rationale section of your Agile Plan
<p>Week 2 June 8 – June 14</p>	<p>SETTING UP AND AGILE TEAM AND PRODUCT VISION AND ROADMAP</p> <p>Week 2 Learning activities</p> <ul style="list-style-type: none"> • Read the Week 2 Learning Outcomes • Review the Peer Review Grading Rubric, located under the RESOURCES link of our course site • Read the <i>Agile Team Discussion Scoring and Examples</i> document posted under the RESOURCES link of our course site • Review the <i>Agile Team Discussion Summary Grading Rubric</i> posted under the RESOURCES link of our course site • Review the document Student Guidelines for Peer Reviews, located under the RESOURCES link of our course site <p>Videos</p> <ul style="list-style-type: none"> • <i>Agile Project Management: Scrum and Sprint</i> • <i>Defining the Product Vision and Product Roadmap</i> • View the Prezi presentation: <i>Open & Agile Instructional Design Teams</i> • <i>Defining the Product Vision and Product Roadmap - Part 1</i> © Dr. Shahron Williams van Rooij, 2018-2020 • <i>Defining the Product Vision and Product Roadmap - Part 1</i> © Dr. Shahron Williams van Rooij, 2018-2020 <p>Assigned reading (accessible via the E-RESERVES link in the left- hand navigation menu of our course site):</p> <ul style="list-style-type: none"> • e-Learning Industry article: <i>The Power of Agile Instructional Design</i> • <i>Does Agile Work? A Quantitative Analysis of Agile Project Success</i>

	<ul style="list-style-type: none"> • Book chapter: Tawfik et al., <i>Agile Management of a Mobile Application Development Project for Surgeon Workflows</i> • Journal Article: Carols et al. <i>Framework for continuous agile technology roadmap updating</i> <p><i>Agile Team Discussions and Summaries #1 – Instructional Design, Project Management and Agile</i></p> <ul style="list-style-type: none"> • Individual postings to Agile Team Discussion #1 team areas by 11:59 PM on June 10 • Post your Agile Team discussion summaries on the designated forum on the MAIN DISCUSSION BOARD by 11:59 PM on June 13 <p><i>From ADDIE to Agile: Agile Plan (Team Project)</i></p> <ul style="list-style-type: none"> • Have one representative of your Agile Team post your draft Rationale to the Peer Review #1 forum on the MAIN DISCUSSION BOARD by 11:59 PM on June 14 • Working in your private Agile Team spaces, begin drafting the Instructional Product Vision Statement section of your Agile Plan
<p>Week 3 June 15 – June 21</p>	<p>AGILE BEST PRACTICES AND MANAGING IN AGILE</p> <p><i>Week 3 Learning Activities</i></p> <ul style="list-style-type: none"> • Read the Week 3 Learning Outcomes • Recommendation: Now would be a good time to complete Knowledge Check #1 • Click on the BLACKBOARD COLLABORATE ULTRA to participate in the optional Course Check in and QA Event on Wednesday, June 17 from 7:30-8:30pmEST. <p><i>Project Plan Peer Reviews #1</i></p> <ul style="list-style-type: none"> • Peer Review #1 covers the Rationale component of the Agile Plan • Each student will provide at least one (1) constructive comment to any two (2) teams other than his/her own team using the relevant criteria in the <i>Agile Plan Grading Rubric</i>. For example, when reviewing the Rationale, you would use only the <i>Rationale</i> criterion from the rubric. • Peer Review #1 comments throughout the week Monday, June 15 to Friday, June 19 at 11:59PM <p><i>Videos</i></p> <ul style="list-style-type: none"> • <i>Game-based Learning-Standup Meeting/Agile Scrum Master</i> • <i>Budgeting for Agile Projects</i> • <i>Agile in Practice: Definition of Done</i> • <i>5 Biggest Pitfalls of New Agile Adopters</i> <p><i>Assigned Reading</i> (accessible via the E-RESERVES link in the left- hand navigation menu of our course site):</p>

	<ul style="list-style-type: none"> • Book Chapter: Cobb: <i>Chapter 18: “Not-So-Successful” Case Studies from <u>The Project Manager's Guide to Mastering Agile: Principles and Practices for an Adaptive Approach</u></i> • Journal article: Doherty, <i>Agile Project Management for e- Learning Developments</i> • Journal article: Conforto et al., <i>Can Agile Project Management be Adopted by Industries Other than Software Development?</i> Journal article: van Rooij, <i>The Career Path to Instructional Design Project Management: An Expert Perspective from the US Professional Services Sector</i> • Journal article: Sweeney et al., <i>Using Agile Project Management to Enhance the Performance of Instructional Design Teams</i> <p><i>Agile Team Discussions and Summaries #2: Agile Case Study</i></p> <ul style="list-style-type: none"> • Individual postings to Agile Team Discussion #2 team areas by 11:59 PM on June 17. • Post your Agile Team discussion summaries on the designated forum on the MAIN DISCUSSION BOARD by 11:59 PM on June 20. <p><i>From ADDIE to Agile: Agile Plan (Team Project)</i></p> <ul style="list-style-type: none"> • Have one representative of your Agile Team post your draft Product Vision and Product Roadmap to the Peer Review #2 forum on the MAIN DISCUSSION BOARD by 11:59 PM on June 21
<p>Week 4 June 22 – June 28</p>	<p>FINALIZING THE AGILE PLAN</p> <p><i>Week 4 Learning Activities</i></p> <ul style="list-style-type: none"> • Read the Week 4 Learning Outcomes • Complete the anonymous Mason Online Course Evaluation survey • Recommendation: Now would be a good time to complete Knowledge Check #2 <p><i>Project Plan Peer Reviews #2</i></p> <ul style="list-style-type: none"> • Peer Review #2 covers the <i>Product Vision Statement</i> and the <i>Product Roadmap</i>. • Each student will provide constructive feedback to any two (2) teams other than his/her own using the relevant criteria in the <i>Agile Plan Grading Rubric</i>. So, only the rubric criteria for the Visions Statement and the Roadmap are used for this round of reviews • Peer Review #2 comments throughout the week Monday, June 22 to Friday, June 26 at 11:59PM <p><i>Assigned Reading</i> (accessible via the E-RESERVES link in the left- hand navigation menu of our course site):</p>

	<ul style="list-style-type: none"> • Book Chapter: Adkins: <i>Chapter 1: Will I be a Good Coach</i> from <u>Coaching Agile Teams: A Companion for ScrumMasters, Agile Coaches, and Project Managers in Transition</u> <p><i>Agile Team Discussions and Summaries #3: Agile and your industry</i></p> <ul style="list-style-type: none"> • Individual postings to Agile Team Discussion #3 team areas by 11:59 PM on June 24 • Post your Agile Team discussion summaries on the designated forum on the MAIN DISCUSSION BOARD by 11:59 PM on June 27 <p><i>From ADDIE to Agile: Agile Plan (Team Project)</i></p> <ul style="list-style-type: none"> • Working in your private Agile Team spaces, begin finalizing your Agile Plan based on peer review comments and instructor feedback • Have one representative of your Agile Team post two (2) copies of your final Agile Plan by 11:59 PM on June 28 as follows: <ul style="list-style-type: none"> ○ One (1) copy to the ASSIGNMENTS link ○ One (1) copy to the Agile Project Plan Exhibit Hall forum on the MAIN DISCUSSION BOARD of our course site
<p>Week 5 June 29 – July 3</p>	<p>AGILE PLAN EXHIBITS AND COURSE WRAP UP</p> <p><i>Week 4 Learning Activities</i></p> <ul style="list-style-type: none"> • Make sure you have completed both Knowledge Checks by 11:59PM on Friday, July 3 <p><i>Optional Reading</i> (accessible via the E-RESERVES link in the left- hand navigation menu of our course site):</p> <ul style="list-style-type: none"> • <u>Agile Practice Guide</u> by Project Management Institute <p><i>Project Plan Peer Reviews #3</i></p> <ul style="list-style-type: none"> • Peer Review #3 covers the final <i>Agile Plan</i> posted to the Agile Plan Exhibit Hall forum. • Each student will provide constructive feedback to any two (2) teams other than his/her own using all of the rubric criteria. • Agile Project Plan Exhibit Hall/Peer Review #3 comments throughout the week Monday, June 29 to Friday, July 3 at 11:59PM

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

AGILE TEAM DISCUSSIONS GRADING RUBRIC
(10 points x 3 discussions = 30 points in total)

Criteria	Does not Meet Standards	Meet Standards	Exceeds Standards
Timeliness & quantity of postings	<ul style="list-style-type: none"> • <2 postings • Postings concentrated in 1-2 days <p><i>Point values: 0.00-1.90</i></p>	<ul style="list-style-type: none"> • 2 – 3 postings • Postings distributed throughout the week <p><i>Point values: 1.91-2.90</i></p>	<ul style="list-style-type: none"> • >3 postings • Postings distributed throughout the week <p><i>Point values: 2.91-3.00</i></p>
Responsiveness to discussion topic with demonstration of knowledge & understanding from assigned readings	<ul style="list-style-type: none"> • Little or no use of assigned readings • Postings show little evidence of • knowledge & applicability to professional practice <p><i>Point Values: 0.00-1.90</i></p>	<ul style="list-style-type: none"> • Readings were understood & incorporated into discussion as relates to topic • Postings show evidence of knowledge & applicability to professional practice <p><i>Point values: 1.91-2.90</i></p>	<ul style="list-style-type: none"> • Readings were understood & incorporated into discussion as relates to topic • Postings show evidence of knowledge & applicability to professional practice • Postings include other resources beyond the assigned readings that extend the learning of the community <p><i>Point values: 2.91-3.00</i></p>
Moves discussion forward	<ul style="list-style-type: none"> • Postings have questionable relationship to discussion question and/or readings; non-substantive • Postings do little to move discussion forward <p><i>Point Values: 0.00-1.90</i></p>	<ul style="list-style-type: none"> • At least one posting adds significantly to discussion <p><i>Point values: 1.91-2.90</i></p>	<ul style="list-style-type: none"> • Two or more postings add significantly to discussion <p><i>Point values: 2.91-3.00</i></p>
Grammar	<ul style="list-style-type: none"> • Multiple language errors <p><i>Point values: 0.00-0.49</i></p>	<ul style="list-style-type: none"> • One or two language errors <p><i>Point values: 0.50-0.90</i></p>	<ul style="list-style-type: none"> • No language errors <p><i>Point values: 0.91-1.00</i></p>

AGILE TEAM DISCUSSION SUMMARY GRADING RUBRIC
(10 points x 3 Summaries = 30 points in total)

Criteria	Does not Meet Standards	Meet Standards	Exceeds Standards
Synthesis:	<ul style="list-style-type: none"> No synthesis of team ideas, either at the group or at the individual levels <p><i>Point Values: 0.00-1.99</i></p>	<ul style="list-style-type: none"> Summary simply lists what each individual group member posted to the team discussion board <p><i>Point values: 2.0-3.60</i></p>	<ul style="list-style-type: none"> Summary presents a synthesis of topic themes/ideas based on all postings to the team discussion board <p><i>Point values: 3.61-4.00</i></p>
Individual Member Contributions:	<ul style="list-style-type: none"> No evidence in team areas that you contributed to the summary <p><i>Point Values: 0.00-1.99</i></p>	<ul style="list-style-type: none"> Team areas show that you contributed somewhat to the summary <p><i>Point values: 2.0-3.60</i></p>	<ul style="list-style-type: none"> Team areas show that you contributed fully to the summary <p><i>Point values: 3.61-4.00</i></p>
Timeliness:	<ul style="list-style-type: none"> Postings have questionable relationship to discussion question and/or readings; non-substantive Postings do little to move discussion forward <p><i>Point Values: 0.00-3.79</i></p>	<ul style="list-style-type: none"> At least one posting adds significantly to discussion <p><i>Point values: 0.50-0.90</i></p>	<ul style="list-style-type: none"> Two or more postings add significantly to discussion <p><i>Point values: 0.91-1.00</i></p>

AGILE PLAN GRADING RUBRIC
(Total Possible Points: 90)

Criteria	Does not Meet Standards	Meet Standards	Exceeds Standards
Rationale			
Nature of the Instructional Problem	Instructional problem is not stated clearly <i>Point Values: 0.00-3.79</i>	Instructional problem is articulated clearly, but with little or no supporting data <i>Point Values: 3.80-4.94</i>	Instructional design problem is articulated clearly and supported with a variety of data sources <i>Point Values: 4.95-5.00</i>
Reasons for Preferring Agile	Offers a rationale with no grounding or offers no rationale <i>Point Values: 0.00-3.79</i>	Offers a rationale, but not fully grounded in the Agile Manifesto and Principles, as well as other course readings <i>Point Values: 3.80-4.94</i>	Offers evidence-based rationale grounded in the Agile Manifesto and Principles, as well as other course readings <i>Point Values: 4.95-5.00</i>
Benefits of Agile	Benefits are defined with no grounding in the course readings OR no benefits defined <i>Point Values: 0.00-3.79</i>	Benefits are clearly defined, but not fully grounded in the course readings <i>Point Values: 3.80-4.94</i>	Benefits are clearly defined and grounded in the course readings <i>Point Values: 4.95-5.00</i>
High-level Risk Mitigation Strategy	Approach to and/or rationale for strategy selection is not articulated clearly <i>Point Values: 0.00-3.79</i>	Approach to and/or rationale for strategy selection is articulated clearly, little or no supporting evidence from the course readings <i>Point Values: 3.80-4.94</i>	Approach to and rationale for strategy selection is articulated clearly and supported with evidence from the course readings <i>Point Values: 4.95-5.00</i>
Instructional Product Vision Statement			
Target Learners	No description of target learners and their needs <i>Point Values: 0.00-3.79</i>	Clear description of either target learners or learner needs <i>Point Values: 3.80-4.94</i>	Clear description of target learners and their needs <i>Point Values: 4.95-5.00</i>
Outcomes	No description of product benefits and outcomes <i>Point Values: 0.00-3.79</i>	Clear description of either product benefits or outcomes <i>Point Values: 3.80-4.94</i>	Clear description of product benefits and outcomes <i>Point Values: 4.95-5.00</i>
Instructional Product Roadmap			
Requirements	Requirements not grouped into themes or do not flow from the	Some requirements are grouped into themes; some logical flow from	All requirements are grouped into themes and flow logically from the

	Instructional Product Vision Statement <i>Point Values: 0.00-8.79</i>	the Instructional Product Vision Statement <i>Point Values: 8.80-9.94</i>	Instructional Product Vision Statement <i>Point Values: 9.95-10.00</i>
Time Frames	Requirements not displayed in order of priority and no logical time increments for release <i>Point Values: 0.00-3.79</i>	Highest priority requirements displayed first but time increments for release not logical <i>Point Values: 3.80-4.94</i>	Highest priority requirements displayed first with logical time increments for release <i>Point Values: 4.95-5.00</i>

PEER REVIEW GRADING RUBRIC
(10 points x 3 Peer Reviews = 30 points in total)

Criteria	Does not Meet Standards	Meet Standards	Exceeds Standards
Completeness:	<ul style="list-style-type: none"> Does not use the relevant criteria set down in the Agile Plan grading rubric <p><i>Point values: 0.00-1.79</i></p>	<ul style="list-style-type: none"> Uses some of the relevant criteria set down in the Agile Plan grading rubric <p><i>Point values: 1.80-2.39</i></p>	<ul style="list-style-type: none"> Uses all of the relevant criteria set down in the Agile Plan grading rubric <p><i>Point values: 2.40-2.50</i></p>
Quality:	<ul style="list-style-type: none"> Does not provide constructive comments (strengths, weaknesses, recommendations for improvement) on the relevant rubric criteria <p><i>Point values: 0.00-1.79</i></p>	<ul style="list-style-type: none"> Provides constructive comments (strengths, weaknesses, recommendations for improvement) on some of the relevant rubric criteria <p><i>Point values: 1.80-2.39</i></p>	<ul style="list-style-type: none"> Provides constructive comments (strengths, weaknesses, recommendations for improvement) on each of the relevant rubric criteria <p><i>Point values: 2.40-2.50</i></p>
Timeliness:	<ul style="list-style-type: none"> All postings submitted on the last discussion day <p><i>Point values: 0.00-1.79</i></p>	<ul style="list-style-type: none"> Postings concentrated in 1-2 discussion week days <p><i>Point values: 1.80-2.39</i></p>	<ul style="list-style-type: none"> All postings spread throughout the discussion week <p><i>Point values: 2.40-2.50</i></p>
Volume:	<ul style="list-style-type: none"> Does not meet the minimum requirement of one posting to two different teams <p><i>Point values: 0.00-1.79</i></p>	<ul style="list-style-type: none"> Meets the minimum requirement of one posting to two different teams per discussion week <p><i>Point values: 1.80-2.39</i></p>	<ul style="list-style-type: none"> Posts to more than two different teams per discussion week <p><i>Point values: 2.40-2.50</i></p>

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/>.