

## Project Development Practicum EDIT 791 Immersion

**Class Dates/Time/Location:** 08/30/2010 – 12/17/2010

Monday, 09:00 AM – 03:30 PM

Tuesday, 09:00 AM – 12:00 PM (Team Meetings)

Wednesday, 09:00 AM – 03:30 PM

Thursday, 09:00 AM – 03:30 PM

Commerce I Room 100 (Lab)

**Instructor:** Dr. Shahron Williams van Rooij

**Contact Information:**

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Office location: Commerce II Room 107B

Office hours: By appointment only

**Required Texts:**

1. Dyer, W.G. & Dyer, J.H.(2007). *Team building: Proven strategies for improving team performance*. 4th Edition. San Francisco: Jossey-Bass. ISBN 978-0-7879-8893-7
2. Jones, B.L.(2008). *Web 2.0 heroes: Interviews with 20 Web 2.0 influencers*. Indianapolis: Wiley Publishing. ISBN 978-0470241998
3. Nash, S. (2003). *Teamwork from the inside out fieldbook: Exercises and tools for turning team performance inside out*. Palo Alto: Davies-Black Publishing. ISBN 978-0891061724
4. O'Grady, J.V. & O'Grady, K. (2009). *A designer's research manual: Succeed in design by knowing your clients and what they really need (Design Field Guide)*. Beverly: Rockport Publishers. ISBN 978-1592535576
5. Parker, G.M. (2008). *Team players and teamwork: New strategies for developing successful collaboration*. 2nd Edition. San Francisco: Jossey-Bass. ISBN 978-0-7879-9811-0
6. Wenger,E., McDermott, R., & Snyder, W.M.(2002). *Cultivating communities of practice*. Boston: Harvard Business School Publishing. ISBN 1-57851-330-8

**Practicum Description (GMU Catalog):**

This practicum is designed for students in the Immersion concentration of the Instructional Technology program. The practicum allows students to join a design team focusing on the analysis and design phases of the instructional design process and development process.

**Practicum Methodology:**

Students will apply the principles of instructional design, design research, and interdisciplinary design and development techniques to a real world learning technology design project. Students will work intensively in a team-based setting to collaboratively and thoroughly research, analyze, and design a real world technology solution to a specific instructional or performance problem. The practicum will be focused heavily on opportunities for productive face-to-face and virtual team interaction, collaboration, communication, and presentation skills, as well as successful client and stakeholder interaction.

**Student Outcomes:**

At the end of this practicum, students will be able to:

- Apply effective instructional design for interactive media, instructional frameworks and applications pertinent to instructional design projects
- Demonstrate effective and efficient collaboration skills through self and peer documentation
- Apply effective project management principles to instructional design projects
- Utilize several research and/or evaluation methodologies (interviews, focus groups, surveys, etc.) in the instructional design process
- Collect and analyze user data related to iterative instructional design and development
- Professionally present a working technology-based instructional product prototype to clients and stakeholders
- Demonstrate proficiency in the skills/competencies of instructional design via an electronic professional portfolio

**Professional Standards:****1. Technology Program and Profession Standards (ISTE NETS)**

Within the Instructional Design and Development (ID&D) track, this course adheres to the following National Educational Technology Standards (NETS) established by the International Society for Technology in Education (ISTE) under the National Council for the Accreditation of Teacher Education (NCATE). The complete list of NETS standards is available at [http://cnets.iste.org/teachers/t\\_stands.html](http://cnets.iste.org/teachers/t_stands.html).

- Technology Operations and Concepts (IA & IB)
- Planning and Designing Learning Environments and Experiences (IIB & IIC)
- Teaching, Learning and the Curriculum (IIIC)
- Productivity and Professional Practice (VB, VC & VD)
- Social, Ethical, Legal and Human Issues (VIA & VID)

**2. Curriculum and Candidate Competencies (AECT)**

This course adheres to the standards for curriculum and candidate competency in the area of educational communications and instructional technologies (ECIT) of the Association for Educational Communications and Technology (AECT). The standards are intended to accompany NCATE's Standards, Procedures, and Policies for the Accreditation of Professional Education Units, and to address Standard 1 of the NCATE standards. The complete list of ECIT standards is available at

<http://www.ncate.org/public/programStandards.asp?ch=4#AECT>.

1. Design (1.1 – 1.4)
2. Development (2.3 & 2.4)
3. Utilization (3.1)
4. Evaluation (5.1)

### 3. International Board of Standards for Training, Performance and Instruction (IBSTPI)

IBSTPI has developed a list of 23 competencies and 127 associated performance statements that are grounded in the major theories that underpin the field of instructional design. The full list of competencies and statements is available at [http://www.ibstpi.org/Competencies/instruct\\_design\\_competencies.htm](http://www.ibstpi.org/Competencies/instruct_design_competencies.htm).

### 4. Other Professional Standards and Guidelines

The ASTD Certification Institute has published standards that focus on evaluating the instructional design and usability factors of asynchronous Web-based and multimedia courseware for corporate and government training at <http://www.astd.org/content/research/competency/competencyStudy.htm>

#### Assignments/Deliverables:

##### 1. Individual Technology Deep-Dive Blog Postings

Each student will select **two (2)** instructional design tools in which he/she is particularly interested. Eligible categories – along with examples of instructional events created with those tools – include (but are not limited to):

- Content creation (e.g., course authoring tools such as Adobe Presenter; interactivity tools such as VoiceThread; quizzing and testing tools such as Questionmark Perception; screen capture tools such as Adobe Captivate; polling/survey tools such as SurveyMonkey; media creation tools such as Audacity; simulation tools such as Adventure Maker; web site design tools such as Dreamweaver)
- Content presentation (e.g., RSS feeds such as Google Reader; mindmapping/brainstorming tools such as CMap; interactivity tools such as Flash)
- Content distribution (e.g., collaboration/communication such as Google Groups; web conferencing such as Elluminate; video hosting/sharing such as YouTube)

Using free trial versions (for commercial software packages) or downloads of freeware/open source software packages, students will explore a selection of tools in their chosen category and understand the tools' capabilities to create relevant learning experiences.

Each week, each student will upload one posting about a tool in his/her selected category to our course blog site at <http://edit791.wordpress.com/2010/08/12/welcome/>. All students are required to contribute at least one comment each week to the blog posting of their peers.

## 2. Collaborative, Team-based Interaction

Each student will provide evidence of his/her positive contribution to the team's mission, goals, and ability to execute. Students will document their own contributions to the team in their individual electronic portfolios. Evidence of reflection, positive interaction for the good of the team goals, links to others postings, and shared work by the team contribute to the performance outcomes of the Immersion experience.

## 3. Knowledge Transfer Discussion Sessions

Each student will sign up to lead two (2) class discussions (face-to-face and electronic) about applying the readings to the current project. He/she will include in his/her online portfolio evidence of how he/she contributed or shared skills or knowledge with their teammates. Evidence may include introducing the team to new resources, teaching teammates new software, or other observable manifestations of building collaborative and collective expertise.

## 4. Project Management

Students will contribute on a rotating basis to the management of the project. This may include establishing schedules, writing weekly status reports, creating meeting agendas, setting up client meetings, gathering and analyzing data, design documents, or any other contribution to the successful execution of the project. These documents will be posted on the EDIT 791 project wiki at <https://edit7915t2fall10.pbworks.com/>.

## 5. Project Products

Each student will contribute to producing quality instructional design deliverables for the established project, including interim deliverables such as:

- Performance analysis report with needs assessment
- User personas/models
- Usability test planning and execution
- Use case analyses/concept models
- Competitive analysis/benchmarking
- Content inventories
- Site mapping
- Flowcharts/wireframes/storyboards

## 6. Electronic Portfolio

Each student will create an electronic, Web-based portfolio which will house/link all of the aforementioned elements. Students may develop their portfolios using the tools of their choice (e.g., HTML coding, web editors, blogs, wikis, web development suites). The purpose of the portfolio is to create an environment that represents your development and growth as a professional instructional designer. The portfolio should include the following components:

- Home page with student name and program concentration, brief bio sketch, and links to the other portfolio components
- Personal goals statement
- Resume/CV
- List of courses taken to date, including course numbers, descriptions and dates taken
- List of artifacts that represent what the student perceives as his/her best work from courses taken to date
- Linkage/relationship of artifacts to course assignments and to IDD skills/competencies established by the International Board of Standards for Training, Performance, and Instruction (IBSTPI) at <http://www.ibstpi.org/competencies.htm>
- Personal reflections demonstrating growth and development as an instructional designer
- Insights on the use of communication, leadership, and teamwork skills based on course readings, activities, and projects
- Realizations related to multimedia design and development skills

### **Assessment**

Because this is a practicum based on a real-world project, the assessment process is based upon the Group Process Model in evaluating individual performance. For each deliverable/assignment, groups will provide details about the roles/responsibilities that the individual has assumed on each of the assignments. Students should indicate which assignment upon which they were the lead and detail the contributions they made to those assignments in their respective portfolios. In addition, students will evaluate their own and team members' overall contributions to the design and development of the project product at the mid-point and the end of the semester. This evaluation will be completed using the assessment rubric located at <http://immersion.gmu.edu/immsite/program/evalf.htm>. The Portfolio Assessment rubric, along with additional information about assessment in the Immersion program, is located at <http://immersion.gmu.edu/immsite/program/assess.htm>.

**COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:**

All students must abide by the following:

Students are expected to exhibit professional behavior and dispositions. See [gse.gmu.edu](http://gse.gmu.edu) for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See [http://www.gmu.edu/catalog/apolicies/#TOC\\_H12](http://www.gmu.edu/catalog/apolicies/#TOC_H12) for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See [www.gmu.edu/student/drc](http://www.gmu.edu/student/drc) or call 703-993-2474 to access the DRC.

**HONOR CODE**

To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of George Mason University and with the desire for greater academic and personal achievement, we, the members of George Mason University, have set for the following code of honor. Any individual who is caught in the act of cheating, attempting to cheat, plagiarizing, or stealing will be brought forth before a council of their peers. In the event that the individual is found guilty, he or she will be punished accordingly. For further information, please refer to the University Catalog or web site at [www.gmu.edu](http://www.gmu.edu).

This syllabus is subject to change based on the needs of the class. The Americans with Disabilities Act (ADA) prohibits discrimination against individuals with disabilities in the series, programs, or activities of all State and local Governments. Under ADA a disability is defined as a physical or mental impairment that substantially limits a major life activity such as: learning, working, walking, speaking, hearing, breathing, and/or taking care of oneself. If a student has a disability and needs course adaptations or accommodations because of that disability, it must be established with the faculty, in writing, at the beginning of the semester, so arrangements can be made. Please call the Disability Resource Center for required documentation (703-993-2474).

### 2010 Immersion Session Schedule

Date	Topic/Activities	Assignments/Resources for Next Session
<b>Week 1</b>	<b>Introductions, Immersion Experience, Requirements</b>	
Mon., 08/30	<ul style="list-style-type: none"> <li>• Welcome and Introductions</li> <li>• Overview of Immersion Experience</li> <li>• Review Immersion Website</li> <li>• Discuss technology options</li> <li>• Resources (STAR Labs, DoIT Learning Support, Library)</li> <li>• Review Syllabus, Requirements</li> <li>• Portfolios</li> <li>• Classroom Procedures</li> <li>• Blog sign-up at <a href="https://edit7915t2fall10.pbworks.com/">https://edit7915t2fall10.pbworks.com/</a></li> <li>• Knowledge Transfer Discussion sign-up at <a href="https://edit7915t2fall10.pbworks.com/">https://edit7915t2fall10.pbworks.com/</a></li> </ul>	<ul style="list-style-type: none"> <li>• Subscribe to IT listserv and project wiki</li> <li>• Review Previous T/TAC Immersion Projects on Immersion Site</li> <li>• Review Project Charter</li> <li>• Review <a href="#">T/TAC Website</a></li> <li>• Read <a href="#">Action Learning</a> Paper</li> <li>• Read Nash &amp; Brolin, Introduction</li> <li>• Read Parker, Chapter 1</li> </ul>
Tues, 08/31	<ul style="list-style-type: none"> <li>• 09:00 AM – 12:00 PM: First Team Meeting</li> <li>• 12:30 PM – 03:10 PM: EDIT 732 with Dr. Clark</li> <li>• 04:30 PM – 07:10 PM: EDIT 730 with Dr. Dabbagh</li> </ul>	
Wed., 09/01	<ul style="list-style-type: none"> <li>• Review procedures for uploading to project wiki site</li> <li>• Discuss Project Charter</li> <li>• Discuss Action Learning Paper</li> <li>• Discuss Nash &amp; Brolin, Introduction</li> <li>• Discuss Parker, Chapter 1</li> <li>• Discuss technology options for Portfolio &amp; Project Website</li> </ul>	<ul style="list-style-type: none"> <li>• Continue Examining Technology Options &amp; Previous Immersion Project Websites</li> <li>• Read Dyer et al, Chapter 1</li> <li>• Read <a href="#">Towards a Fusion of Formal and Informal Learning Environments</a> Paper</li> </ul>
Thurs., 09/02	<ul style="list-style-type: none"> <li>• Discuss concerns/questions</li> <li>• <i>Guest Speaker:</i> The Immersion Experience: Sue Dass, 2010 Immersion Graduate</li> <li>• Discuss Dyer et al. Chapter 1</li> <li>• Discuss Fusion paper</li> <li>• Clean up “housekeeping”/logistical issues</li> <li>• Finalize choices for portfolio &amp; project web sites</li> </ul>	<ul style="list-style-type: none"> <li>• Read Parker, Chapters 2-4, 7</li> <li>• Blog posting #1 on <b>09/07</b></li> <li>• Read <a href="#">Team Development-Tuckman’s Model</a></li> <li>• Read <a href="#">Tuckman Tweaked</a></li> <li>• Draft team Vision, Goals, Roles, Norms</li> </ul>

Date	Topic/Activities	Assignments/Resources for Next Session
<b>Week 2</b>	<b>Teambuilding</b>	
Mon., 09/06	<b>LABOR DAY – NO CLASSES</b>	
Tues, 09/07	<ul style="list-style-type: none"> <li>● 09:00 AM – 12:00 PM: Team Meeting</li> <li>● 12:30 PM – 03:10 PM: EDIT 732 with Dr. Clark</li> <li>● 04:30 PM – 07:10 PM: EDIT 730 with Dr. Dabbagh</li> </ul>	
Wed., 09/08	<ul style="list-style-type: none"> <li>● <b>Knowledge Sharing Session #1:</b> Parker, Chapters 2-4, 7; Tuckman</li> <li>● Discuss draft of team vision, goals, roles &amp; norms</li> <li>● Finalize procedures/roles for maintenance of class wiki</li> </ul>	<ul style="list-style-type: none"> <li>● Finalize team vision, goals, norms</li> <li>● Read Nash &amp; Brolin, Chapters 4-7</li> <li>● Read Parker, Chapter 7</li> <li>● Read Dyer et al., Chapters 7-9</li> <li>● Determine individual learning goals &amp; begin developing individual Web-based portfolio</li> </ul>
Thurs., 09/09	<ul style="list-style-type: none"> <li>● <b>Knowledge Sharing Session #2:</b> Nash &amp; Brolin, Chapters 4-7; Parker, Chapter 7; Dyer et al., Chapters 7-9</li> <li>● Intro to Instructional Design Project Management &amp; templates on class wiki</li> </ul>	<ul style="list-style-type: none"> <li>● Post first Project Status Report on class wiki</li> <li>● Read <a href="#">Project Management in Instructional Design</a></li> <li>● Review Project Charter &amp; T/TAC Web site</li> <li>● Prepare a bulleted list that identifies the project client, goals, drivers, barriers, information needs &amp; sources to tap, then post the list to the project wiki on <b>09/17</b></li> <li>● Blog posting #2 on <b>09/13</b></li> <li>● Continue working on individual portfolio, reflecting on initial project impressions</li> </ul>



Date	Topic/Activities	Assignments/Resources for Next Session
<b>Week 3</b>	<b>Project Planning</b>	
Mon., 09/13	<ul style="list-style-type: none"> <li>• Discuss Project Management article</li> <li>• Review bulleted list of client goals, drivers, barriers, info needs &amp; sources</li> <li>• Discuss utilization of project SME to gather info &amp; support</li> <li>• Discuss project planning approach</li> <li>• Wedman’s <a href="#">Performance Pyramid</a></li> </ul>	<ul style="list-style-type: none"> <li>• Prepare a draft list of questions/info needs for project SME</li> <li>• Review info sources available on current T/TAC site</li> <li>• Draft preliminary project plan</li> </ul>
Tues, 09/14	<ul style="list-style-type: none"> <li>• 09:00 AM – 12:00 PM: Team Meeting</li> <li>• 12:30 PM – 03:10 PM: EDIT 732 with Dr. Clark</li> <li>• 04:30 PM – 07:10 PM: EDIT 730 with Dr. Dabbagh</li> </ul>	
Wed., 09/15	<ul style="list-style-type: none"> <li>• <i>Meeting: 10:00 AM – 12:00 PM</i> Collaborative Learning Hub (CLUB) lab/Meet at 9:45 AM at the Information Desk in the Johnson Center</li> <li>• 1:00 PM – 3:00 PM, Commerce I 100                             <ul style="list-style-type: none"> <li>○ Discuss info needs list</li> <li>○ Discuss session with project sponsor</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• E-mail list of info needs to SME by <b>09/17</b></li> <li>• Prepare list of project sponsor questions/info needs</li> <li>• View <a href="#">Draft Performance Analysis Plan</a> Example</li> <li>• Draft preliminary Performance Analysis plan</li> </ul>
Thurs., 09/16	<ul style="list-style-type: none"> <li>• Discuss list of project sponsor questions/info needs</li> <li>• Discuss preliminary PA plan</li> <li>• Data Collection for Performance Analysis</li> <li>• Review examples of previous Immersion PA reports</li> </ul>	<ul style="list-style-type: none"> <li>• Post list of project sponsor questions/info needs to class wiki</li> <li>• Read Jenn &amp; O’Grady, Chapter 1</li> <li>• Read <a href="#">Analysis Tools</a></li> <li>• Post Project Status Report on class wiki</li> <li>• Blog posting #3 on <b>09/20</b></li> <li>• Continue working on project site, individual portfolio</li> </ul>

Date	Topic/Activities	Assignments/Resources for Next Session
<b>Week 4</b>	<b>Performance Analysis &amp; User Research</b>	
Mon., 09/20	<ul style="list-style-type: none"> <li>• Project Sponsor Session: 10:00 AM – 12:00 PM</li> <li>• <b>Knowledge Sharing Session #3:</b> Jenn &amp; O’Grady, Chapter 1; Analysis Tools article</li> <li>• Value of user research &amp; relationship to ID</li> </ul>	<ul style="list-style-type: none"> <li>• Review SME &amp; sponsor feedback</li> <li>• Update PA plan with SME/sponsor feedback</li> <li>• Draft bulleted list of research strategies, methods, participants, timetable</li> </ul>
Tues, 09/21	<ul style="list-style-type: none"> <li>• 09:00 AM – 12:00 PM: Team Meeting</li> <li>• 12:30 PM – 03:10 PM: EDIT 732 with Dr. Clark</li> <li>• 04:30 PM – 07:10 PM: EDIT 730 with Dr. Dabbagh</li> </ul>	
Wed., 09/22	<ul style="list-style-type: none"> <li>• Discuss draft research plan &amp; schedule</li> <li>• Q&amp;A/Instructor Consulting Time</li> </ul>	<ul style="list-style-type: none"> <li>• Read Wenger, McDermott &amp; Snyder, Chapters 1-3</li> <li>• Continue working on PA/research plan</li> </ul>
Thurs., 09/23	<ul style="list-style-type: none"> <li>• <b>Knowledge Sharing Session #4:</b> Wenger, McDermott &amp; Snyder, Chapters 1-3</li> <li>• Work on PA/research plan</li> </ul>	<ul style="list-style-type: none"> <li>• Post Project Status Report on class wiki</li> <li>• Blog posting #4 on <b>09/27</b></li> <li>• Continue working on project portfolio, update reflections</li> </ul>

Date	Topic/Activities	Assignments/Resources for Next Session
<b>Week 5</b>	<b>Performance Analysis, User Research &amp; Data Collection</b>	
Mon., 09/27	<ul style="list-style-type: none"> <li>• Alignment of PA/research plan with project charter (project description, scope, goals)</li> <li>• Update research plan &amp; post to class wiki</li> <li>• Send link to research plan to SME &amp; project sponsor with feedback request</li> </ul>	<ul style="list-style-type: none"> <li>• Update research plan with SME &amp; sponsor feedback</li> <li>• Read Jenn &amp; O’Grady, Chapters 2 &amp; 3</li> <li>• View the video <a href="#">Unleash the Users</a></li> </ul>
Tues, 09/28	<ul style="list-style-type: none"> <li>• 09:00 AM – 12:00 PM: Team Meeting</li> <li>• 12:30 PM – 03:10 PM: EDIT 732 with Dr. Clark</li> <li>• 04:30 PM – 07:10 PM: EDIT 730 with Dr. Dabbagh</li> </ul>	
Wed., 09/29	<ul style="list-style-type: none"> <li>• <b>Knowledge Sharing Session #5:</b> Jenn &amp; O’Grady, Chapters 2 &amp; 3, Unleash the Users video</li> <li>• Finalize research plan &amp; post to class wiki</li> </ul>	<ul style="list-style-type: none"> <li>• Begin data gathering per research plan</li> </ul>
Thurs., 09/30	<ul style="list-style-type: none"> <li>• Update PA draft</li> <li>• Work on documentation of research results</li> </ul>	<ul style="list-style-type: none"> <li>• Post Project Status Report on class wiki</li> <li>• Read Wenger, McDermott &amp; Snyder, Chapters 4 &amp; 5</li> <li>• Blog posting #5 on <b>10/04</b></li> <li>• Continue working on project portfolio, update reflections &amp; team/project contributions</li> </ul>

Date	Topic/Activities	Assignments/Resources for Next Session
<b>Week 6</b>	<b>Finalize Performance Analysis, Project Goals, Usability Testing</b>	
Mon., 10/04	<ul style="list-style-type: none"> <li>● <b>Knowledge Sharing Session #6:</b> Wenger, McDermott &amp; Snyder, Chapters 4 &amp; 5</li> <li>● Data gathering, compiling &amp; analysis</li> </ul>	<ul style="list-style-type: none"> <li>● Draft summary of data collection results to date</li> </ul>
Tues, 10/05	<ul style="list-style-type: none"> <li>● 09:00 AM – 12:00 PM: Team Meeting</li> <li>● 12:30 PM – 03:10 PM: EDIT 732 with Dr. Clark</li> <li>● 04:30 PM – 07:10 PM: EDIT 730 with Dr. Dabbagh</li> </ul>	
Wed., 10/06	<ul style="list-style-type: none"> <li>● Discuss data collection results to date</li> <li>● What is (not) working in data collection process</li> <li>● Plan for addressing data collection issues</li> </ul>	<ul style="list-style-type: none"> <li>● Continue data gathering &amp; compiling for PA/research document</li> <li>● View the video <a href="#">Satisfy the Cat</a></li> </ul>
Thurs., 10/07	<ul style="list-style-type: none"> <li>● Discuss Satisfy the Cat video</li> <li>● Audience analysis, role models/personnas</li> <li>● Work on documentation of research results</li> </ul>	<ul style="list-style-type: none"> <li>● Post Project Status Report on class wiki</li> <li>● Blog posting #6 on <b>10/12</b></li> <li>● Review <a href="#">WAI Guidelines and Techniques</a></li> <li>● Continue working on project portfolio, update reflections &amp; team/project contributions in preparation for instructors' First Portfolio Review</li> </ul>

Date	Topic/Activities	Assignments/Resources for Next Session
<b>Week 7</b>	<b>Usage-Centered Design &amp; User Role Models (Virtual Work Week)</b>	
Mon., 10/11	<b>COLUMBUS DAY – NO CLASSES; MONDAY CLASSES MEET ON TUESDAY, 10/12</b>	
Tues, 10/12	<ul style="list-style-type: none"> <li>• Assistive Technology Lab Orientation, Thompson Hall Room 211</li> <li>• <i>Instructor Conference Call from EDUCAUSE Conference</i></li> <li>• Data gathering, compiling &amp; analysis</li> <li>• Discuss if additional observations/communication needed to produce role models/personas</li> </ul>	<ul style="list-style-type: none"> <li>• Upload PA/Research document for instructor review. Document should include:               <ul style="list-style-type: none"> <li>○ Introduction</li> <li>○ Drivers</li> <li>○ Barriers</li> <li>○ Priorities</li> <li>○ Recommendations</li> <li>○ Research goals</li> <li>○ Research schedules</li> <li>○ Analysis of research results from initial data collection</li> </ul> </li> </ul>
Wed., 10/13	Face-to-Face Meeting Optional <ul style="list-style-type: none"> <li>• Individually review instructor feedback on portfolios</li> <li>• Pose questions about instructor feedback via Mason e-mail</li> </ul>	
Thurs., 10/14	Face-to-Face Meeting Optional <ul style="list-style-type: none"> <li>• Review feedback on PA/Research Document</li> <li>• Discuss project sponsor session</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare list of project sponsor questions/issues, including client f2f contact opportunities</li> <li>• Read Wenger, McDermott &amp; Snyder, Chapter 6</li> <li>• Read <a href="#">Managing Virtual Teams</a></li> <li>• Post Project Status Report on class wiki</li> <li>• Blog posting #7 on <b>10/18</b></li> <li>• Continue working on project portfolio</li> </ul>

Date	Topic/Activities	Assignments/Resources for Next Session
<b>Week 8</b>	<b>Role Models/Personas</b>	
Mon., 10/18	<ul style="list-style-type: none"> <li>• Project sponsor session</li> <li>• <b>Knowledge Sharing Session #7:</b> Wenger, McDermott &amp; Snyder, Chapter 6; Managing Virtual Teams article</li> <li>• Discuss PA/research document feedback</li> <li>• Align feedback with mission, goals</li> <li>• Revise Performance Analysis/research document</li> </ul>	<ul style="list-style-type: none"> <li>• Read <a href="#">Ten Steps to Personas</a></li> <li>• Draft user role models/personas</li> <li>• Read Jones, Introduction, Chapters 9, 11, 13</li> </ul>
Tues, 10/19	<ul style="list-style-type: none"> <li>• 09:00 AM – 12:00 PM: Team Meeting</li> <li>• 12:30 PM – 03:10 PM: EDIT 732 with Dr. Clark</li> <li>• 04:30 PM – 07:10 PM: EDIT 730 with Dr. Dabbagh</li> </ul>	
Wed., 10/20	<ul style="list-style-type: none"> <li>• <b>Knowledge Sharing Session #8:</b> Jones, Introduction, Chs. 9,11,13</li> <li>• Discuss draft of user role models/personas</li> <li>• Revise user role models/personas</li> </ul>	<ul style="list-style-type: none"> <li>• Read <a href="#">Scenarios of Use (Use Cases)</a></li> </ul>
Thurs., 10/21	<ul style="list-style-type: none"> <li>• Relationship between personas and use cases</li> <li>• Introduction to Use Cases &amp; Task Flow diagrams</li> <li>• 2:00 PM – 3:00 PM Library Tour: Fenwick Library Instruction Room, 2<sup>nd</sup> floor Fenwick Library</li> </ul>	<ul style="list-style-type: none"> <li>• Post Project Status Report on class wiki</li> <li>• Work on use cases</li> <li>• Blog posting #8 on <b>10/25</b></li> <li>• Continue working on project portfolio</li> </ul>

Date	Topic/Activities	Assignments/Resources for Next Session
<b>Week 9</b>	<b>Use Cases (Virtual Instructor Week)</b>	
Mon., 10/25	Face-to-Face Meeting Optional <ul style="list-style-type: none"> <li>• Work on use cases</li> </ul>	<ul style="list-style-type: none"> <li>• Post final personas to project site</li> <li>• Read <a href="#">Structure and Style</a> article</li> </ul>
Tues, 10/26	<ul style="list-style-type: none"> <li>• 09:00 AM – 12:00 PM: Team Meeting</li> <li>• 12:30 PM – 03:10 PM: EDIT 732 with Dr. Clark</li> <li>• 04:30 PM – 07:10 PM: EDIT 730 with Dr. Dabbagh</li> </ul>	
Wed., 10/27	Face-to-Face Meeting Optional <ul style="list-style-type: none"> <li>• Work on use cases</li> </ul>	<ul style="list-style-type: none"> <li>• Work on use cases</li> <li>• Review <a href="#">Use Case Basics</a> video</li> </ul>
Thurs., 10/28	<ul style="list-style-type: none"> <li>• Finalize use cases &amp; post to project site</li> </ul>	<ul style="list-style-type: none"> <li>• Post Project Status Report on class wiki</li> <li>• Read Wenger, McDermott &amp; Snyder, Chapters 7-9</li> <li>• Blog posting #9 on <b>11/01</b></li> <li>• Continue working on project portfolio</li> </ul>

Date	Topic/Activities	Assignments/Resources for Next Session
<b>Week 10</b>	<b>Intro to User Interface Design &amp; Site Mapping</b>	
Mon., 11/01	<ul style="list-style-type: none"> <li>• <b>Knowledge Sharing Session #9:</b> Wenger, McDermott &amp; Snyder, Chapters 7-9</li> <li>• Intro to UI design</li> <li>• UI, user research &amp; usability</li> <li>• Site mapping with flowcharts</li> </ul>	<ul style="list-style-type: none"> <li>• Read <a href="#">Usage-centered Interface Design for Knowledge Management Software</a></li> <li>• Read Jenn &amp; O’Grady, Chapter 4 Case Studies: Baseman Design Associates; Schwartz Powell Design; Studio Blue; Elephant Strategy+Design</li> </ul>
Tues, 11/02	<ul style="list-style-type: none"> <li>• 09:00 AM – 12:00 PM: Team Meeting</li> <li>• 12:30 PM – 03:10 PM: EDIT 732 with Dr. Clark</li> <li>• 04:30 PM – 07:10 PM: EDIT 730 with Dr. Dabbagh</li> </ul>	
Wed., 11/03	<ul style="list-style-type: none"> <li>• <b>Knowledge Sharing Session #10:</b> Jenn &amp; O’Grady Case studies</li> <li>• Work on UI design</li> </ul>	<ul style="list-style-type: none"> <li>• Work on UI design</li> </ul>
Thurs., 11/04	<ul style="list-style-type: none"> <li>• Present and review UI design(s) in class, site maps/flowcharts</li> <li>• Usability test planning</li> </ul>	<ul style="list-style-type: none"> <li>• Continue work on site flowcharts/UI designs</li> <li>• Post Project Status Report on class wiki</li> <li>• Blog posting #10 on <b>11/08</b></li> <li>• Continue working on project portfolio</li> </ul>



Date	Topic/Activities	Assignments/Resources for Next Session
<b>Week 11</b>	<b>Flowcharts/Storyboards/Wireframes</b>	
Mon., 11/08	<ul style="list-style-type: none"> <li>• Storyboards &amp; wireframes</li> <li>• Visuals, text, content placement</li> <li>• Work on site map/flowcharts, wireframes, storyboards</li> </ul>	<ul style="list-style-type: none"> <li>• Re-visit team work processes for producing remaining deliverables</li> </ul>
Tues, 11/09	<ul style="list-style-type: none"> <li>• 09:00 AM – 12:00 PM: Team Meeting</li> <li>• 12:30 PM – 03:10 PM: EDIT 732 with Dr. Clark</li> <li>• 04:30 PM – 07:10 PM: EDIT 730 with Dr. Dabbagh</li> </ul>	
Wed., 11/10	<ul style="list-style-type: none"> <li>• Work on content, wireframes, flowcharts, storyboards</li> </ul>	
Thurs., 11/11	<ul style="list-style-type: none"> <li>• Continue work on site flowcharts/UI designs</li> <li>• Start compiling preliminary deliverables for project sponsor session</li> <li>• Opportunities for usability testing</li> </ul>	<ul style="list-style-type: none"> <li>• Post Project Status Report on class wiki</li> <li>• Draft client presentation and documentation</li> <li>• Continue working on project portfolio</li> <li>• E-mail preliminary deliverables/usability test plan to SME by 11/15</li> </ul>
<b>Week 12</b>	<b>Rapid Prototyping, Usability Testing</b>	
Mon., 11/15	<ul style="list-style-type: none"> <li>• Rapid prototyping</li> <li>• Work on preliminary deliverables</li> </ul>	
Tues, 11/16	<ul style="list-style-type: none"> <li>• 09:00 AM – 12:00 PM: Team Meeting</li> <li>• 12:30 PM – 03:10 PM: EDIT 732 with Dr. Clark</li> <li>• 04:30 PM – 07:10 PM: EDIT 730 with Dr. Dabbagh</li> </ul>	
Wed., 11/17	<ul style="list-style-type: none"> <li>• Present and discuss preliminary deliverables with project sponsor</li> </ul>	<ul style="list-style-type: none"> <li>• Revise preliminary deliverables based on project sponsor &amp; SME feedback</li> </ul>
Thurs., 11/18	<ul style="list-style-type: none"> <li>• Continue working on preliminary deliverables</li> </ul>	

Date	Topic/Activities	Assignments/Resources for Next Session
<b>Week 13</b>		
<b>Rapid Prototyping</b>		
Mon., 11/22	<ul style="list-style-type: none"> <li>• Storyboards &amp; wireframes</li> <li>• Visuals, text, content placement</li> <li>• Work on site map/flowcharts, wireframes, storyboards</li> </ul>	<ul style="list-style-type: none"> <li>• Re-visit team work processes for producing remaining deliverables</li> </ul>
Tues, 11/23	<ul style="list-style-type: none"> <li>• 09:00 AM – 12:00 PM: Team Meeting</li> <li>• 12:30 PM – 03:10 PM: EDIT 732 with Dr. Clark</li> <li>• 04:30 PM – 07:10 PM: EDIT 730 with Dr. Dabbagh</li> </ul>	
Wed., 11/24	<b>THANKSGIVING RECESS – NO CLASSES</b>	
Thurs., 11/25	<b>THANKSGIVING RECESS – NO CLASSES</b>	
<b>Week 14</b>		
<b>Rapid Prototyping</b>		
Mon., 11/29	<ul style="list-style-type: none"> <li>• Present and discuss revised deliverables in project sponsor session</li> <li>• Discuss client presentation requirements with project sponsor</li> </ul>	
Tues, 11/30	<ul style="list-style-type: none"> <li>• 09:00 AM – 12:00 PM: Team Meeting</li> <li>• 12:30 PM – 03:10 PM: EDIT 732 with Dr. Clark</li> <li>• 04:30 PM – 07:10 PM: EDIT 730 with Dr. Dabbagh</li> </ul>	
Wed., 12/01	<ul style="list-style-type: none"> <li>• Design and production</li> </ul>	<ul style="list-style-type: none"> <li>• Work on client presentation/documentation requirements</li> </ul>
Thurs., 12/02	<ul style="list-style-type: none"> <li>• Design and production</li> </ul>	<ul style="list-style-type: none"> <li>• Work on client presentation/documentation requirements</li> </ul>

Date	Topic/Activities	Assignments/Resources for Next Session
<b>Week 15</b>	<b>Rapid Prototyping</b>	
Mon., 12/06	<ul style="list-style-type: none"> <li>• Walk through updated client presentation/documentation materials with project sponsor</li> </ul>	
Tues, 12/07	<ul style="list-style-type: none"> <li>• 09:00 AM – 12:00 PM: Team Meeting</li> <li>• 12:30 PM – 03:10 PM: EDIT 732 with Dr. Clark</li> <li>• 04:30 PM – 07:10 PM: EDIT 730 with Dr. Dabbagh</li> </ul>	
Wed., 12/08	<ul style="list-style-type: none"> <li>• Finalize client presentation/documentation materials</li> </ul>	
Thurs., 12/09	<ul style="list-style-type: none"> <li>• Firm up roles/responsibilities for client presentation/demonstration of prototype</li> </ul>	
<b>Week 16</b>	<b>Client Presentation</b>	
	<ul style="list-style-type: none"> <li>• Client presentation date/time TBD</li> <li>• Rehearsals opportunities prior to presentation day</li> </ul>	