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**GEORGE MASON UNIVERSITY  
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT**

**Project Management: Processes and Tools  
EDIT 573-AT1**

**Instructor:** Dr. Shahron Williams van Rooij  
**Class Date/Time/Location:** Course meets online via **MyMason/Courses**  
05/23/2011 – 06/24/2011

**Contact Information:**

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Office hours: By appointment **only**

**TEXTS AND READINGS**

**Required:**

Horine, G.M. (2005). *Absolute beginner's guide to project management, 2<sup>nd</sup> Edition*. Indianapolis: Que Publishing. ISBN-13: 978-7897-3821-9.

You may order from the GMU bookstore at:

<http://gmu.bncollege.com/webapp/wcs/stores/servlet/TBWizardView?catalogId=10001&storeId=15552&langId=-1>

Williams van Rooij, S. (2010). Project management in instructional design: ADDIE is not enough. *British Journal of Educational Technology*, 41(5), 852-864. (Posted on the course web site.)

**Recommended Reading:**

*A guide to the Project Management Body of Knowledge (PMBOK® guide)*, 4th Edition (2008). [Project Management Institute](http://www.pmi.org).

**COURSE DESCRIPTION**

Students will learn the basics of project management as applied to instructional design projects. The course will also explore common project management tools used to plan, manage and control large-scale multimedia/hypermedia projects.

**ENTRY SKILLS AND COMPETENCIES**

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. Students should also possess basic computer skills (e.g., Internet search skills, MS Office). **If you have not taken EDIT 705 and do not have Instructional Design work experience, please contact the instructor immediately.**

## NATURE OF COURSE DELIVERY

This course will be delivered online using an **asynchronous** (not “real time”) format via the Blackboard 9.1 course management system on the **MyMason** portal. There are no face-to-face meetings. The course will utilize a combination of readings, hands-on experiences, threaded discussions, and project plan development to introduce course participants to some of the complexities of project management, particularly in the context of education/training development projects. **Note:** This course is **not** preparation for the PMP® Certification Exam, the testing mechanism for credentialing those with project management experience.

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

- Internet access (Mozilla Firefox 3.6 or higher works best with MyMason)
- GMU e-mail account
- MS Office 2007 or OpenOffice 2007 desktop software
- A copy of Microsoft Office Project Professional 2007. A 60-day trial copy may be downloaded free-of-charge at <http://technet.microsoft.com/en-us/evalcenter/ee404758.aspx>
- **(Optional)** For those who are **very comfortable** with **new** software applications, you may download a copy of OpenProject, an open source, free-of-charge project scheduling tool available at <http://sourceforge.net/projects/openproj/files/>.

The Blackboard course site will be open to students 48 hours before the start of the summer session. To access the course, go to the **MyMason** portal login page at <https://mymasonportal.gmu.edu/webapps/portal/frameset.jsp>. **Your GMU e-mail user name is also your MyMason Portal ID and your GMU e-mail password is also your MyMason Portal password.** After logging in, click on the **COURSES** tab at the top of the page to see your list of courses, then select **EDIT 573 Project Management**.

## STUDENT OUTCOMES

At the conclusion of this course, students 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 one another
- 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
- Create a basic project schedule and resource plan using Microsoft Project® or OpenProject

## COURSE WEEK

Because online courses do not have a “fixed” meeting day, our week will “start” on **Monday, May 23**, which is the first day of summer session-A, and “finish” on **Friday, June 24**, the last day of summer session-A.

## 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. If there is anything you don't understand, or if work or personal challenges threaten to derail your progress, please drop me a note as quickly as possible or call me, and we'll talk. Remember, this course is **not** self-paced. There are specific deadlines and due dates to which you are expected to adhere.

## PROFESSIONAL STANDARDS

### 1. Project Management Curriculum and Profession Standards (PMI)

This course adheres to the standards and best practices established by the Project Management Institute (PMI) and documented in the Project Management Body of Knowledge (PMBOK®) guide. The complete list of standards is available at <http://www.pmi.org>.

### 2. Instructional Design Competencies (IBSTPI)

This course adheres to the standards for instructional design competency of the International Board of Standards for Training, Performance, and Instruction (IBSTPI). The complete list of IBSTPI standards is located at [http://www.ibstpi.org/Competencies/instruct\\_design\\_competencies.htm](http://www.ibstpi.org/Competencies/instruct_design_competencies.htm).

## COURSE REQUIREMENTS

### General Information

- All assignments no later than **11:59 PM EDT** of the date indicated in each week's assignments published in the **COURSE SCHEDULE AND TOPICS** section of this Syllabus. Due dates are also posted in the **CALENDAR** section of the Blackboard course site.
- **Grades for assignments date-stamped in Blackboard after the due date will be reduced by 10%. No late submissions will be accepted after the course end-date.** Early submissions are always welcome!
- Please adhere to the assignment submission instructions listed in this Syllabus. **Only assignments submitted as indicated will be graded; incorrect submissions will result in a grade of zero for those assignments.**

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## Class Participation and Discussion Forum

- There is a **weekly** discussion question (DQ) posted by the instructor.
- Each week you are expected to contribute to the class discussion in a meaningful way. Your comments should **add significantly** to the discussion by suggesting other solutions, pointing out problems, even totally disagreeing. Make sure you substantiate your comments with reasons drawn from our class readings and, whenever possible, relate your own “real world” experiences to the subject matter of the class. **It is a required part of your grade that you actively participate in these discussions.** I will evaluate your input based on the **quality** of your responses, whether your responses were **timely** and met the deadline, and the ability of your comments to **motivate** others in a collaborative effort.
- To learn how your discussion responses are evaluated, please consult the *Discussion Forum Rubric* posted in the **Grading Rubrics** folder under the **RESOURCES** area of the Blackboard course site.
- Please check your responses for grammar, spelling and tone prior to posting.
- Our discussion goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be easily misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others not take them as personal attacks. **Be positive in your approach to others and diplomatic with your words.** I will do my best to do the same. Remember, you’re not competing with each other for grades, but sharing information and learning from one another.
- In addition to the weekly discussion question, there will be discussion threads that you can use to comment on each other’s written assignments prior to assignment grading. Although these threads are ungraded, your fellow course members value your thoughts and comments and would greatly appreciate your participation.

## Team Projects

The class will be divided into teams of 2-3 people for the final assignment required for this course. If there are particular individuals with whom you would like to work, please send me a note via the **Blackboard course e-Mail**, the link to which is in the **TOOLS** area of our course site. If you have no preferences, I will assign you to teams based on current/planned career goals and knowledge of project management and instructional design processes.

Each team will be assigned a **private** forum in the Blackboard **DISCUSSION** area and in the **Chat** section of **TOOLS** that is accessible only to the team members and the instructor. You will use your private areas to document plans and activities for your team projects. **I will monitor but not actually participate in your private team discussions unless requested (problems, lack of participation, etc.) by the group members. Note:** If your team meets using **Chat**, meets face-to-face or via teleconferencing, **minutes** of those meetings must be posted to your private forum in the Blackboard **DISCUSSION** area. Please remember that this is a totally online course; synchronous meetings take place only if **all** team members agree to such meetings.

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Please try to keep your team work well balanced and collaborative. The same rules of online etiquette outlined in the *Class Participation and Discussion Forum* section of this Syllabus also apply to your private team discussions.

## Deliverables

There are **three (3)** deliverables required for successful completion of this course, with the due dates on our Blackboard Calendar site as well as in this Syllabus. Grading rubrics for each deliverable are posted to the Blackboard course site.

### 1. Class Participation – 20 points

The instructor will post a series of four (4) questions related to instructional design project management to the Bb **DISCUSSION** area. Each student is expected to participate in the discussions in a meaningful way. All students are required to post **at least one (1) direct response** to **each** discussion question on the date indicated in our **COURSE SCHEDULE/CALENDAR**. In addition, all students are required to post **at least two (2) comments** to a posting of any fellow course member. Comments to fellow course member postings may be uploaded at any time during the discussion week. Thus, for **each discussion question**, the **minimum** requirement for each student is one discussion question response **plus** two comments, for a minimum of **three postings in total per discussion question**. As graduate-level students, you are encouraged to exceed the minimum requirement.

Student comments should add significantly to the discussion by suggesting other solutions, pointing out problems, even totally disagreeing. Make sure that you substantiate your comments with **evidence** from the course readings or from other peer-reviewed sources, and whenever possible, relate your work experiences to the topic under discussion. Comments will be evaluated based on the quality of those **comments**, whether the comments were **timely** and met the deadline indicated in our **COURSE SCHEDULE/CALENDAR**, and the ability of student comments to **motivate** others in a collaborative effort. For more information on how discussion response quality is evaluated, please consult the *Discussion Forum Rubric*.

### 2. Practitioner Profile – 30 points

**A.** Identify **one** individual who serves (or has served) as a project manager of an education/training development project in your organization (or at a former employer-organization). Note: The person does **not** have to have the title of Project Manager, but must have served in that capacity. If you are a member of any of the Instructional Design groups on [LinkedIn](#), you can select a practitioner from one of those groups.

**B. Interview** that individual – phone, electronic survey, or face-to-face – and collect the following information:

- Educational background, occupation and responsibilities
- Experience in managing education/training development projects
- Most successful **and** least successful project (and **reasons why**)

- Professional advice/lessons learned that he/she would like to share with others

C. Prepare a **short summary** (circa. 2-3 pages, single spaced) of the interview for posting in the **ASSIGNMENT DROPBOX** on the Blackboard course web site. You may use **either** APA-style formatting **or** standard Business English formatting. For more information on how this assignment is evaluated, please consult the *Practitioner Profile Grading Rubric*.

### 3. Create a Case Study and Project Plan (Team Project) – 50 points

**Note:** A project plan is **not** an instructional design document. A project plan describes **how** the instructional design team is going to **do the work** required to **execute** what is contained in the instructional design document.

A. Each team will identify an **instructional problem** scenario as the subject of their case study. The instructional problem can be a real issue at a team member's current or previous place of employment or a problem that a team member anticipates arising at work. Teams may also use a scenario from a previous course (e.g., EDIT 705).

B. Each team will submit its **case study idea** via course e-mail to the instructor for approval.

C. Each team will then create a **Project Plan**. The project plan will include the following components:

- Two-page, single-spaced summary of the instructional design document, including (a) nature of the problem, (b) needs analysis, (c) learner analysis, (d) instructional goal and approach, and (d) high-level task analysis
- Project Definition and Scope
- Work Breakdown Structure
- Network Diagram/Work Sequence
- Resource Requirements
- Project Schedule in MS Project or OpenProject
- Risk Management Strategies

D. Each team will post the Project Plan and MS Project/Open Project Schedule in the **ASSIGNMENTS** area on the Blackboard course web site. **Note:** Be sure to finish uploading all your files **before** clicking SUBMIT. You may use **either** APA-style formatting **or** standard Business English formatting. There is no page minimum or maximum for the Project Plan. For more information on how this assignment is evaluated, please consult the *Case Study and Project Plan Grading Rubric*.

## ASSESSMENT

### 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. The grading rubrics for each of the course deliverables are posted on the Blackboard course site.

**Team** projects receive **two (2)** grades: One for the **project itself** based on the criteria set down in the grading rubrics and one for each team member's **individual** contribution to the project and the project process based on the content of your private team discussion areas. **As such, scores for individual contributions may differ from the project grades.**

### Grading scale

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	90 - 100
B	80 – 89.9
C	70 – 79.9
D	60 – 69.9
F	< 60

Great care is given to evaluating student performance based on the requirements documented in the grading rubrics for each assignment. As such, grades are not negotiable. In the event that, following discussions with the instructor, a student feels that his/her grade is unfair, the grade may be appealed using the university's appeal process described at <http://www.gmu.edu/catalog/apolicies/index.html#Anchor56>.

## COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

### *Student Expectations*

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- 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/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- 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.

- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

### *Campus Resources*

- 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/>].
- 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/>].

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



**COURSE SCHEDULE AND TOPICS**

Week	TOPICS/ACTIVITIES/ASSIGNMENTS
<p><b>Week 1</b> <b>5/23-5/29</b></p>	<p><b>TOPIC: ADMINISTRIVIA AND COURSE KICK-OFF</b></p> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• Confirm MyMasonPortal access and troubleshoot any technical issues. Review the Student FAQs at <a href="https://coursesandorgs.pbworks.com/w/page/30543483/Courses-FAQ-Student">https://coursesandorgs.pbworks.com/w/page/30543483/Courses-FAQ-Student</a>. Still having problems? Send an e-mail to <a href="mailto:myMason@gmu.edu">myMason@gmu.edu</a> with your G-number and the course name and number</li> <li>• Review course syllabus, course site organization, schedule</li> <li>• View previous EDIT 573 project plans posted in the <b>RESOURCES</b> area and start thinking about your project teams and project topic (see p. 6 of this syllabus)</li> <li>• View the document <i>Learning Team Success Tips</i> posted in the <b>RESOURCES/Additional Resources</b> folder</li> <li>• View the presentation <i>What is Project Management?</i> the link to which is in the <b>INSTRUCTOR PRESENTATIONS</b> area. Make sure to view the presentation in SLIDE SHOW mode to hear the audio</li> <li>• Read the article <i>Project management in instructional design: ADDIE is not enough</i>, located in the <b>RESOURCES/Additional Resources</b> folder</li> <li>• Participate in Week 1 discussions</li> </ul> <p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>• Respond to the Week 1 DQ in the <b>DISCUSSION</b> area by <b>5/25</b></li> <li>• Submit your team member preferences to instructor via Bb e-mail by <b>5/29</b></li> <li>• Read Introduction, Chapters 1-4 in Horine For Week 2</li> </ul>
<p><b>Week 2</b> <b>5/31-6/5</b> <b>Monday, 5/30, is Memorial Day, No Classes</b></p>	<p><b>TOPIC: INITIATION AND PLANNING</b></p> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• View the presentation <i>Project Management Templates</i>, the link to which is in the <b>INSTRUCTOR PRESENTATIONS</b> area. Make sure to view the presentation in SLIDE SHOW mode to hear the audio</li> <li>• Begin using private team discussion threads/team chat to work on your team project plan</li> <li>• Participate in Week 2 discussions</li> <li>• Finalize your team Case Study and Project Plan topic</li> </ul> <p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>• Submit your team’s Case Study and Project Plan <b>topic</b> for instructor approval via Bb e-mail by <b>6/1</b></li> <li>• Respond to Week 2 DQ by <b>6/2</b></li> <li>• Submit Practitioner Profile by <b>6/5</b></li> <li>• Read chapters 5-9 in Horine for Week 3</li> </ul>

<p><b>Week 3</b> <b>6/6-6/12</b></p>	<p><b>TOPIC: RESOURCING, MANAGING AND CONTROLLING</b></p> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• Download the free trial version of <a href="#">MS Project</a>. View one or more of the free MS Project 2007 video tutorials on <a href="#">YouTube</a></li> <li>• Participate in Week 3 discussions</li> <li>• Comments on Practitioner Profiles throughout the week</li> <li>• Continue working on team project plans</li> </ul> <p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>• Respond to Week 3 DQ by <b>6/8</b></li> <li>• Read chapters 10, 11, 14, 17, 18, 20, 23 in Horine for Week 4</li> </ul>
<p><b>Week 4</b> <b>6/13-6/19</b></p>	<p><b>TOPIC: EXECUTION, CLOSING</b></p> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• View the presentation <i>This Project Would Be a Success If It Weren't for the Stakeholders</i>, the link to which is in the <b>INSTRUCTOR PRESENTATIONS</b> area. Make sure to view the presentation in SLIDE SHOW mode to hear the audio</li> <li>• Participate in Week 4 discussions</li> <li>• Continue working on team project plans</li> </ul> <p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>• Respond to Week 4 DQ by <b>6/15</b></li> <li>• Read chapters 19, 22, 24 in Horine for Week 5</li> </ul>
<p><b>Week 5</b> <b>6/20-6/24</b></p>	<p><b>TOPIC: COURSE WRAP-UP</b></p> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• Finalize team Case Study and Project Plan</li> <li>• Complete online course evaluations. (<b>Note:</b> the Online Evaluation process ends on the last day of classes, before final grades are posted)</li> <li>• Comments on team projects throughout the week</li> </ul> <p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>• Designate one member of your team to post your team's Case Study and Project Plan and upload the document by <b>6/21</b></li> </ul>