

**George Mason University**  
**College of Education and Human Development**

**Learning Design and Technology (LDT) Program**

EDIT 573 001/002 – Project Management

2 Credits, Summer 2024

Meets Asynchronously Online – Monday, 5/14 through Tuesday, 7/9

**Faculty**

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Office Location: Remote  
Emergency Phone: 954-270-4149 in case of emergency, e-mail is the first preferred method of communication.  
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**Prerequisites/Corequisites**

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None. However, the content of this course assumes a basic knowledge of the principles and best practices of instructional/learning design. To be successful in this course, students should have **either** taken EDIT 705 Instructional Design **or** have work experience in the field of Learning and Development.

**University Catalog Course Description**

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

**Course Overview**

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Explores the basics of project management as applied to instructional/learning design projects. The course compares and contrasts various project management methods (e.g., Waterfall, Agile) with various design methods and models (e.g., ADDIE, Agile ID). **Note:** This course is **not** preparation for the PMP® Certification Exam, the testing mechanism for credentialing those with project management experience, or for any other PMI certification.

## Course Delivery Method

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This course will be delivered 100% online using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. There are also **two (2) live virtual meetings that last 30-60 minutes (web conferencing sessions)** during **Module 1** as announced and during **Module 4** on a date and time most convenient for the majority of class members 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 (ending with gmu.edu) and email password. **If you are unable to attend the synchronous session live, then you are required to view the recording of that session.**

***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

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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](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](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. [Delete this sentence if not applicable.]
- 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: [Add or delete options, as desire.]
  - 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/](http://www.apple.com/quicktime/download/)

## Expectations

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- Course Week: Because asynchronous courses do not have a “fixed” meeting day, our week will **start on the first day of the Module**, and **finish on the last day of the module** specific days and dates are found in the **Course Schedule**.
- Course Announcements: Read any posted weekly announcements and/or updates.
- 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 two (2) times per module**.
- 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, but flexible. Students are expected to meet *specific deadlines* and *due dates* listed in the **Course Schedule**. 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 virtual meeting or phone call to discuss course requirements, content or other course-related issues. 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
- Accommodations:  
Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

## Learner Objectives

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

- Identify the processes and knowledge areas of Project Management
- Compare and contrast the various project management methods/approaches
- Identify points of synergy between Project Management and Instructional Design
- Apply 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/>**

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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 and Video Lectures

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There are no textbooks to purchase for this course. Journal articles are posted on our Blackboard course site under the COURSE READINGS (LEGANTO) link in the left-hand navigation menu of our course site and are accessible only via that link. Textbooks and book chapters are accessible directly via the Mason Library.

### *Articles in Leganto*

- Adnan, N.H., & Ritzhaupt, A.D. (2018). Software engineering design principles applied to instructional design: What can we learn from our sister discipline? *TechTrends*, 62(1), 77-94.
- Tereso, A., Ribeiro, P., Fernandes, G., et al. (2019). Project management practices in private organizations. *Project Management Journal*, 50(1), 6-22.

### *Books and Book Chapters via the Mason Library*

- Rowe, S. (2020). *Project management for small projects* (3rd ed.), Berrett-Koehler Publications.
- Williams van Rooij, S. (2018). *Project management: People+process=results, sometimes*. In S. Williams van Rooij, *The business of learning design and technologies*. Routledge. Chapter 10 Note: For those who purchased the print version for EDIT 706, refer to pp. 217-254.

### *LinkedIn Learning Video Lectures*

LinkedIn Learning has popular video courses available on the Foundations of Project Management. They range in time from under an hour to 3 hours and 20 minutes. I have

received very positive feedback from students in reference to these videos providing them with a deeper understanding of the project management topics we cover each week.

*\*Please note that you have free access to LinkedIn Learning using your GMU e-mail account, and you are able to take advantage of all of LinkedIn Learning's extensive video resources! From industry-leading experts to cutting-edge topics, their videos offer in-depth insights and practical skills on a variety of topics, including many additional resources on Project Management.*

## Course Performance Evaluation

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Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, e-mail).

## Assignments/Deliverables

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In this 2 credit class, there are **three categories of** assignments/deliverables required for successful completion of this course.

### **1. Individual Knowledge Checks – 15 points (5% of final grade)**

There are two (2) individual Knowledge Checks (KCs) to help reinforce your learning about basic project management 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 Course Schedule section of this syllabus and under the Module 4 and Module 8 links on our Blackboard (Bb) course site.

### **2. Project Plan – 100 points (45% of final grade)**

In selecting your project, you may draw on ...

- the Instructional Design Document you created in EDIT 705, OR
- an instructional design project from your/a team member's current or previous place of work, OR
- an e-learning/training project you started (but only completed the first 30 minutes of instruction) in EDIT 611.

This term, we will use the Agile project management method. The following is an outline for your Project Plan:

Agile project management Project Plan outline:

### **1. Project Overview**

- Project description and objectives
- Key stakeholders and their roles
- High-level project timeline and milestones

### **2. Product Vision and Scope**

- Product vision statement
- Product features and requirements
- Product backlog

### **3. Team Structure and Roles**

- Agile team members and their roles (e.g., Product Owner, Scrum Master, Development Team)
- Team communication and collaboration plan

### **4. Agile Methodology Processes**

- Sprint planning and execution process
- User story mapping and prioritization
- Definition of Done (DoD) and acceptance criteria
- Agile ceremonies (e.g., daily stand-ups, sprint reviews, retrospectives)

### **5. Release Plan and Iterations**

- Release goals and timeline
- Sprint durations and objectives
- Iteration planning and scope

### **6. Risk Management**

- Identification of potential risks and uncertainties
- Risk mitigation strategies and contingency plans

### **7. Quality Assurance and Testing**

- Quality assurance processes and standards
- Testing strategies (e.g., unit testing, integration testing, user acceptance testing)
- Continuous integration and continuous deployment (CI/CD) plan

### **8. Communication and Collaboration**

- Stakeholder communication plan
- Collaboration tools and platforms

- Progress reporting and metrics

### **9. Budget and Resource Allocation**

- High-level project budget and financial considerations
- Resource allocation and capacity planning

### **10. Change Management**

- Change request process
- Impact assessment and prioritization of changes

### **11. Appendices**

- Glossary of terms
- References and supporting documents

*Remember that agile project plans should be flexible and adaptable to changes throughout the project lifecycle. The plan should serve as a guide while allowing for iterative improvements and adjustments based on feedback and learnings.*

## **3. LinkedIn Learning Video Lectures – 70 points (40% of final grade) [For Extra Course Credit\*]**

With your free access to LinkedIn Learning using your GMU account, you will complete a series of Video Lectures designed to give you a deeper understanding of Project Management.

### **Module / Week 1:**

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- [Project Management Foundations](#) a 3 hour and 20 minute lecture that you can stop and start/restart as many times as you like. When you restart, it will resume where you left off.
- [Agile Foundations](#) a 1 hour and 35 minute lecture.

### **Additional Lecture videos assignments required throughout the course:**

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- [Agile at Work: Building Your Agile Team](#) a 55 minute lecture.
- [Agile at Work: Planning with Agile User Stories](#) a 51 minute lecture.
- [Agile at Work: Driving Productive Agile Meetings](#) a 59 minute lecture.
- [Agile Project Management: Comparing Agile Tools](#) a 1 hour and 55 minute lecture.
- [Agile Project Leadership](#) a 41 minute lecture.
- [Agile at Work: Getting Better with Agile Retrospectives](#) a 1 hour and 3 minute lecture.
- [Agile at Work: Reporting with Agile Charts and Boards](#) a 44 minute lecture.

- [What Is Scrum?](#) a 9 minute lecture.
- [Scrum: The Basics](#) a 1 hour lecture.
- [Characteristics of a Great Scrum Master](#) a 13 minute lecture.
- [Enterprise Agile: Growing Scrum](#) a 1 hour lecture.

When you are done watching a video, you will receive a certificate of completion that you will submit for your assignment grade. See instructions that follow:

#### How to get a copy of your completed Certificate

In LinkedIn Learning click on the pull-down arrow next to **Me** in the upper right-hand corner of the screen and select **Learning History**. You can then select **more** for any of the videos you completed and select **Download Certificate**. This will allow you to download a **PDF** file of your certificate that you will upload for each assignment. If there are multiple versions of a certificate provided, just select only one to submit.

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**TOTAL POSSIBLE POINTS / GRADE for all three deliverables is 185 Points or 100%**

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**Extra Credit (1 point each on your final grade – complete any that you want up to 10):**

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- [Project Management Foundations: Small Projects](#) a 1 hour and 29 minute lecture.
- [Project Management Foundations: Ethics](#) a 1 hour and 11 minute lecture.
- [Project Management Foundations: Requirements](#) a 27 minute lecture.
- [Project Management Foundations: Communication](#) a 1 hour and 1 minute lecture.
- [Project Management Foundations: Integration](#) a 44 minute lecture.
- [Project Management Foundations: Risk](#) a 1 hour and 16 minute lecture.
- [Project Management Foundations: Quality](#) a 31 minute lecture.
- [Project Management Foundations: Budgets](#) a 56 minute lecture.
- [Project Management Foundations: Schedules](#) 2 hour and 7 minute lecture.
- [Learning Microsoft Project](#) a 55 minute lecture.
- [Project Management Foundations: Lessons Learned](#) a 29 minute lecture.
- [Blending Project Management Methods](#) a 1 hour lecture.
- [Transitioning from Waterfall to Agile Project Management](#) a 41 minute lecture.



- [Comparing Agile versus Waterfall Project Management](#) a 1 hour and 55 minute lecture.
- [Agile Project Management with Microsoft Project](#) a 1 hour and 53 minute lecture.
- [Scrum: Advanced](#) a 1 hour lecture.

## Grading Policies

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**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.

**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 Earned	Letter Grade
94%-100%	A
90%-93%	A-
86%-89%	B+
83%-85%	B
80%-82%	B-
70%-79%	C
<70%	F

## Professional Dispositions

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

## Core Values Commitment

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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

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### *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 VIA should be directed to [viahelp@gmu.edu](mailto:viahelp@gmu.edu) or <https://cehd.gmu.edu/aero/assessments>. 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, sexual harassment, interpersonal violence, and stalking:**

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As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

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

## Course Schedule

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The course schedule appears on the following pages and in Blackboard with specific due dates.

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



**EDIT 573**  
**Project Management**

**Course Start Date:** Tuesday 5/14/24  
**Course End Date:** Tuesday 7/9/24

Module	Date	Title	Assignments
1	Start: 5/14/24	Module 1 Course Kick-Off and Project Management Overview	<b>M1 Project Plan - Email Topic</b>  Due: Monday 5/20/24 at 11:59 PM, ET <b>M1 Synchronous Session</b>
2	Start: 5/21/24	Module 2 Project Overview, Vision and Scope	<b>M2 Group Project Plan - Overview, Vision and Scope Draft and LinkedIn Learning Certificates</b>  Due: Monday 5/27/24 at 11:59 PM, ET
3	Start: 5/28/24	Module 3 Teams and Agile Processes	<b>M3 LinkedIn Learning Certificates</b>  Due: Monday 6/3/24 at 11:59 PM, ET
4	Start: 6/4/24	Module 4 Release Plan and Iterations	<b>M4 Group Project Plan Draft Update and LinkedIn Learning Certificates</b> <b>M4 Knowledge Check</b>  Due: Monday 6/10/24 at 11:59 PM, ET <b>M4 Synchronous Session, TBA</b>
5	Start: 6/11/24	Module 5 Risk Management, Quality Assurance, and Testing	<b>M5 LinkedIn Learning Certificates</b>  Due: Monday 6/17/24 at 11:59 PM, ET
6	Start: 6/18/24	Module 6 Communication, Collaboration, Budget, and Resource Allocation	<b>M6 Group Project Plan Draft Update and LinkedIn Learning Certificates</b>  Due: Thursday 6/20/24 at 11:59 PM, ET and respond to group members by Due: Saturday 6/22/24 at 11:59 PM, ET
7	Start: 6/25/24	Module 7 Change Management and Finalizing the Project Plan	<b>M7 LinkedIn Learning Certificates</b>  Due: Monday 7/1/24 at 11:59 PM, ET
8	Start: 7/2/24	Module 8 Project Plan and Course Wrap-Up	<b>M8 Knowledge Check, Group Project Plan and LinkedIn Learning Certificates</b>  Due: Monday 7/8/24 at 11:59 PM, ET