

Technology Project Management Final Project

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EME 6235

## Table of Contents

| Content  | Page  |
|--|-------|
| Impact Statement                                 | 3     |
| Introduction and Background                      | 3     |
| Project plan and life cycle                      | 3-10  |
| • Deliverables                                   | 3-4   |
| • Materials and resources                        | 4     |
| • Scope Assumptions                              | 4-5   |
| • Schedule and Key Milestones                    | 5     |
| • Organizational Considerations                  | 6     |
| • Communication Schedule                         | 7-8   |
| • Change Management Guidelines                   | 8     |
| • Price Comparison: Face to Face vs. Online      | 9     |
| • Project budget                                 | 10    |
| Analysis of the projects' performance and impact | 11-12 |
| • Project Testing                                | 11    |
| • Project Close-out                              | 11    |
| • Problems and Solutions                         | 11-12 |
| • Future Planning                                | 12    |
| Post-mortem detailing                            | 12    |
| • Project Trends                                 | 12    |
| Types of communication                           | 12-14 |
| • InVision                                       | 12    |
| • Microsoft Teams                                | 12-13 |
| • Video Conferencing                             | 14    |
| Summary  | 14-16 |

## Impact Statement

Online professional development opportunities are rapidly increasing in popularity as platforms are becoming more interactive and engaging than ever. Learning online is now a game, rather than a burden required by the state. But how can these learning opportunities become more personalized for educators rather than the mandated courses to be certified? By analyzing project management, I know it is possible now more than ever before to create custom content by experts in fields of specialty for educators to engage and collaborate with which will leave meaningful marks on classrooms around the world.

## Introduction and background

As a 4<sup>th</sup> and 5<sup>th</sup> grade math and science gifted teacher and STEM lead teacher who is creating a makerspace at our school site and developing professional development for my school site's staff and school district of Hillsborough county, sharing my knowledge of exploratory learning with fellow educators is not only a mission but is a passion. My experience thus far has found these face to face courses to be extremely popular and successful in exposing educators to the benefits of exploratory instruction in a makerspace since most courses have been full. However, despite the interest, the time and cost to develop and tailor each training to the school site and audience is recurring. Therefore, I feel as though it would be beneficial for the district to see how this professional development would lend itself in the online learning environment.

This project will be planned out with more of a traditional waterfall methodology, however, it will have the underlying flexibility of the agile methodology to make quick adjustments and respond to changes necessary due to materials available, feedback, and/or inspirations.

## Project plan and life cycle

### Project Deliverables

For my final project, I wish to create a learning module for classroom educators about the importance of Exploratory learning through Makerspaces. I would break this into three main lessons; Creation of a Makerspace, Exploratory Learning- Role of the teacher, and Exploratory Learning- Role of the student. Within each lesson, there will be varying objectives instructional videos, activities, and collaborative opportunities which will deepen the participants understanding of each topic. These lessons would be asynchronous; however, I would like to have open access time periods where participants can interact and reflect from one another's activities- there would not be due dates, simply module beginning and ending time frames.

|              |  |
|--------------|--|
| <b>Needs</b> | Create an online learning module about the importance of Exploratory learning through Makerspaces. This would be broken this into three main |
|--------------|--|

|  |  |
|--|--|
|  | lessons; Creation of a Makerspace, Exploratory Learning- Teacher, and Exploratory Learning- Student. Within each lesson, there will be varying objectives and activities which will deepen the participants understanding of each topic. These lessons would be asynchronous; if possible, open access time periods where participants can interact and reflect from one another's activities, would be preferred.   |
| <b>Audience</b>  | K-12 educators with a sub-audience of administrations, support staff, and/or resource teachers   |
| <b>Objectives</b><br><i>High to low</i><br><i>Blooms/DOK</i> | <ul style="list-style-type: none"> <li>- Create a plan of action for implementing a makerspace and exploratory learning into the learning environment</li> <li>- Evaluate standards and analyze the 5E lesson model to support exploratory learning in a makerspace</li> <li>- Analyze the teacher and student role within an exploratory learning environment</li> <li>- Understand what a makerspace is and its capabilities within all learning environments</li> </ul> |

Project Materials and Resources

During my course about Exploratory Learning through Makerspaces, I plan to break content into three categories- Creation of a Makerspace, Exploratory Learning- Teacher role, and Exploratory Learning- Student role. To effectively deliver the course and its content, the team and I will need a variety of materials such as;

- Working device (laptop or desktop, preferred) which connects to the internet reliably
- Learning platform for content delivery such as Google Classroom, Blackboard, or Canvas—unless one is already being used for custom content delivery.
- Platform for content creation and storyboarding such as InVision- free.
- Microsoft OneDrive including Teams for collaboration of SME, creation team, and stakeholders to share feedback via Word, PowerPoint, Forms, etc.
- Phone (with quality camera) or video recording device and editing program to create original content videos. Video conferencing tool such as Zoom or Join.Me to communicate with team
- Access to open source online library database for course content research

Project Scope Assumptions

|                 |   |
|-----------------|---|
| <b>Schedule</b> | Beginning on 9/14/18 the product will be finalized for delivery by October 29, 2018. Premade instructional resources will be utilized, if applicable. Original content will be created only in the instance of quality instructional materials cannot be located. |
|-----------------|---|

TECHNOLOGY PROJECT MANAGEMENT FINAL PROJECT

|  |   |
|--|---|
|  | Task 1 <i>Project Analysis (9/14 – 9/18)</i>            |
|  | Task 2 <i>Project Design: Course 1 (9/18 – 9/24)</i>    |
|  | Task 3 <i>Project Design: Course 2 (9/25 – 10/01)</i>   |
|  | Task 4 <i>Project Design: Course 3 (10/02 – 10/08)</i>  |
|  | Task 5 <i>Project Build: Course 1 (9/25 – 9/26)</i>     |
|  | Task 6 <i>Project Build: Course 2 (10/02 – 10/03)</i>   |
|  | Task 7 <i>Project Build: Course 3: (10/109 – 10/10)</i> |
|  | Task 8 <i>Project Test (10/10 – 10/25)</i>              |
|  | Task 9 <i>Project Delivery (10/29)</i>                  |

Unless change requests have been approved, the timeline will be a nonnegotiable change to ensure that the course sections of the project are delivered to the client in an appropriate amount of time to allow for the building and review of each section. See Schedule and Key Milestone below for more specific dates, team member responsibilities, and levels of priority for completion.

# TECHNOLOGY PROJECT MANAGEMENT FINAL PROJECT

## Project Schedule and Key Milestones

| Status     | Task Name                                       | Priority | Assigned To                           | Start    | Finish   | Duration | % Complete | Predecessors        | Comments        |
|------------|---|----------|---------------------------------------|----------|----------|----------|------------|---------------------|-----------------|
| <b>KEY</b> |   |          |                                       |          |          |          |            |                     |                 |
| Blue       | Complete  |          |                                       |          |          |          |            |                     |                 |
| Green      | In Progress                                     |          |                                       |          |          |          |            |                     |                 |
| Yellow     | On Hold   |          |                                       |          |          |          |            |                     |                 |
| Red        | Not Started                                     |          |                                       |          |          |          |            |                     |                 |
| STATUS     | PROJECT NAME                                    | PRIO     | PROJECT MANAGER                       | START    | END      | DAYS     | % COMPLETE | PROJECT DELIVERABLE | SCOPE STATEMENT |
| Green      | Exploratory Learning through Makerspace         | High     | Amanda Glover                         | 09/14/18 | 10/29/18 | 32d      | 7%         |                     |                 |
| STATUS     | TASK NAME                                       | PRIO     | ASSIGNED TO                           | START    | END      | DAYS     | % COMPLETE | PREDECESSOR         | COMMENTS        |
| Blue       | Analyze Project                                 |          | Amanda Glover                         | 09/14/18 | 09/18/18 | 3d       | 100%       |                     |                 |
|            | Project Outline Development                     |          |                                       | 09/14/18 | 09/18/18 | 3d       | 100%       |                     |                 |
|            | Task Details                                    | High     | Amanda Glover                         | 09/14/18 | 09/14/18 | 1d       | 100%       |                     |                 |
|            | Team Development                                | High     | Amanda Glover                         | 09/14/18 | 09/18/18 | 3d       | 100%       |                     |                 |
| Green      | Design Project                                  |          | Amanda Glover                         | 09/18/18 | 10/08/18 | 15d      |            |                     |                 |
|            | Course Section 1                                |          |                                       | 09/18/18 | 09/24/18 | 5d       |            |                     |                 |
|            | Objectives                                      |          | Instructional Designer/SME- Abby Lynn | 09/18/18 | 09/18/18 | 1d       |            |                     |                 |
|            | Instructional Videos- outline and script        |          | Instructional Designer/SME- Abby Lynn | 09/18/18 | 09/18/18 | 1d       |            |                     |                 |
|            | Instructional Text                              |          | Instructional Designer/SME- Abby Lynn | 09/19/18 | 09/19/18 | 1d       |            |                     |                 |
|            | Instructional Checkpoint Activities             |          | Instructional Designer/SME- Abby Lynn | 09/19/18 | 09/20/18 | 2d       |            |                     |                 |
|            | Progression Follow-up                           |          | Amanda Glover                         | 09/21/18 | 09/24/18 | 2d       |            |                     |                 |
|            | Quality Standard rubric review                  |          | Amanda Glover                         | 09/24/18 | 09/24/18 | 1d       |            |                     |                 |
|            | Course Section 2                                |          |                                       | 09/25/18 | 10/01/18 | 5d       |            |                     |                 |
|            | Objectives                                      |          | Instructional Designer/SME- Abby Lynn | 09/25/18 | 09/25/18 | 1d       |            |                     |                 |
|            | Instructional Videos- outline and script        |          | Instructional Designer/SME- Abby Lynn | 09/25/18 | 09/25/18 | 1d       |            |                     |                 |
|            | Instructional Text                              |          | Instructional Designer/SME- Abby Lynn | 09/26/18 | 09/26/18 | 1d       |            |                     |                 |
|            | Instructional Checkpoint Activities             |          | Instructional Designer/SME- Abby Lynn | 09/26/18 | 09/27/18 | 2d       |            |                     |                 |
|            | Progression Follow-up                           |          | Amanda Glover                         | 10/01/18 | 10/01/18 | 1d       |            |                     |                 |
|            | Quality Standard rubric review                  |          | Amanda Glover                         | 10/01/18 | 10/01/18 | 1d       |            |                     |                 |
|            | Course Section 3                                |          |                                       | 10/02/18 | 10/08/18 | 5d       |            |                     |                 |
|            | Objectives                                      |          | Instructional Designer/SME- Abby Lynn | 10/02/18 | 10/02/18 | 1d       |            |                     |                 |
|            | Instructional Videos- outline and script        |          | Instructional Designer/SME- Abby Lynn | 10/02/18 | 10/02/18 | 1d       |            |                     |                 |
|            | Instructional Text                              |          | Instructional Designer/SME- Abby Lynn | 10/03/18 | 10/03/18 | 1d       |            |                     |                 |
|            | Instructional Checkpoint Activities             |          | Instructional Designer/SME- Abby Lynn | 10/03/18 | 10/04/18 | 2d       |            |                     |                 |
|            | Progression Follow-up                           |          | Amanda Glover                         | 10/05/18 | 10/08/18 | 2d       |            |                     |                 |
|            | Quality Standard rubric review                  |          | Amanda Glover                         | 10/05/18 | 10/05/18 | 1d       |            |                     |                 |
| Red        | Build Project                                   |          | Amanda Glover                         | 09/25/18 | 10/10/18 | 12d      |            |                     |                 |
|            | Build Course Section 1                          |          |                                       | 09/25/18 | 09/26/18 | 2d       |            |                     |                 |
|            | On-board content to platform                    |          | Amanda Glover                         | 09/25/18 | 09/26/18 | 2d       |            |                     |                 |
|            | Video production                                |          | Video Production- Bob Charter         | 09/25/18 | 09/25/18 | 1d       |            |                     |                 |
|            | Build Course Section 2                          |          |                                       | 10/02/18 | 10/03/18 | 2d       |            |                     |                 |
|            | On-board content to platform                    |          | Amanda Glover                         | 10/02/18 | 10/03/18 | 2d       |            |                     |                 |
|            | Video production                                |          | Video Production- Bob Charter         | 10/02/18 | 10/02/18 | 1d       |            |                     |                 |
|            | Build Course Section 3                          |          |                                       | 10/09/18 | 10/10/18 | 2d       |            |                     |                 |
|            | On-board content to platform                    |          | Amanda Glover                         | 10/09/18 | 10/10/18 | 2d       |            |                     |                 |
|            | Video production                                |          | Video Production- Bob Charter         | 10/09/18 | 10/09/18 | 1d       |            |                     |                 |
| Red        | Test Project                                    |          | Amanda Glover                         | 10/10/18 | 10/25/18 | 12d      |            |                     |                 |
|            | Test ALL Course Sections                        |          |                                       | 10/10/18 | 10/25/18 | 12d      |            |                     |                 |
|            | Pilot Team Quality Standards review             |          | Pilot Team- Charles Dupree            | 10/10/18 | 10/16/18 | 5d       |            |                     |                 |
|            | PII Quality Standards Review                    |          | Amanda Glover                         | 10/10/18 | 10/16/18 | 5d       |            |                     |                 |
|            | Instructional Designer Quality Standards Review |          | Instructional Designer/SME- Abby Lynn | 10/10/18 | 10/16/18 | 5d       |            |                     |                 |
|            | Revision Review Conference Call                 |          | All team members                      | 10/17/18 | 10/17/18 | 1d       |            |                     |                 |
|            | Implement Revisions                             |          | All team members                      | 10/18/18 | 10/24/18 | 5d       |            |                     |                 |
|            | Final Review                                    |          | Amanda Glover                         | 10/25/18 | 10/25/18 | 1d       |            |                     |                 |
| Red        | Deliver Project                                 |          | Amanda Glover                         | 10/29/18 | 10/29/18 | 1d       |            |                     |                 |

## TECHNOLOGY PROJECT MANAGEMENT FINAL PROJECT

### Organizational Considerations: Roles and Logistics

|  |   |
|--|---|
| Project Manager/Senior ID              | A. Plan resources and timeline checklist<br>B. Contract and Lead Team<br>C. Check progression of timeline and budget weekly<br>D. Ensure team is conducting quality checks<br>E. Manage scope amongst team and/or client<br>F. Complete documentation |
| Entry-level Instructional Designer/SME | A. Work with Director of Learning/Project Manager<br>B. Design and create effective course material<br>C. Work as SME to develop course content<br>D. Asses course quality<br>E. Conduct quality checks   |
| Video Production                       | A. Produce and edit original course content videos  |
| Copywriter                             | A. Proofs content to ensure there are no error<br>B. Ensures the mode of writing is appropriate for audience<br>C. Proofs citations   |
| Graphic Designer                       | A. Review content layout to ensure accessibility<br>B. Design logo and images appropriate for content   |
| Pilot Team                             | A. Take the online courses as participants and provide feedback using the Quality Standards rubric and survey provided  |

### Communication Schedule

The team will have weekly online meetings/conference calls to check progress of the activities being completed for each course section. We will utilize the free online too zoom, if an online meeting is needed, or merge calls via cellphone if a phone call is needed. Zoom is a reliable, easy to use communication tool which can be prescheduled and accessed via a clickable link. There is no sign in required when utilizing Zoom for online meetings. Embedded within the weekly online meetings/conference calls are change management conversations and support. Some perceived issues that could undergo change management are:

- Scheduling

## TECHNOLOGY PROJECT MANAGEMENT FINAL PROJECT

- Utilize Smartsheets to track overall progress allowing team to have viewing access, weekly calls will allow team to adjust timelines, if needed, and allow the team commenting/editing rights so that communication can be contributed.
- Platform on-boarding
  - There may be issues on-boarding information suggested by the instructional designer to the platform; weekly call will allow the team to identify these issues and readjustments to the content delivery or interactions can be adjusted promptly through collaboration.
- Scope creep
  - There may be conversations during the weekly calls which need to address the redirection of content being introduced to focus on the objectives; value and notate extraneous ideas to encourage future projects, and analyze tasks assigned to each team member to see if another team member can aid to avoid flexing the schedule.
- Course Outline and Platform capability training
  - Upon further reflection, I did not allow for time training about the capabilities of the custom platform being used. I will be sure to edit and allow time during the week of the team development to review quality expectations, platform capability, and course outline requirements to avoid scope creep.
- Change management
  - To manage changes throughout the scope of the project, the client and team will follow the change management guidelines. Kevin Lonergan of PMIS Consulting states “Research shows 70% of changes fail because people believe that results relative to the effort aren’t worth it or aren’t working.”

### Change management guidelines

- Complete the change request form and submit to the Project Manager
- Project Manager will review request and timeline to approve or deny change with Instructional Designer and company founder
  - Request and notations will be added into the project records where the team has access to review
- If approved, the team will be sent updated timeline, project scope, and responsibilities via email or team conference call for final review
- The requester will be notified of the approval of denial of the request with justifications for the decision

TECHNOLOGY PROJECT MANAGEMENT FINAL PROJECT

| Resource                               | Quantity     | Face to Face Cost Estimation  | Online Cost Estimation                    |
|--|--------------|---|---|
| Session Workbooks (x2 per participant) | 50           | \$100 (\$25 per domestic x4)<br>\$250 (\$125 per international x2)  | \$0                                       |
| Facilitators (x2 per session)          | 12           | \$6,000 (\$500 per facilitator per day)<br>\$4,800 San Francisco travel <ul style="list-style-type: none"> <li>\$2,000 flight and hotel package (per facilitator), \$400 food allowance (per facilitator)</li> </ul> \$2,800 St. Louis travel <ul style="list-style-type: none"> <li>\$1,000 flight and hotel package (per facilitator), \$400 food allowance (per facilitator)</li> </ul> \$2,400 Atlanta travel <ul style="list-style-type: none"> <li>\$800 flight and hotel package (per facilitator), \$400 food allowance (per facilitator)</li> </ul> \$2,600 Dallas travel <ul style="list-style-type: none"> <li>\$900 flight and hotel package (per facilitator), \$400 food allowance (per facilitator)</li> </ul> \$3,500 India travel <ul style="list-style-type: none"> <li>\$1,200 flight and hotel package (per facilitator), \$400 food allowance (per facilitator), \$300 international travel fees</li> </ul> \$3,100 Italy travel <ul style="list-style-type: none"> <li>\$1,000 flight and hotel package (per facilitator), \$400 food allowance (per facilitator), \$300 international travel fees</li> </ul> | \$0                                       |
| Video Production- Video editor         | 1            | \$108 (\$18 per hour x 6 hours)   | \$108 (\$18 per hour x 6 hours)           |
| Copywriter                             | 1            | \$400 (\$25 per hour x 16 hours)  | \$400 (\$25 per hour x 16 hours)          |
| Graphic Designer                       | 1            | \$1,920 (\$30 per hour x 64 hours)  | \$180 (\$30 per hour x 6 hours)           |
| Project Manager/Senior ID              | 1            | \$2,000 (\$50 per hour x 40 hours)  | Salary                                    |
| Instructional Designer/ SME            | 1            |   | \$3,000 (Contract)                        |
| Pilot Team                             | 1            |   | \$1,000 (\$200 per participant)           |
| Video Production                       | 1            |   | \$432 (Contract \$18 per hour x 24 hours) |
|  | <b>Total</b> | <b>\$28,178.00</b>  | <b>\$5,012</b>                            |

TECHNOLOGY PROJECT MANAGEMENT FINAL PROJECT

Project Budget

To control quality of the project, as the Project Manager, I will conduct weekly virtual calls with team members to review the progress completed from the timeline checklist. During these weekly calls, we will review any feedback provided by pilot team who are reviewing the platform throughout the project. The Quality Standards rubric will be utilized to guide team expectations and monitor progression of the project. I will be working most closely with the ID who will also be serving as the SME to provide any guidance or support.

| Resource Estimate                             |  | Task  |                | Quantity                        | Duration Estimate | Cost Estimate                             |
|---|--|---|----------------|---------------------------------|-------------------|---|
| <b>Project Manager/Senior ID</b>              |  | A. Plan resources and timeline checklist<br>B. Contract and Lead Team<br>C. Check progression of timeline and budget weekly<br>D. Ensure team is conducting quality checks<br>E. Manage scope amongst team and/or client<br>F. Complete documentation |                | 1                               | 45 days           | Salary                                    |
| <b>Entry-level Instructional Designer/SME</b> |  | A. Work with Director of Learning/Project Manager<br>B. Design and create effective course material<br>C. Work as SME to develop course content<br>D. Asses course quality<br>E. Conduct quality checks   |                | 1                               | 45 days           | Contract \$3,000                          |
| <b>Video Production</b>                       |  | A. Produce and edit original course content videos  |                | 1                               | 3 days            | Contract \$432 (\$18 per hour x 24 hours) |
| <b>Copywriter</b>                             |  | A. Proofs content to ensure there are no error<br>B. Ensures the mode of writing is appropriate for audience<br>C. Proofs citations   |                | 1                               | 2 days            | Contract \$400 (\$25 per hour x 16 hours) |
| <b>Graphic Designer</b>                       |  | A. Review content layout to ensure accessibility<br>B. Design logo and images appropriate for content   |                | 1                               | 6 hours           | Contract \$180 (\$30 per hour x 6 hours)  |
| <b>Pilot Team</b>                             | A. Take the online courses as participants and provide feedback using the Quality Standards rubric | 5   | 10 hours       | \$1,000 (\$200 per participant) |                   |   |
|   |  | <b>Total</b>  | <b>45 days</b> | <b>\$5,012</b>                  |                   |   |

## **Analysis of the projects' performance and impact**

### Project Testing

Prior to beginning the closing procedures, the pilot team consisting of five participants whom hold varying positions within a school district (teachers, media specialist, administrators, mentors, etc.) will complete an extensive survey after completing each of three sections within the course tracking the time it takes them to complete each section, any systematic glitches, and answering mixed questions from scaling engagement and understanding, to rating of recommendations. Participants will be compensated \$200 each for their time and feedback.

### Project Close-out

During the project close-out phase several procedures need to be followed for the project to be deliverable in its entirety to the client. The entire team needs to review the original project plan and any indicated changes throughout the course of the project's timeline to ensure all components have been completed to the client's approved specifications. The project manager will review the contracts to ensure all responsibilities have been fulfilled. The project will be sent to the client for approval and feedback or a survey will be provided about the quality of work completed. The project manager and CFO will ensure payments have been settled with client and contractors for work completed. A final retrospective meeting will be held to review any problems, solutions, and critiques of the work completed. The project will now be formally closed with a team celebration and recognition of the hard work done! The project manager will create a compilation of resources and files used during the project's design to archive for use at a later time.

### Problems and Solutions

One notated problem was very little time in the project timeline for edits and revisions of the video content being created. The Instructional Designer was unable to locate high quality instructional videos online, therefore more time needed to be spent writing and storyboarding the content for course one and three videos. The solution provided was a collaboration of the project manager, graphic designer and the instructional designer to create seamless and engaging content. The Instructional Designer was then able to write scripts and complete voice overs for high quality instructional videos which can be archived into the companies' video library.

The second problem was when working with a difficult client. When communication is not as positive or productive as it should be, a project manager should keep their emotions out and keep information clear and concise, with warm greetings. We are humans, but often others so not consider the tone of their written communication prior to delivery. It isn't your job as an ID or PM not to reciprocate this to your client. When emailing, send clear outlines of the progress addressing previously discussed concerns and the next steps, being sure to allow the client the opportunity to provide feedback but phrasing your questions to directly relate to the topic. For example, "Per our previous collaboration, ABC requested modifications to the course assessment to include an interactive more manipulative. Our team determined an interactive Venn Diagram with a word bank was most appropriate for the question and ABC's level of rigor. Please review the manipulative and provide any

feedback about word choices. Our next steps will be to analyze the next modules focus for assessment and manipulative types.”

As far as unresponsiveness of clients, be sure to be diligent and consistent with schedules. For example, when working with educators who may or may not want to avoid meetings, keeping a regular schedule of collaborations every Monday for however long is needed, while being conscientious about respecting not their time. Several reminders go out with a read receipt to ensure the client doesn't “forget “. To use time wisely, I never host a meeting without already having sent out an online invitation to the meeting and creating a preplanned agenda. I am careful about my verbiage as to have a few moments away from the agenda as possible. To get back on track during calls I use phrasing such as “According to the agenda our topic is...”, “In order to respect your time we have ... minutes until our next topic”, or “That's a great suggestion about... I've notated that, so we can discuss this further at a later time.”

### Future Planning

The team must be agile to disruptive innovations which could allow our projects to be completed more effectively and with high cost efficiency. The team will always be one the lookout for technologies to aid in our quest to provide high quality professional development which make positive impacts on education. CEO, senior instructional designers, and project managers must also stay abreast of educational reforms being passed by the federal government which may impact the way of, or content being delivered to our audiences.

## Post-mortem detailing

### Project Trends

The detailed planning of the Exploratory learning through Makerspaces course provided a great guide for the project to run rather smoothly. The team was aware of their roles and responsibilities as they were clearly communicated in our weekly meetings and posted within our Microsoft Team. The Instructional Designer was allowed creative rights over the delivery and presentation of the content which was communicated effectively through Microsoft Teams and InVision to the video production and graphic design team. The copywriter was able to catch minor grammatical errors and citations before the pilot team reviewed the online course. Majority of the pilot reviews were outstanding, with a few comments about the unclear instructions for how to complete the accompanying activities—this could have been attributed to the pilot team being new to the online manipulative available on the platform.

## Types of communication

### InVision

Storyboarding is a creative way to involve all team members in the design process of the aesthetics and vision for instructional videos or content delivery. Through this web-based platform, all members of the team have access to this online sketchpad and can contribute and track changes as needed.

- Collaboratively storyboard instructional videos and content delivery

### Microsoft Teams

## TECHNOLOGY PROJECT MANAGEMENT FINAL PROJECT

Microsoft Teams will play an integral role in the organization and day to day communication of the project's progress and team's interactions. The topics and pages below will be housed within the projects team. This is a cloud-based platform, therefore all team members despite location will have access to the information within the Team for the duration of the project. Once the project is complete, the project manager will archive the team.

- Project Plan and scope page
  - Budget- private to management only
  - Timeline
  - Deliverables
- Team Welcome page
  - Roles and Responsibilities
  - Retrospective Meeting Recordings and Meeting Agendas
- Course Section 1 page
  - Objectives, Instructional Videos- outline and script, Instructional Text, Instructional Checkpoint Activities, Progression Follow-up, and Quality Standard rubric review
  - On-board content to platform and Video production
- Course Section 2 page
  - Objectives, Instructional Videos- outline and script, Instructional Text, Instructional Checkpoint Activities, Progression Follow-up, and Quality Standard rubric review
- Course Section 3 page
  - Objectives, Instructional Videos- outline and script, Instructional Text, Instructional Checkpoint Activities, Progression Follow-up, and Quality Standard rubric review
- Change Management page
  - Change request form
  - Change request notations- approval or denial
- Measurables
  - Pilot Team Quality Standards review, PM Quality Standards Review, Instructional Designer Quality Standards Review, Revision Review Conference Call, Implement Revisions, and Final Review
- Project Closing procedures page
  - Review of project plan with indicated changes and contracts
  - Client approval and feedback/survey
  - Ensure payments have been settled with client and contractors
  - Formally close project
  - Reflection and review next steps
  - Compilation of resources and files used during the project's design

### Video Conferencing (Skype)

Communication on at least a weekly basis will be necessary for the team to stay informed and in sync with one another about the delivery of content throughout the design process for the project. All members of the team will be required to attend the retrospective meetings for updates, and a poll will be sent out prior to find a common time that works best for the majority. If a member has spoken with the project manager and is unable to attend, they can review the video chat recordings which will be posted within the Team.

## Summary

Online professional development opportunities are rapidly increasing in popularity as platforms are becoming more interactive and engaging than ever. Learning online is not a game, rather than a burden required by the state. But how can these learning opportunities become more personalized for educators rather than the mandated courses to be certified? By analyzing project management, I know it is possible now more than ever before to create custom content by experts in fields of specialty for educators to engage and collaborate with which will leave meaningful marks on classrooms around the world.

As a fellow educator, grad student, and instructional designer, I understand the need for a reactionary approach to the delivery of professional development—we all lead very busy lives in the highly technology-driven 21<sup>st</sup> century. Professional development should be agile in an online approach which then leads to a transformative and iterative development process. The approach most commonly modeled during this project design was an Iterative Project Life Cycle.

According to Ghahrai (2017), the Iterative Life Cycle has several advantages such as easier identification of errors, mistakes, or bugs due to products being completed in smaller iterations, and each iteration is corrected immediately as an “easily managed milestone”. There is often an open line of communication between the team and the customer during each iteration of the project which allows corrections and changes to be implemented quickly and repeatedly within these complex projects, thus without major shifts in the project’s timeline the iterative life cycle is cost effective for most customers. However, due to feedback and repeated iterations which could begin to overlap, the project could become costlier due to the attention and precision of details within each iteration- project managers must communicate clearly with the client to avoid this costly and time-consuming rabbit hole. (Agile, 2018) This may be the goldilocks life cycle for a team who likes to innovate within the customer’s defined parameters, enjoys being creative, but can manage creep to deliver the product reasonably within the timeframe. An example of an iterative life cycle is when Massive U, a B2B project-based, social learning Platform-As-A-Service company is hired to create online learning courses for a client. The team, usually comprised of a project manager, instructional designer, and subject matter expert, complete iterations of project based on the initial plan and allow for feedback from the client/SME about specific features of the content. The online course is then delivered to the client after all iterations are complete.

|          |  |      |  |          |          |    |
|----------|--|------|--|----------|----------|----|
| Schedule | Beginning on 9/14/18 and finalized by October 29, 2018 |      |  |          |          |    |
| Task 1   | Project Analysis (9/14 – 9/18)                         |      |  |          |          |    |
|          | Task Details   | High | Amanda Glover                            | 09/14/18 | 09/14/18 | 1d |
|          | Team Development                                       | High | Amanda Glover                            | 09/14/18 | 09/18/18 | 3d |
| Task 2   | Project Design: Course 1 (9/18 – 9/24)                 |      |  |          |          |    |
|          | Objectives   |      | Instructional Designer/SME-<br>Abby Lynn | 09/18/18 | 09/18/18 | 1d |

TECHNOLOGY PROJECT MANAGEMENT FINAL PROJECT

|               |   |                                      |          |          |    |
|---------------|---|--------------------------------------|----------|----------|----|
|               | Instructional Videos-outline and script         | Instructional Designer/SME-Abby Lynn | 09/18/18 | 09/18/18 | 1d |
|               | Instructional Text                              | Instructional Designer/SME-Abby Lynn | 09/19/18 | 09/19/18 | 1d |
|               | Instructional Checkpoint Activities             | Instructional Designer/SME-Abby Lynn | 09/19/18 | 09/20/18 | 2d |
|               | Progression Follow-up                           | Amanda Glover                        | 09/21/18 | 09/24/18 | 2d |
|               | Quality Standard rubric review                  | Amanda Glover                        | 09/24/18 | 09/24/18 | 1d |
| <b>Task 3</b> | <b>Project Design: Course 2 (9/25 – 10/01)</b>  |                                      |          |          |    |
|               | Objectives                                      | Instructional Designer/SME-Abby Lynn | 09/25/18 | 09/25/18 | 1d |
|               | Instructional Videos-outline and script         | Instructional Designer/SME-Abby Lynn | 09/25/18 | 09/25/18 | 1d |
|               | Instructional Text                              | Instructional Designer/SME-Abby Lynn | 09/26/18 | 09/26/18 | 1d |
|               | Instructional Checkpoint Activities             | Instructional Designer/SME-Abby Lynn | 09/26/18 | 09/27/18 | 2d |
|               | Progression Follow-up                           | Amanda Glover                        | 10/01/18 | 10/01/18 | 1d |
|               | Quality Standard rubric review                  | Amanda Glover                        | 10/01/18 | 10/01/18 | 1d |
| <b>Task 4</b> | <b>Project Design: Course 3 (10/02 – 10/08)</b> |                                      |          |          |    |
|               | Objectives                                      | Instructional Designer/SME-Abby Lynn | 10/02/18 | 10/02/18 | 1d |
|               | Instructional Videos-outline and script         | Instructional Designer/SME-Abby Lynn | 10/02/18 | 10/02/18 | 1d |
|               | Instructional Text                              | Instructional Designer/SME-Abby Lynn | 10/03/18 | 10/03/18 | 1d |
|               | Instructional Checkpoint Activities             | Instructional Designer/SME-Abby Lynn | 10/03/18 | 10/04/18 | 2d |
|               | Progression Follow-up                           | Amanda Glover                        | 10/05/18 | 10/08/18 | 2d |
|               | Quality Standard rubric review                  | Amanda Glover                        | 10/05/18 | 10/05/18 | 1d |
| <b>Task 5</b> | <b>Project Build: Course 1 (9/25 – 9/26)</b>    |                                      |          |          |    |
|               | On-board content to platform                    | Amanda Glover                        | 09/25/18 | 09/26/18 | 2d |

TECHNOLOGY PROJECT MANAGEMENT FINAL PROJECT

|        |  |                                       |          |          |    |
|--------|--|---------------------------------------|----------|----------|----|
|        | Video production                                 | Video Production- Bob Charter         | 09/25/18 | 09/25/18 | 1d |
| Task 6 | <b>Project Build: Course 2 (10/02 – 10/03)</b>   |                                       |          |          |    |
|        | On-board content to platform                     | Amanda Glover                         | 10/02/18 | 10/03/18 | 2d |
|        | Video production                                 | Video Production- Bob Charter         | 10/02/18 | 10/02/18 | 1d |
| Task 7 | <b>Project Build: Course 3: (10/109 – 10/10)</b> |                                       |          |          |    |
|        | On-board content to platform                     | Amanda Glover                         | 10/09/18 | 10/10/18 | 2d |
|        | Video production                                 | Video Production- Bob Charter         | 10/09/18 | 10/09/18 | 1d |
| Task 8 | <b>Project Test (10/10 – 10/25)</b>              |                                       |          |          |    |
|        | Pilot Team Quality Standards review              | Pilot Team- Charles Dupree            | 10/10/18 | 10/16/18 | 5d |
|        | PM Quality Standards Review                      | Amanda Glover                         | 10/10/18 | 10/16/18 | 5d |
|        | Instructional Designer Quality Standards Review  | Instructional Designer/SME- Abby Lynn | 10/10/18 | 10/16/18 | 5d |
|        | Revision Review Conference Call                  | All team members                      | 10/17/18 | 10/17/18 | 1d |
|        | Implement Revisions                              | All team members                      | 10/18/18 | 10/24/18 | 5d |
|        | Final Review                                     | Amanda Glover                         | 10/25/18 | 10/25/18 | 1d |
| Task 9 | <b>Project Delivery (10/29)</b>                  |                                       |          |          |    |
|        | Project Close-out                                | Amanda Glover                         | 10/26/18 | 10/29/18 | 3d |

Majority of the pilot reviews were outstanding, with a few comments about the unclear instructions for how to complete the accompanying activities—this could have been attributed to the pilot team being new to the online manipulative available on the platform. Therefore, it was concluded that this online course not only will have a high participation rate, but the delivery of online versus face to face will also be more cost effective for the School District of Hillsborough County.

**References:**

*AGILE PRACTICE GUIDE*. (2018). S.I.: PROJECT MANAGEMENT INST.

Baca, C. (2007). *Project management for mere mortals*. Boston: Addison-Wesley.