Instructional Development Project Plan:

Time Management Course

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IDT 640: Managing Instructional Design and Technology Projects

Southern New Hampshire University

Time Management Course

**Background**

**Organizational Overview**

The College offers an Associate’s degree for working adults. A majority of these students struggle in the program with the skills to manage their time and balance school along with the other areas of their lives and this seems to impact their ability to graduate on time. Might taking a mini course in time management skills help with improving student success outcomes?

**Project Context**

Recently, the topic for developing a course that teaches time management skills to students *before* they start the program was suggested. This mini course would begin one week prior to the start of the month when all new students begin.

**Organization’s Expectations**

The outline for the course has already been created and now a project management team is needed create the course modules and implement them on a group of students to analyze the data.

**Scope**

The objective of this project is to create a mini-course in Time Management for students. A pilot version of this will be implemented and then the data collected will be analyzed to make suggestions for offering it out to the entire student population in the future.

# **Project Management Process**

**Models and Processes**

The two instructional design models that will be considered for this mini-course will be the ADDIE Model (Trainingindustry, 2015) and Bloom’s Learning Taxonomy (Instructional Design Central, 2012). The ADDIE Model will be the chosen instructional design model for this mini-course project because it best fits the project’s structure.

The benefit of the ADDIE model is that is flexible and can be used with individualized and traditional instruction. This fits the educational model of College of America in that it offers both individualized instruction where students create their own projects and teaches very traditional topic areas. As this is a newly designed course, the flexibility of the ADDIE model fits well. Additionally, model maps onto the project management life yycle phases that are being incorporated in this project design (Trainingindustry, 2015).

Bloom’s Learning Taxonomy is a classification system with different levels of cognitive abilities. This process is applicable to designing learning activities that can meet students where they are at and provide different levels of challenges (Instructional Design Central, 2012). However, this process does not fit well with the project management life cycle being used to develop and execute this mini-course. An example of this is that this model lacks an evaluation phase which is necessary to asses whether this project has been successful. For these reasons, the ADDIE design model is chosen for this project.

**Lifecycle**

The phases of the ADDIE Model can be mapped onto the four Project Management Life Cycle phases of initiation, planning, executing and closing out. The following summarizes how the ADDIE process will be used in the project life cycle process and the Instructional Designer (ID) and Project Manager (PM) roles.

|  |  |  |  |
| --- | --- | --- | --- |
| **Project Management Phases** | **ADDIE Model Phases** | **Instructional Designer Roles** | **Project Manager Role** |
| Initiate | Analyze | Conducting a needs analysis, identifying audience, Defining learners and needs (Arshavskly, 2014) | Starts the project by hosting a kick-off meeting, defining the project and identifying the resources.  Develop and deliver documentation guides for all users |
| Plan | Design and Develop | Implement design model, develop learning objectives and curriculum, design materials, outline instructional plan (Klotz, 2013). | Organizes and prepares by identifying risks, creating a schedule and budget (Amado et al., 2012) |
| Execute | Develop Implement Preview, validate and deliver instructional product Listen for feedback | Problem-solve  Sharing feedback with different teams  Supervising work that is being executed | build, motivate, lead, and inspire a project team to perform well and achieve the project objectives. |
| Execute | Implement | Preview, validate and deliver instructional product  Listen for feedback  Evaluate quality, usefulness and applicability  (Klotz, 2013) | Carry out the work by working with all the teams, overseeing the progress, monitoring and stepping in when needed (Amado et al., 2012).  Integrating people and other resources to carry out the work defined in the project plan.  (Richman, 2011) |
| Closeout | Evaluation | Use and apply data to creating future suggestions. Determine if learning objectives have been met. Create final report of learning outcomes (Klotz, 2013) | Verifying that stakeholders are satisfied and the project has stayed within the original boundaries (Amado et al., 2012) |

**Project Manager Roles**

**Project Partners and Stakeholders**

The project partners and stakeholders for this project are the College executives. This College is affiliated with another educational Institution, which is the University. This is the identified partner for this project along with the trustees. The stakeholders are those in executive positions both at the University and the College that include the President of the University, the Executive Director of the College, and the students.

The trustees of the University must be involved in the initial phases of the project process. They must approve the plan to implement this project. The President must also give his approval. The Executive Director must be brought into the project during these initial stages and then also during the closeout stage. The Instructional Architect will assign the project manager for this project. The project manager will have the most involvement in this project and she will have input during all of the phases– both from a project management standpoint and instructional design role. She will make decisions during the planning and execution phases, which will influence how the project is implement. She will also work with the Instructional Designer Team Lead to coordinate the design and instruction of the project. In the closeout phase the PM will communicate with the Instructional Architect who will pass along the the final report of the mini-course objectives to the Executive Director, who will then share these with the President, who will then present them to the Trustees of the University.

**Instructional Designer’s Project Manager Role(s)**

In this project, the Instructional Designer PM is the Team Lead for the Instructional Design team. During the initiation phase of the project the activities will be to conduct a needs assessment and define the students’ needs related to time management. They will survey current students and find out what learning needs and gaps are currently present. They will ask questions about specific time management skills and their level of interest. Below is a sample of a survey format (Takahashi, et al., 2013).

|  |  |  |  |
| --- | --- | --- | --- |
| Yes, I couldn’t create a school schedule, I would have liked the opportunity to learn about this. | Yes, I was able to create a school schedule to a certain extent, but I would have liked the opportunity to learn more about it | No, I was able to do this to a certain extent, so I don’t think it is necessary to learn about it | No, I could already create a school schedule, so I don’t think it’s necessary to learn about it. |

In the next phase the Instructional Design PM will use the data from the needs analysis to create what the course will constitute and how the course will look. The ID team lead will work with the team members to create the learning objectives, prepare the course outline, and develop the instructional strategies of the mini course using the ADDIE Model of instructional design. From the course outline the modules will be created in the LMS. The ID Team lead will work with the IT team in overseeing this. In the Execute Phase the activities overseen will be in delivering the instruction through the modules, listening to the feedback about the course and evaluating the quality. In the final Closeout Phase the Instructional Design PM will lead the Instructional Design team to use the data to create future suggestions, determine if the learning objectives were met and create their team’s part of the Final Report. Throughout the project life cycle the Instructional Design PM will continuously meet with PM, share information and updates and attend meetings.

**Project Schedule and Budget**

**Schedule**

This project will follow a specified timeline of 12 weeks with tasks that align to the project life cycle. The initiation stage will focus around meetings to ensure that all necessary tasks are identified to complete the project successfully. During this meeting the PM will set the expectations for each of the project teams, including the instructional design team. The kickoff meeting will be used to begin developing the scope of work, the schedule, the budget, and the project execution plan (Amado, 2012). These tasks will be expanded into the planning phase. During this phase the instructional design team will create the course objectives, materials and curriculum. From this phase the timeline will move into the execute phase of the project. These tasks will focus around the testing and implementation of the modules and the student experience. The final closeout phase will focus on collecting data from the mini course and creating the final reports for all stakeholders. The PM is responsible for this schedule and timeline.

The PM is also responsible for the timeliness of all the project deliverables. Table 3 outlines each of the deliverables and when they will be submitted by. The first two weeks will include the submission of the needs analysis, Google Drive and Kick off meeting handouts. Week 3 will be a bigger week and include the submission of the learning objectives, schedule and budget, and risk analysis. In week six the learning modules will be available. The final deliverables to be submitted will be the student survey results in week 10 and the final report by the end of week 11. The PM will be responsible for keeping teams to these submission dates so that the schedule and timeline do not get off track.

In order to keep this schedule and timeline tight – the PM will continue to have meetings throughout the project and will create a flow of information and updates among team leaders. The PM will assure that there is alignment with what the stakeholders want, what the teams can do, and what the project objectives are (Amado, 2012). When there is agreement, then the objectives can provide focus and a compass point for the project. These objectives and updates will be shared by the PM creating a Google Drive folder and sharing access to it with all team leaders and stakeholders. The PM will monitor and update this information. This will provide a documentation guide that will create agreement, cross communication and guiding documents for all.

There will be many team members involved in the work product and approving process. For the Instructional Design team, the work products will be the learning objectives and module outlines. The Instructional Design team lead will approve these initially and then the PM will share them with the Executive Director and will give the final approval. For the Instructional Technology (IT) team, their work product will be to put the modules into the learning management system (LMS). The IT team lead will oversee this and approve what is delivered to the PM who will then give it to the Executive Director and approve the final version. The following table summarizes the project tasks and identified the timeline and resources.

|  |  |  |  |
| --- | --- | --- | --- |
| **Phase** | **Task** | **Time** | **Resources** |
| Initiating | Conduct needs analysis of students related to time management skills  Identify gaps to be addressed  PM creates Google Drive for documentation sharing among users  PM meets with Individual Teams and Stakeholders to create alignment with project objectives and goals  PM Hosts kickoff meetings  PM Holds additional meetings with separate teams and stakeholders | Week 1    Week 1  Week 1    Week 2  Week 2  Week 2 | ID Team Lead  PM  Food |
| Planning | Design and Develop  Develop Learning Objectives  Create a schedule and budget  Identify risks  Hire additional staff for project tasks  Design materials and instructional plan  Design Modules  Copy Editor oks modules  IT creates learning modules | Week 3  Week 3  Week 3  Week 3  Week 2  Week 4  Week 4  Week 5  Week 6 | ID specialists, Subject Matter Experts  Risk Consultant  ID specialists  Code writers, IT consultants  Copy Editors |
| Execute | Create group of students who will test the modules  IT Betas the time management modules online  Hold student focus groups for testing modules  Deliver the mini-course modules  Students complete modules  IT team provides student support  Students complete modules  Solicit student feedback  IT distributes and manages student survey results | Week 6  Week 7  Week 7  Week 8  Week 8 & 9  Week 8 & 9  Week 9  Week 10  Week 10 | Coaches to work with students (train them)  IT tech supports  IT Tech support  Data Analysts |
| Closeout | Collect course surveys  Analyze data  Create final report Analyze student feedback  Create Final Report  Provide future suggestions and changes  Host final meeting to deliver results, suggestions, and future changes to stakeholders | Week 10  Week 11  Week 11  Week 12  Week 12  Week 12 | Data Analysts  Final Report Costs  Food |

**Project Deliverables**

There will be many deliverables submitted along the way in this project. The first deliverable will be the needs analysis survey results conducted by the ID team which will be submitted in week 1. The PM then will create the GoogleDrive folders for all the teams to use and the kick off meeting packets will be created during this week also. Once this initial meeting has concluded the ID team will then deliver the learning objectives, course outline and learning strategies to the IT team by week 3. The PM will also create the project schedule and budget and share this with the entire project team and also post the risk analysis during week 3. The ID and IT teams will work together to create the modules in the LMS by week 6. After the students have completed the course, the student survey results will be shared by week10. These will go into creating the final deliverable of the project, the Final Report, which will be submitted by week 11.

**Timeline Risks**

The mini course in time management will be delivered online and therefore, there is high technological risk that could delay the rolling out of the modules to the students, which would interrupt this timeline. In order to reduce the negative impact technology issues can have on this project, the IT team and PM will meet and have a risk management strategizing meeting. To minimize the impact any technology issues could have on the success of the project, the IT team and PM will partner with the services of another higher-level technology team within the University as backup to share the responsibility of this risk (Amado et al., 2012).

The second potential risk is internal organizational changes. Shifts in roles or responsibilities with project team members throughout the duration of the project could impact the success of this project. This project is set to last almost 3 months and because this College is continuously growing, people are often changing roles. The leader or member of a team might decide to take another position and leave the project. A support strategy for this is risk reduction (Amado et al., 2012). To reduce this risk, the PM and Executive Director will create a plan to reduce the likelihood of this happening and impacting the project. They will keep all position currently the same for project team members during the duration of the project. If a team member does receive a promotion or job change then it would be effective after the project is complete. Doing this will take away the risk of team members needing to leave due to organizational change.

**Budget**

This mini-course will be developed within the College and will use many of the resources already available within the company. The Instructional Architect will assign the PM role within the organization. This person will pull in the ID team lead from within the company who will hire four part-time Instructional Designers to focus on creating the course. These additional staff will be needed to create the extra course content since this course is not currently in existence. The additional, the ID Team lead will also hire two Subject Matter Experts (SMEs) to consultant with on this project to provide the most research-based approaches to teaching time-management skills. Again, time management has never been taught at the College so it needs to be developed completely. The PM will also coordinate with the technology team within the company. The ID team lead will hire some coding experts and IT consultants to create the course within our existing Learning Management System. Since the course does not exist, it will take extra work and time to create it. The PM will also use the Data Analyst in-house to analyze the data and help in creating a final report. Copy editors will be hired to create an overall cohesive appearance which is important in giving the students the best experience. Additional project costs will be food, travel expenses and reimbursements and any other indirect costs related to team building and collaboration. The predicted project cost baseline for this project is $70,000. The following summarizes the project’s budget items and justifications of each item.

|  |  |  |  |
| --- | --- | --- | --- |
| **Type of Cost** | **Line Item** | **Relation to Project Objectives** | **Budgeted Cost** |
| Personnel | Project Manager | Need to direct and manage overall project to deliver mini-course | 0 (assigned from within company) |
|  | ID Team Lead | Need to lead instructional design components of mini-course | 0 (assigned from within company) |
|  | Part-time ID specialists (4) | Need to work on designing the modules for the mini-course for students | $8,000 |
|  | Part-time SME Consultants (2) | Need to align content with project objectives | $4,000 |
|  | Risk Consultant | Need to determine project risks and provide strategies on how to reduce their impact on the project success | $3,000 |
|  | Code Writers | Needed to put the modules into the online LMS | $10,000 |
|  | IT Consultants | Needed to have as back-up for risk management strategies | $5,000 |
|  | Copy Editors (2) | Needed for the online modules so that they look professional and understandable to students | $6,000 |
|  | IT Tech Supports | Needed to create the modules in the LMS and provide ongoing tech support to the teams and project | 0 (assigned from within company) |
|  | Data Analysts | Needed to analyze results and determine if project objectives were met | 0 (assigned from within company) |
| Direct Activity Costs | Initial Kickoff Meeting Food | To create the team and develop collaboration | $250 |
|  | Final Report | Needed as final outcome for stakeholders | 0 – send as email |
|  | Final Meeting Food | To celebrate success of program and reflect | $250 |
| Indirect Costs | Travel, Reimbursements, etc. | For remote team members to come to the meetings and collaborate together | $20,000 |
|  | Contingency | Use as needed to keep project on schedule | $3,500 |
|  | **Total Project Cost** |  | $70,00 |

**Communication Strategies**

**Team Building and Communication Strategies**

This project requires two functional teams, the ID team and IT team, to work together as cross-functional teams in creating the modules in the LMS during the planning stage. Therefore, the PM will lead them in forming a cross-functional team right from the initiation stage of the project in order to build a sense of team and trust (Amado, et al., 2012). The PM will give all team members cross access to the team GoogleDrive folders. The PM will also arrange weekly meetings with the team leads from both teams. They will be able to contribute their own expertise while also listening to the problems of the other team and explore solutions for each other. Additionally, in cross-functional meetings the PM will encourage them to work together to create shared objectives and identify the resources they can share (MindTools, n.d.).

In addition to building cross-functional teams, the PM will also use several interpersonal communication skills to effectively communicate and collaborate across these teams. The PM will show the progress the project is making by sending a weekly update. This update will be sent by email, as that is the most effective way to communicate with all team members. In this weekly email the PM will also recognize engagement of the teams and highlight any creative solutions and suggestions (Weinreb, 2001).

**Implementation Plan**

The communication plan for this project will include both high-level regular communications and irregular communications. The high-level regular communications will follow a schedule. The PM will use a systematic format to communicate the key points and highlights of the project. This update will be emailed to all team members each Monday. The PM will also have consistent on-going communications with the internal stakeholders and team members. The PM will have weekly cross-functional management meetings with the team leads, weekly management meetings with individual team leads, weekly action item team meetings and monthly leadership meetings with the stakeholders (Amado, et al., 2012).

For irregular communications, these will be held on an as-needed basis. The PM will communicate to all Team Leads that they must directly report any issues that arise and, in these cases, additional communication exceptions will be made. The PM will be available by email, phone and text for any Team Lead to connect with in regards to issues that could impact the success of the project. Team Leads will be able to escalate issues directly to the PM and additional communications and meetings will take place until the issues is resolved. Communications during the project are summarized below.

|  |  |  |  |
| --- | --- | --- | --- |
| **Communicator and Audience** | **Delivery**  **Method** | **Frequency** | **What will be reported** |
| PM will meet with all internal and external stakeholders and team members | Kick off meeting | 1-2xs before project begins | Scope, Objectives of project |
| PM sends out 4 Block Project update to all team members | Email | Weekly -Every Monday | Updates to scope of project, milestones achieved, summary of risks and opportunities, and next milestones |
| PM sends update to internal stakeholders | Email | Monthly | Update on schedule and budget |
| PM sends Team Leads update | Email | Biweekly | Current schedule and focus for each team |
| PM meets with ID and IT team leads together | In-person | Weekly | Team Leads will report where the team is what they are working on |
| PM meets with each Team | In-person | Weekly | Team will share what they are working on |
| Team Leads meet with all Team members | In-Person and Video | At least once a week | Communicate what team is doing |
| PM will meet with all internal and external stakeholders and team members | Final Report | 1x at end of project closeout | Share what got accomplished, celebrate success and share future suggestions |
| Team Leads communicate with PM | Email, phone or text | As needed | Report exceptions or escalate issues |

**Professional Composition**

To provide a quick and to-the-point weekly project update, the PM will use the 4 Block method in sending the weekly updates on Mondays (Project Manager Pad, n.d.). Here is an example of what a weekly update would like from the PM sent out the week the project is moving from the planning stage to the execute stages.

|  |  |
| --- | --- |
| **What:**  create a mini-course in Time Management for students. A pilot version of this will be implemented and then the data collected will be analyzed to make suggestions for rolling it out to the entire student population. | **Achieved:**  Learning objectives  Schedule  Budget  \*Thank you for your feedback and suggestions with these this week. It was a great idea to include a formal risk analysis |
| **Risks and Opportunities**  Technological issues when rolling out to students next week  Staying on budget  Students giving feedback about Modules in LMS | **What’s next?**  We are going live with students next week! |

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This communication strategy is user-friendly for both the PM and the team members. It gives the PM a consistent way to deliver updates that are concise and share the most important information. It also assures that all team members are receiving the same feedback on the project (Project Manager Pad, n.d.). Because this organization values innovation, along with the 4 Block update, the PM will also include a survey link where team members can give feedback, input and ideas. The PM will use this to continue to guide the team leads in designing and creating the deliverables. The internal stakeholders will expect the PM to represent all of the team members and bring forth any ideas that might be valuable to the project.

**Managing Risk**

In moving forward with this mini-course in time management, the organization and external stakeholders are agreeing to some risk. The major risk that can be identified is that the project is not a success at all, and in essence, a complete waste of the University’s money and the College’s time and resources. The project needs student participation in order to collect data and show some success with teaching time management skills. If students do not voluntarily participate or drop out during the course, then that could create the situation where there can be no data to analyze.

If it is not mandatory that students participate, then the project team may have to consider an incentive to solicit participation and then could then raise the budget significantly. If the budget costs increase beyond a reasonable amount, then the University stakeholders may cancel the project all together. The College receives grant money and spending too much money on this project could be seen as an unwise allocation of grant resources. The University and College need to be concerned with not only how they are responsible for the spending of internal dollars but also on how what they are doing appears to outside sources of funding. The PM will share these concerns with all the team leads and provide updates in the weekly meetings. Risk management within this project will be an ongoing conversation between the stakeholders, PM and team members. Also, creating a shared vision of keeping the budget low and controlled with also be a going conversation and concern throughout the project process.

**Project Management Technology Tools**

In order for the team members to be able to communicate and collaborate throughout the project there must be a way for them to share and store documents while being able to edit them in real time. The organization currently uses GoogleDrive and this seems to be the best technology option to manage this project. Google Docs can be a great resource for Project Managers (Bright Hub Project Management, 2012). The team will use GoogleDrive to share project documents and update them in real time. The stakeholders and each team will have a folder. GoogleDocs will create a flow of information (including updated scope, budget and schedule docs) while providing a shared access storage space for use across the project teams members.

In regards to the different types of technologies that will be used in creating the project deliverables, there will be several used across the project life cycle. In the initiation stage remote video and Adobe software will be used to provide remote option to join the kick off meeting and create the meeting packets. During the planning stage Excel documents with the schedule and budget will be shared on GoogleDrive along with the learning objectives with GoogleDocs.These will be live documents that will continue to be updated. The instructional design team will also keep the modules they create on GoogleDrive so that can be accessed also. During the planning stage the IT team will be using the LMS to upload the modules. The data analysts will use their technology to analyze the data and create results from the student surveys. Copy editors will use a software similar to Adobe to create uniform formats needed for both the modules and the final report. In the final meeting during the closeout phase the results will be shown and shared through a PowerPoint presentation made by the PM to the stakeholders, students, and team members using remote video. These are some of the major technology tools that will be used throughout the phases of the project.

**Design Deliverable Templates**

See Appendices for examples of project design deliverables.

**Conclusion**

The objective of this project is to create a mini-course in Time Management for students at the College. The major stakeholders are the University and College executives and the students. The timeline for the project is 12 weeks and the estimated budget is $70,000. The final learning outcomes will be made into suggestions for future use with all students.

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Appendix A: Example of the Rubric for Training Project Manager

|  |  |
| --- | --- |
| **Objective** | **Met –**  **yes or no** |
| Project manager has communicated with University stakeholders |  |
| Project manager has met with College stakeholders |  |
| Project manager understands mission of the College |  |
| Project manager understands technology within organization |  |
| Project manager understands goals and objectives of project |  |
| Project manger has met with Team Leads |  |
| Project manager has met with Instructional Design Architect |  |
| Project manager understands the timeframe the project has |  |
| Project manager understands the budget limits project has to work within |  |

Appendix B: Example of the Quality Assurance Rubric

|  |  |
| --- | --- |
| **Criteria** | **Projects meets criteria? Yes or No**  **Comment** |
| The module objectives align with resources, technologies and assessments selected (Educause…, n.d.) |  |
| Module objectives are supported by activities and materials (Educause…, n.d.) |  |
| Learner pedagogies are connected to the course objectives (Educause…, n.d.) |  |
| Course learning objectives are measured (Educause…, n.d.) |  |
| Modules match scope and objectives of project |  |
| Learning objectives track back to needs analysis results |  |
| Students test modules before they go live |  |
| Stakeholders and team leads sign off on modules before they are released |  |

Appendix C: Example of the Course Learning Objectives

1. Students will be able to identify habits and behaviors related to time management skills

2. Students will be able to apply the principles of time management to their own personal life situations.

3. Students can categorize and create a diagram to identify their own habits and behaviors related to time and choose top priorities that include school.

4. Students will design a new life and school schedule that reflects time management skills, habits, and goals that reflect balance and control.

5. Students will reflect on how this new schedule will work for them, predict any obstacles and possible supports, and share ideas on how to celebrate their successes by completing activities in a workbook.

6. Students will share their workbook and reflections with other students during a live video chat session.

Appendix D. – Example of the Formative Course Assessment – Module 2

**Student Instructions:** Now that you have completed the module on Time Wasters,

please complete the following items by choosing one best answer.

1. Related to time management, what are time wasters?
2. activities that we do to prepare us to study
3. activities that we use with no intent or purpose
4. activities that other people do for us
5. activities that we do while we are on vacation

2. – 6. Match the different type of Time Wasters to the examples below. You will use the answers more than once.

Internal

External

\_\_\_\_\_\_\_\_\_\_\_\_ 2. Not having an organized day plan

\_\_\_\_\_\_\_\_\_\_\_\_ 3. Checking our personal email

\_\_\_\_\_\_\_\_\_\_\_\_ 4. Having visitors stop by

\_\_\_\_\_\_\_\_\_\_\_\_ 5. Waiting until the last minute or putting off a project

\_\_\_\_\_\_\_\_\_\_\_\_ 6. Texting with a friend

1. Choose True or False - As a student, you have more control over internal time wasters?

8. The habit of continuously delaying or postponing your due date for a project is an example of a(n) \_\_\_\_\_\_\_\_\_\_ time waster.

1. Read this scenario to answer the question below.

Danielle is a student at College for America. She works at Atel full-time and has two young children. During this past week she noticed that when she got home from school, instead of sitting down with her children when they did their homework to do her homework, she watched some t.v. shows instead. When it was time for her children’s bedtime she also went to bed without doing any College for America schoolwork.

In this example, what was Danielle’s time waster?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. One of the benefits of dealing with time wasting behaviors and using other solutions is what?
2. You can recycle your time
3. You will spend your money more wisely

Appendix E – Example of the Summative Course Assessment

**Student Instructions:** Now that you have completed this mini course on Time Management this assessment will help you in reflecting on what you have learned.

Please provide responses to the questions below. Remember to read each question carefully, answer all parts of a question, and provide detailed responses.

What were your top 5 priorities before starting school and before completing this mini course? List them in order of what was most important to least important.

What are your top 5 priorities now (you will want to include school)? Give each a priority a % of how much time during the week you will spend on it.

Now that you are including school in your top 5 priorities, how will your time during the week changed or be different than it was before school?

Describe in detail the space where you will do your school work (room, setup, lighting, noise, etc.). List at least 5 ways in which this space will help you focus on school.

List 5 organizational strategies you will use with your school materials, school space, and time management.

List the days and times you will now prioritize for school during your week.

List your top 5 time wasters and one strategy for each that you will use to gain more time management in your life.

Identify 5 supports you have in your life and describe how you will use them to help you prioritize school and manage your time.