

Project Management Report

EDUC 6405

John Braddock, Claudia Ratti, & Randall Rogers

George Washington University

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Activity Table

Deliverable	Date Delivered	Contributor	Contribution	Recorded Time
IMU Proposal	9/26	John Braddock	Drafted the IMU proposal document. Worked with Claudia and Randall to make edits and adjustments	Group Conference 1.5 hours Drafted Proposal 2 hours
		Claudia Ratti	Reached out to John and Randall to work together on this project. Scheduled conference call meetings to assign roles and define work plan. Edited/submitted document	Group Conference 1.5 hours Emails 1.5 hours Edited proposal 1 hours
		Randall Rogers	Made initial contact with the client, discussed the module he would like created, and shared details with group members	Emails 1.5 hours Group Conference 1.5 hours Edited proposal 1.5 hours
Needs Analysis	10/10	John Braddock	Drafted the desired KASH, created the webpage used for the Needs Analysis	Group conference 1.5 hours Drafted KASH 1hour Made Web Page 1 hour
		Claudia Ratti	Scheduled conference call meeting. Worked with John and Randall to complete assignment. Notified and worked with John to resolve	Emails 1 hour Group conference 1.5 hours Tech help 1 hour

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			technical issues with our site after submission	
		Randall Rogers	Corresponded with client about needs	Emails 1 hour Group conference 1.5 hours
Design Grid	10/24	John Braddock	Created the design grid and changed it based on feedback received	2 hours
		Claudia Ratti	Offered feedback to John	.5 hours
		Randall Rogers	Offered feedback to John	.5 hours
Story Board	10/24	John Braddock	Worked with Claudia and Randall to put together the Storyboard. Made some stylistic alterations at the end to improve readability and align material	Group Conference 2 hours Final Adjustments 1 hour
		Claudia Ratti	Edited initial storyboard version in detail to include numbering as well as color differentiation for each steps in the process	2.5 hours Group Conference 2 hours
		Randall Rogers	Gathered, compiled, and themed topics and materials from the Gyeongsangnam-do Provincial Office of Education website and EPIK websites, created an outline with details about what will be included in the IMU, and	Collected resources & made outline 3 hours Created first storyboard prototype 2.5 hours Group Conference 2 hours

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			created the first prototype of the storyboard	
Beta IMU	11/19	John Braddock	Created the website and uploaded the content provided. Added some content for stylistic purposes	Creation of original page 8.5 hours
		Claudia Ratti	Contributed content, collected relevant graphics and information to include on the Beta IMU. Scheduled conference calls. Corresponded with Instructor to request submission extension and ensured we met the extended timeline	Content collection 5 hours Group Conference 1 hour
		Randall Rogers	Collected graphics and content to put on the Beta IMU	Content collection 5 hours Group Conference 1 hour
IMU	12/5	John Braddock	Re-created the website on a new host and uploaded the content provided. Added some content for stylistic purposes	Creation of new webpage 7 hours
		Claudia Ratti	Scheduled conference call to discuss pending tasks and roles. Proposed the review a of the received feedback. Discussed the implementation of advanced technology to our	3.5 hours

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			IMU. Reviewed content	
		Randall Rogers	Contributed content and provided feedback about IMU	Contributed content 5.5 hours Feedback and editing .5 hours
Project Management Report	12/5	John Braddock	Added my time and tasks to the table. Drafted the Technology Tools, Principles, Challenges and Strengths	1 hour
		Claudia Ratti	Added my time and tasks to the table. Edited table to include correct dates. Final editing for the Technology Tools, Principles, Challenges and Strengths sections. Included References. Conducted an overall review of document. Submitted document	3 hours
		Randall Rogers	Created shared APA formatted document and table and added my time and tasks to the table	Created PMR skeleton 2 hours

Narrative Description

Technology Tools

For group communication and the basic drafting of our materials, we used the Google Drive suite, specifically Google Hangouts for our conference call meetings and the Docs application for working on our papers together, and Google Drawing for the storyboard. Since we all have George Washington University Gmail accounts, we all have access to this suite of office and productivity software. This made our collaboration and outlining very easy as we can all access and edit the group materials.

For the Beta IMU, we used Squarespace as a development and hosting site. This website was intuitive and a good workspace for the type of website we wanted to make. Especially for how the individual components can be nested and grouped well. However, we did not read the fine print on their user agreement as this site does not host enough pages for our IMU under their free plan. Fortunately, we were able to correct this by changing hosting services.

For the Final IMU, we switched to Weebly as their interface worked well with moving everything over from Squarespace and their free plan will host the IMU. Weebly allows the free hosting, is intuitive and provides more modules for interactivity on the final site. We were also more able to incorporate surveys into the site that allows for feedback from the learners.

Principles

In our IMU, we incorporated the Coherence Principle, the Multimedia Principle and the Spatial Contiguity Principle (Clark and Mayer, 2016, p. 393). The Coherence Principle indicates that people learn better when extraneous words, pictures and sounds are excluded (Clark and Mayer, 2016, p. 151). We tried to make the IMU simple with respect to the multimedia aspect, and linked pictures with words. In a few cases, we used video to incorporate sound for the

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pronunciation of greetings. We also went with a simple, consistent design to eliminate distraction that can arise from picture backgrounds, needless graphics, or extra audio content (Milman, 2017). Some viewers may view this website as bland but in terms of learning, we believe that it helps to enhance content.

The Multimedia Principle indicates that people learn better from words and pictures than from words alone (Clark and Mayer, 2016, p. 67). We designed the website to link either an image or a video to each worded section. This makes sure that learners see the content in multiple formats and makes sure to reinforce the written parts.

The Spatial Contiguity Principle indicates that people learn better when corresponding words and pictures are presented close to each other (Clark and Mayer, 2016, p. 89). We designed the site to have all of the written content next to the images provided, and used images, even simple ones, to enforce the written blurbs. In mobile application, the words will appear directly below the images so they maintain proximity.

Challenges

We did not have any changes from our proposal to the final product. We have created an IMU that follows our initial goal of a learning solution that "will serve to be an introduction for the incoming GETs to acclimate to the program and the new country. It will help them be more effective in their classrooms, and more comfortable as teachers to the students."

The primary challenge in creating this IMU was that we only had one member of our team familiar with the program before starting, and there were not many resources for the rest of us. Additionally, it is important to consider the time difference and language barriers for communicating with the experts in South Korea.

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Strengths

The primary strength of our IMU is the experience that went into the content creation and the simplicity of the module. Because we had Randall who went through examples of this orientation, our group was uniquely equipped to prepare these materials. He has firsthand experience with what works and does not in this orientation process, and what skills and knowledge it is important that the new teachers have when they first arrive. This knowledge could normally be covered by a thorough needs analysis and storyboard, but it is rare that a design team normally has a member with this level of knowledge,

The simplicity of the design also helps a lot. We wanted to make a module that was easily accessible, and an IMU that learners would return to for refresh and continues advice. At this time, we have accomplished most of these goals. The simplicity of the site makes it easily navigable and organized. We plan on incorporating a continued education page that has resources our learners can return to after being in the program. This will hopefully allow our learners to continue to use this resource through our entire school year cycle.

References

Clark, R.C. & Mayer, R.E. (2016). *E-learning and the Science of Instruction: Proven Guidelines for Consumers and Designers of Multimedia Learning*. Hoboken, NJ: John Wiley & Sons.

Milman, N. (2017). Lecture 8: Publishing, Publicizing, Maintaining, & Updating [Online lecture]. Retrieved from George Washington University Multimedia Materials

Blackboard: <http://blackboard.gwu.edu>