

**GEORGE MASON UNIVERSITY**  
**COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT**  
**GRADUATE SCHOOL OF EDUCATIO**  
**Instructional Design and Technology (IDT) Program**

EDIT 573 A01: Project Management: Agile  
2 Credits, Summer 2016  
May 16 – June 18

**PROFESSOR(S):**

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**COURSE DESCRIPTION:**

**A. Prerequisites/Co-requisites**

None. However, the content of this course assumes a basic knowledge of the principles and best practices of Instructional Design. To be successful in this course, students should have **either** taken **EDIT 705** Instructional Design **or** have **work experience** that includes the basics of Instructional Design.

**B. University Catalog Course Description**

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

**C. Expanded Course Description**

Explores basic agile methods and synergy between agile project management and agile instructional design. **Note:** This course is **not** preparation for the PMP® Certification Exam, the testing mechanism for credentialing those with project management experience, or for the PMI-ACP®, the Agile Certified Practitioner.

**DELIVERY METHOD:**

This course will be delivered online using an **asynchronous** format via the Blackboard learning management system (LMS) housed in the MyMason portal. There is also one (1) **optional** Open Mic Night web conferencing session on Tuesday, May 31, 7:45 – 8:45 PM EDT via the **BLACKBOARD COLLABORATE** tool that is part of the Blackboard LMS. You will log in to the Blackboard course site using your Mason email name (everything before “@masonlive.gmu.edu”) and email password. The course site will be available on Sunday, May

15 at 5:00 PM EDT. You may also access course content via the free **Blackboard Mobile app**, available for both iOS and Android devices at your device's mobile app store.

### **TECHNICAL REQUIREMENTS:**

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

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;
- Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course
- 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 the course requirements.
- The following software plug-ins for PCs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:
  - Adobe Flash Player: <http://get.adobe.com/flashplayer/>
  - Adobe Acrobat Reader: <https://get.adobe.com/reader/otherversions/>
- A headset microphone for use with the Blackboard Collaborate web conferencing tool
- Optional Resources: For those interested in a 30-day free trial of easy to use project scheduling software applications, the following are excellent resources, both of which are available for mobile devices as well as desktop/laptop use:
  - Redbooth <http://redbooth.com/>
  - Smartsheet <http://www.smartsheet.com/>

### **EXPECTATIONS:**

- **Course Week:** Because online courses do not have a “fixed” meeting day, our week will **start** on Monday, and **finish** on Sunday, with the exception of **Week 5**, which finishes on **Friday, June 18**.
- **Log-in Frequency:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor; at a **minimum** this should be **two (2) times per week**.
- **Participation:** Students are expected to actively engage in all course activities throughout the semester, which include viewing of 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 are expected to seek assistance if they are struggling with technical components of the course.
- **Technical Issues:** Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:** Expect to log in to this course **at least two (2) times a week** to read announcements, participate in the discussions, and work on course materials.

Remember, this course is **not** self-paced. There are **specific deadlines** and **due dates** listed in the **COURSE SCHEDULE** section of this syllabus to which you are expected to adhere. It is the **student's responsibility** to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- **Advising:** If you would like to schedule a one-on-one meeting to discuss course requirements, content or other course-related issues, and you are unable to come to the Mason campus, we can meet via telephone or web conference. Send me an email to schedule your one-on-one session and include your preferred meeting method and suggested dates/times.
- **Netiquette:** Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post them to discourage others from taking them as personal attacks. **Be positive in your approach to others and diplomatic with your words.** I will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.

#### **LEARNER OUTCOMES:**

At the conclusion of this course, learners will be able to:

- Define Agile Project Management
- Compare and contrast Agile Project Management with other project management methods
- Identify points of synergy between Agile Project Management and Agile Instructional Design
- Apply Agile Project Management methods to an instructional design project

**PROFESSIONAL STANDARDS ((International Board of Standards for Training, Performance and Instruction (IBSTPI) (<http://www.ibstpi.org/instructional-designer-competencies/> ):**

#### Management

- 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:**

- Layton, M.C. (2012). *Agile project management for dummies*. Hoboken, NJ: John Wiley & Sons.
- All other reading materials are posted on the Blackboard course site.

## COURSE ASSIGNMENTS AND EXAMINATIONS:

### 1. Basic Individual Knowledge Checks – 20 points

There are two (2) basic individual Knowledge Checks to help reinforce your learning about basic Agile concepts and identify potential areas needing additional study or clarification. The Knowledge Checks are located under the **KNOWLEDGE CHECKS** link in the left-hand navigation menu of our Blackboard course site. The Knowledge Checks 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 Knowledge Check are noted in the **COURSE SCHEDULE** section of this syllabus.

### 2. Class Discussion Participation - 20 points

There are two (2) instructor-initiated discussions conducted using the Blackboard **DISCUSSION BOARD**. The **minimum** requirement for all students is **two (2) postings** per discussion, with postings **spread** throughout the week (i.e., not all on Sunday, the last day of the week). **Note: No credit will be given for postings made after the conclusion of the discussion at 11:59 PM on Sunday of the discussion week.** For more information on how discussion posting quality is evaluated, please consult the *Discussion Participation Rubric* posted on our Blackboard course site under the **Grading Information** tab of each discussion forum, as well as under the **RESOURCES/Grading Rubrics** link in the left hand navigation menu of our Bb course site. You may also access the rubrics using the Bb Mobile app.

### 3. From ADDIE to Agile: Agile Plan (Team Project) (40 points)

- Working in teams of **3-4 members**, students will develop a plan for managing an instructional design project using Agile methods. Team members will decide **collaboratively** what instructional design project will serve as the basis of the team's project plan. You may draw on ...
  - a. the Instructional Design Document you created in EDIT 705, OR
  - b. an instructional design project from a team member's current or previous place of work, OR
  - c. an instructional design project you read about in a professional community discussion (e.g., LinkedIn groups for instructional designers, e-Learning Guild messages, or some other group focused on instructional/training design)
- The Agile Plan will be created **iteratively**, with peer reviews as described on page 5 of this syllabus. There is **no minimum or maximum page length; single spacing is preferred**.
- The Agile Plan will include the following components:
  - a. **Rationale** for using Agile methods to manage the project that includes ...
    - the nature of the instructional problem to be solved

- the reasons for preferring Agile ( e.g., project size and complexity, client availability, client tolerance for scope and cost changes, time to completion, size and ability of instructional design team)
  - the benefits of using Agile for the project
  - high-level strategy for mitigating potential risks associated with using Agile for the project
- b. **Instructional Product Vision Statement** (you may use the template provided in Chapter 7, Figure 7.4 of the Layton text)
  - c. **Instructional Product Roadmap** (you may use the template in Chapter 7, Figure 7.8, of the Layton text OR you may use the template of your choice. Some free, easy-to-use templates:
    - [Agile Roadmap PowerPoint Template](#)
    - [Agile Product Roadmap Excel Template](#)
  - d. To help you structure your Agile Plan, please consult Layton’s online [cheat sheet](#).
- Have **one** representative of your team upload the completed Agile Plan under the **ASSIGNMENTS** link of the Bb left-hand navigation menu on the date indicated in the **COURSE SCHEDULE**. Also, upload a copy of your Agile Plan to the **Agile Plan Exhibit Hall** forum of our **DISCUSSION BOARD**. If submitting **multiple** files, be sure to finish uploading **all** your files **before** clicking SUBMIT.
  - For information on how your Agile Plan will be evaluated, please consult the *Agile Plan Grading Rubric* at the back of this syllabus and on our Bb course site.
  - **NOTE: Late submissions will be penalized 10%; no submissions will be accepted after June 18, 2016, no exceptions.**

#### 4. Project Plan Peer Reviews – 20 points

- There will be a **total of two (2)** rounds of student peer reviews:
  - a. Peer Review #1 covers the **Rationale** component. Each student will provide constructive feedback to **any three (3) teams other than his/her own team** using the relevant criteria in the *Agile Plan Grading Rubric*.
  - b. Peer Review #2 covers the **Product Vision Statement** and the **Product Roadmap**. Each student will provide constructive feedback to **any three (3) teams other than his/her own** using the relevant criteria in the *Agile Plan Grading Rubric*.
- You may use the same three teams for both peer reviews. So, if you reviewed Teams 1 and 2 for Peer Review #1, you may also review Teams 1 and 2 for Peer Review #2.
- Please consult the **Student Guidelines for Peer Reviews** posted in the **RESOURCES** section of our Bb course site for more information about formulating constructive feedback to teams other than your own.
- Instructor comments on each of the documents submitted for peer review will be sent to each team’s **private** spaces in Bb, so as not to unduly influence the feedback of course members. The instructor will provide only **one (1) round** of feedback per peer review.
- For more information about how peer review feedback is evaluated, please consult the *Peer Review Grading Rubric* posted on our Blackboard course site under **RESOURCES/Grading Rubrics**.

## Total Possible Points for All Four (4) Deliverables: 100

### GRADING POLICIES

- **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.
- **Team projects:** Note that your final project grade reflects your **individual** contribution to the project and the project process based on the content and activity in the private team areas in Bb **and** on the results of an anonymous (results visible only to the instructor) *Team Member Effectiveness Survey* that will be conducted at the end of the summer session. As such, **individual** team member scores for the project may differ from one another. Consequently, **it is in your best interest to document the contributions of each team member.** This happens automatically if you use the team communication and collaboration tools in Blackboard. However, **if you wish to use other tools or meet face-to-face, be sure to upload a summary of your meeting discussions/decisions to your private team areas in Bb.** Failure to do so will lead the instructor to assume that all team members have contributed to the project equally.
- **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%).

Letter Grade	Total Points Earned
A	93%-100%
A-	90%-92%
B+	88%-89%
B	83%-87%
B-	80%-82%
C	70%-79%
F	<70%

### BLACKBOARD REQUIREMENTS

Every student registered for any Instructional Design and Technology (IDT) course with a required performance-based assessment is required to submit this assessment, to Blackboard (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). For EDIT 573 Project Management: Agile, **the assessment is *Agile Plan*.** Evaluation of the performance-based assessment by the course instructor will also be completed in Blackboard.

## **GMU POLICIES AND RESOURCES FOR STUDENTS**

- a. Students must adhere to the guidelines of the George Mason University Honor Code (See <http://oai.gmu.edu/the-mason-honor-code/>).
- b. Students must follow the university policy for Responsible Use of Computing (See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (See <http://caps.gmu.edu/>).
- e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester (See <http://ods.gmu.edu/>).
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (See <http://writingcenter.gmu.edu/>).

## **PROFESSIONAL DISPOSITIONS**

Students are expected to exhibit professional behaviors and dispositions at all times.

## **CORE VALUES COMMITMENT**

The College of Education & 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/>.

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



**COURSE SCHEDULE: Also available in week-by-week views under the COURSE-AT-A-GLANCE link on our Bb Course Site**

DATE	LEARNING EXPERIENCES AND REQUIREMENTS
<p><b>Week 1</b> <b>05/16-05/22</b></p>	<p><b>TOPIC: COURSE KICK-OFF &amp; GETTING ACQUAINTED</b></p> <ul style="list-style-type: none"> <li>▪ Read the course Syllabus. You may print it out or download it to your mobile device for anytime reading.</li> <li>▪ View the <b>COURSE ORIENTATION VIDEO</b>, the link to which is located in the left-hand navigation menu of our Bb course site</li> <li>▪ Click on the <b>COURSE-AT-GLANCE</b> link in the left-hand navigation menu and select <b>Week 1</b>. [<b>NOTE</b>: All of the learning experiences and requirements are accessible via the Week 1 link.]</li> <li>▪ Read the <i>Week 1 Learning Outcomes</i></li> <li>▪ Post your bio (photo optional, maximum size 150 x 200) to the designated forum on the <b>DISCUSSION BOARD</b> any time during the week.</li> <li>▪ Post any course-related questions to the designated forum on the <b>DISCUSSION BOARD</b> any time during the week</li> <li>▪ View the instructor video <i>Agile Project Management: Orienting Context</i></li> <li>▪ Read the Rawsthorne article on <i>Agile ID</i>, located in the <b>Additional Reading</b> folder in the <b>RESOURCES</b> section of our Bb course site</li> <li>▪ Read the Introduction and Chapters 1-3 in the Layton text</li> <li>▪ Submit your team member preferences (or a no-preference message) to the instructor via Bb Email, the link to which is in the left-hand navigation menu of our course site, by <b>11:59 PM on May 22</b>.</li> </ul>
<p><b>Week 2</b> <b>05/23-05/29</b></p>	<p><b>TOPIC: GETTING TO KNOW AGILE</b></p> <ul style="list-style-type: none"> <li>▪ Click on the <b>COURSE-AT-GLANCE</b> link in the left-hand navigation menu and select <b>Week 2</b> [<b>NOTE</b>: All of the learning experiences and requirements are accessible via the Week 2 link.]</li> <li>▪ Read the <i>Week 2 Learning Outcomes</i></li> <li>▪ Course member responses to <b>Discussion Question #1</b> throughout the week</li> <li>▪ Working in your <b>private</b> team spaces, begin drafting the <b>Rationale</b> section of your Agile Plan</li> <li>▪ View the video <i>Agile Project Management: Scrum and Sprint Demystified</i></li> <li>▪ Read Layton, chapters 6-8 &amp; chapter 10</li> <li>▪ Have one representative of your team post your draft Rationale to the <b>Peer Review #1</b> forum on the <b>DISCUSSION BOARD</b> by <b>11:59 PM on May 29</b>.</li> </ul> <p><b>Recommendation:</b> Now would be a good time to complete <i>Knowledge Check #1</i></p>



DATE	LEARNING EXPERIENCES AND REQUIREMENTS
<p><b>Week 3</b>  <b>05/31-06/05</b>  <b>Monday, 05/30,</b>  <b>is Memorial</b>  <b>Day, No Classes</b></p>	<p><b>TOPIC: SETTING UP AN AGILE WORK GROUP</b></p> <ul style="list-style-type: none"> <li>▪ Click on the <b>COURSE-AT-GLANCE</b> link in the left-hand navigation menu and select <b>Week 3</b> [<b>NOTE</b>: All of the learning experiences and requirements are accessible via the Week 3 link.]</li> <li>▪ Read the <i>Week 3 Learning Outcomes</i></li> <li>▪ <b>Open Mic Night: (Tuesday, May 31, 7:45-8:45 PM) via Bb Collaborate for course questions, review (ATTENDANCE OPTIONAL, SESSION WILL BE RECORDED)</b></li> <li>▪ <b>Peer Review #1</b> comments to <b>three (3)</b> teams other than your own throughout the week</li> <li>▪ Revise your draft Rationale based on peer review comments and instructor feedback</li> <li>▪ View the video <i>Adopting an Agile Approach to Project Management – Agile Project Planning</i></li> <li>▪ Begin drafting your team’s Instructional Product Vision Statement and Instructional Product Roadmap</li> <li>▪ Read Layton, chapters 12-15</li> <li>▪ Read the Agile case study, located in the <i>Additional Reading</i> folder in the <b>RESOURCES</b> section of our Bb course site</li> <li>▪ Have one representative of your team post your draft Instructional Product Vision Statement and Instructional Product Roadmap to the <i>Peer Review #2</i> forum on the <b>DISCUSSION BOARD</b> by <b>11:59 PM</b> on <b>June 5</b></li> </ul>
<p><b>Week 4</b>  <b>06/06-06/12</b></p>	<p><b>TOPIC: MANAGING IN AGILE</b></p> <ul style="list-style-type: none"> <li>▪ Click on the <b>COURSE-AT-GLANCE</b> link in the left-hand navigation menu and select <b>Week 4</b> [<b>NOTE</b>: All of the learning experiences and requirements are accessible via the Week 4 link.]</li> <li>▪ Read the <i>Week 4 Learning Outcomes</i></li> <li>▪ <b>Peer Review #2</b> comments to <b>three (3)</b> teams other than your own throughout the week</li> <li>▪ Course member responses to <b>Discussion Question #2</b> throughout the week</li> <li>▪ Revise your draft Instructional Product Vision Statement and Instructional Product Roadmap based on peer review comments and instructor feedback</li> <li>▪ Complete the anonymous <a href="#">Mason Online Course Evaluation Survey</a></li> </ul> <p><b>Recommendation:</b> Now would be a good time to complete <i>Knowledge Check #2</i></p>

DATE	LEARNING EXPERIENCES AND REQUIREMENTS
<p><b>Week 5</b> <b>06/13-06/18</b></p>	<p><b>TOPIC: AGILE PLAN EXHIBIT HALL AND COURSE WRAP-UP</b></p> <ul style="list-style-type: none"> <li>▪ Click on the <b>COURSE-AT-GLANCE</b> link in the left-hand navigation menu and select <b>Week 5</b> [<b>NOTE</b>: All of the learning experiences and requirements are accessible via the Week 5 link.]</li> <li>▪ Read the <i>Week 5 Learning Outcomes</i></li> <li>▪ Have one representative of your team post your final Agile Plan to the <b>ASSIGNMENTS</b> link by <b>11:59 PM</b> on <b>06/15</b></li> <li>▪ Have one representative of your team post your final Agile Plan to the <b>Agile Project Plan Exhibit Hall</b> forum on our <b>DISCUSSION BOARD</b> by <b>11:59 PM</b> on <b>06/15</b></li> <li>▪ Comment on the Agile Plan(s) of your choice</li> <li>▪ Make sure you have completed <b>both</b> <i>Knowledge Checks</i></li> <li>▪ Complete the anonymous <b>Team Member Effectiveness</b> survey, the link to which was sent to you via email, by <b>11:59 PM</b> on <b>06/15</b></li> </ul>

**ASSESSMENT RUBRIC:**

**AGILE PLAN GRADING RUBRIC  
(Total Possible Points: 40)**

<b>Criteria</b>	<b>Does Not Meet Standards</b>	<b>Meets Standards</b>	<b>Exceeds Standards</b>
<b>Rationale</b>			
<b>Nature of the Instructional Problem</b>	Instructional problem is not stated clearly  <i>Point Values: 0.00-3.79</i>	Instructional problem is articulated clearly, but with little or no supporting data  <i>Point Values: 3.80-4.94</i>	Instructional design problem is articulated clearly and supported with a variety of data sources  <i>Point Values: 4.95-5.00</i>
<b>Reasons for Preferring Agile</b>	Offers a rationale with no grounding or offers no rationale  <i>Point Values: 0.00-3.79</i>	Offers a rationale, but not fully grounded in the Agile Manifesto and Principles, as well as other course readings  <i>Point Values: 3.80-4.94</i>	Offers evidence-based rationale grounded in the Agile Manifesto and Principles, as well as other course readings  <i>Point Values: 4.95-5.00</i>
<b>Benefits of Agile</b>	Benefits are defined with no grounding in the course readings OR no benefits defined  <i>Point Values: 0.00-3.79</i>	Benefits are clearly defined, but not fully grounded in the course readings  <i>Point Values: 3.80-4.94</i>	Benefits are clearly defined and grounded in the course readings  <i>Point Values: 4.95-5.00</i>
<b>High-level Risk Mitigation Strategy</b>	Approach to and/or rationale for strategy selection is not articulated clearly  <i>Point Values: 0.00-3.79</i>	Approach to and/or rationale for strategy selection is articulated clearly, little or no supporting evidence from the course readings  <i>Point Values: 3.80-4.94</i>	Approach to and rationale for strategy selection is articulated clearly and supported with evidence from the course readings  <i>Point Values: 4.95-5.00</i>

<b>Criteria</b>	<b>Does Not Meet Standards</b>	<b>Meets Standards</b>	<b>Exceeds Standards</b>
<b>Instructional Product Vision Statement</b>			
<b>Target Learners</b>	No description of target learners and their needs <i>Point Values: 0.00-3.79</i>	Clear description of either target learners or learner needs <i>Point Values: 3.80-4.94</i>	Clear description of target learners and their needs <i>Point Values: 4.95-5.00</i>
<b>Outcomes</b>	No description of product benefits and outcomes <i>Point Values: 0.00-3.79</i>	Clear description of either product benefits or outcomes <i>Point Values: 3.80-4.94</i>	Clear description of product benefits and outcomes <i>Point Values: 4.95-5.00</i>
<b>Instructional Product Roadmap</b>			
<b>Requirements</b>	Requirements not grouped into themes or do not flow from the Instructional Product Vision Statement <i>Point Values: 0.00-3.79</i>	Some requirements are grouped into themes; some logical flow from the Instructional Product Vision Statement <i>Point Values: 3.80-4.94</i>	All requirements are grouped into themes and flow logically from the Instructional Product Vision Statement <i>Point Values: 4.95-5.00</i>
<b>Time Frames</b>	Requirements not displayed in order of priority and no logical time increments for release <i>Point Values: 0.00-3.79</i>	Highest priority requirements displayed first but time increments for release not logical <i>Point Values: 3.80-4.94</i>	Highest priority requirements displayed first with logical time increments for release <i>Point Values: 4.95-5.00</i>