

Syllabus

Course Overview

This course is intended specifically for instructional designers. In some cases, instructional designers may serve dual roles on e-learning projects as both instructional designer and project manager and actually need the in-depth skills involved in managing a project.

In other cases, especially for larger projects, there may be a separate individual serving as project manager. In these cases, the instructional designer needs to know where and how instructional design can fit within the project management process, so that the overall project can be completed on time, within budget, and with the expected results.

More than classroom learning, or even blended methods, the nature of e-learning requires that every aspect of a course be completed and tested before the instruction begins. Synchronous instruction often allows for some details to be handled on the spot in real time but some materials are usually prepared to use during the synchronous presentation.

For e-learning, this may not be an option. Getting everything right and complete, before the learners arrive is critical, and may be the only way to prevent frustration and ensure a high-quality learning experience. As a result, e-learning courseware development projects require a high level of skill in project management, not only to ensure completion on time and within budget, but especially to ensure a professional, high-quality result.

The added difficulty for instructional professionals is that the tools required to develop good instruction may seem at first glance to be in conflict with the typical approaches and tools usually used to manage projects well. Project schedules and Gantt charts appear to present factory-like sequences of steps. Project management stages are linear; when one stage ends, the next begins. Instructional designers know that their best work is rarely done in a linear fashion. Instead, instructional design stages are iterative; as one portion of instruction is developed, an earlier portion may have to be revisited. So on the surface, there is a conflict.

Added to this conflict is the reality of organizational demands for production efficiency, and the fact that for many smaller projects, the instructional designer is asked or assumed to be the project manager as well. Rather than making the task easier, handling both roles seems to simply put more work on the instructional designer's desk, in the form of details such as team organization, communication, and progress reports.

This course provides the understandings and processes that an instructional designer needs to ensure that the requirements of effective instructional design may be met within the requirements of efficient project management. It includes project management tools and techniques, as well as strategies you can use throughout your career to enhance communication and collaboration.

In addition to working with people and systems, creating courseware means working with intellectual property, including textbooks, articles, Web sites, and other materials. Many materials may require obtaining permission to use, or even to link to, online. This course also addresses the professional ethics involved in handling materials properly.

Apart from completing the readings, media, and discussions on the concepts involved, you will apply what you learn by completing written assignments based on an e-learning project—real or imagined—for which you develop specific communication and collaboration tools throughout the course.

Course Materials

You will be reading two texts for this course: the Rothwell, Bencotter, King, and King's text, *Mastering the Instructional Design Process*, which you will read from the perspective of an instructional designer; and the Project Management Institute's *A Guide to the Project Management Body of Knowledge (PMBOK Guide)* Fifth Edition (2013), which you will read from the perspective of a project manager.

Note: Courses in the Instructional Design for Online Learning specialization, including this course, are based on the competencies for instructional designers as defined by the International Board of Standards for Training and Performance Instruction (IBSTPI).

Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Apply project management skills in an e-learning environment.
- 2 Plan a project according to the needs of stakeholders.
- 3 Plan effective media for project activities.
- 4 Adhere to ethical standards in all project management activities.

- 5 Communicate in a manner that is scholarly, professional, and consistent with expectations for members of professional contexts.

Course Prerequisites

There are no prerequisites for this course.

Syllabus >> Course Materials

Required

The materials listed below are required to complete the learning activities in this course.

Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- Project Management Institute. *A Guide to the Project Management Body of Knowledge*. 5th edition. Newtown Square, PA: 2013.
- Rothwell, W. J., Benscoter, B., King, M., & King, S. B. (2016). *Mastering the instructional design process: A systematic approach* (5th ed.). Hoboken, NJ: Wiley.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- Kirkpatrick Partners. (n.d.). [The Kirkpatrick model](http://www.kirkpatrickpartners.com/Our-Philosophy/The-Kirkpatrick-Model). Retrieved from <http://www.kirkpatrickpartners.com/Our-Philosophy/The-Kirkpatrick-Model>
- McFawley, P. F. (n.d.). [The logic model for program planning and evaluation \[PDF\]](http://www.d.umn.edu/~kgilbert/educ5165-731/Readings/The%20Logic%20Model.pdf). University of Idaho Press. Retrieved from <http://www.d.umn.edu/~kgilbert/educ5165-731/Readings/The%20Logic%20Model.pdf>
- Stufflebeam, D. L. (2007). [CIPP evaluation model checklist \[PDF\]](https://www.wmich.edu/sites/default/files/attachments/u350/2014/cippchecklist_mar07.pdf). Evaluation Checklists Project. Retrieved from https://www.wmich.edu/sites/default/files/attachments/u350/2014/cippchecklist_mar07.pdf
- U.S. Department of Education. (n.d.). [Family Educational Rights and Privacy Act \(FERPA\)](https://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html) <https://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>
- U.S. Department of Health & Human Services. (2013). [Summary of the HIPAA Privacy Rule](https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/index.html). Retrieved from <https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/index.html>

Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- [Association for Educational Communications and Technology \(AECT\)](http://aect.site-ym.com/). (n.d.). Retrieved from <http://aect.site-ym.com/>
- [Association for Talent Development \(ATD\)](https://www.td.org/). (n.d.). Retrieved from <https://www.td.org/>
- [Federal Government Distance Learning Association \(FGDLA\)](http://www.fgdla.us/). (n.d.). Retrieved from <http://www.fgdla.us/>
- [International Board of Standards for Training, Performance and Instruction \(IBSTPI\)](http://ibstpi.org/). (n.d.). Retrieved from <http://ibstpi.org/>
- [International Society for Performance Improvement \(ISPI\)](http://www.ispi.org/). (n.d.). Retrieved from <http://www.ispi.org/>
- [International Society for Technology in Education \(ISTE\)](https://www.iste.org/). (n.d.). Retrieved from <https://www.iste.org/>
- Microsoft. (n.d.). [Basic tasks in Excel 2010](https://support.office.com/en-us/article/Basic-tasks-in-Excel-2010-be9e91b6-4ecb-4faa-8ae9-37e8974a1f8bm). Retrieved from <https://support.office.com/en-us/article/Basic-tasks-in-Excel-2010-be9e91b6-4ecb-4faa-8ae9-37e8974a1f8bm>
- Microsoft. (n.d.). [Basic tasks in Excel 2013](https://support.office.com/client/Basic-tasks-in-Excel-2013-363600c5-55be-4d6e-82cf-b0a41e294054). Retrieved from <https://support.office.com/client/Basic-tasks-in-Excel-2013-363600c5-55be-4d6e-82cf-b0a41e294054>
- [Online Learning Consortium \(OLC\)](https://onlinelearningconsortium.org/). (n.d.). Retrieved from <https://onlinelearningconsortium.org/>
- [United States Distance Learning Association \(USDLA\)](https://www.usdla.org/). (n.d.). Retrieved from <https://www.usdla.org/>

Projects

Project >> Project Final Report

Project Overview

Your final course project, due in Unit 9, will collate all the assignments you completed in this course. You might want to imagine this is a report you would present to stakeholders as part of a project proposal.

Following are the component assignments:

- Unit 3: Project Definition and Kickoff Agenda.
- Unit 5: Work Breakdown Structure and Gantt Chart.
- Unit 7: Course Design Document.

As with any other report that you present to stakeholders, you will want your documents to look their best. Before you begin the final project, use the feedback you received from your instructor to revise all the three assignments you completed. Then you will create two new documents:

- Course Overview (700–750 words) that explains the purpose and goals of your e-learning development project for an audience of instructors, learners, administrators, and other stakeholders.
- Self-Assessment (700–750 words) that evaluates all the assignments you created in this course.

Review the Unit 9 assignment instructions for more details regarding the final project.

Unit 1 >> Project Management and E-learning Development

Introduction

How are e-learning or courseware development projects different from operational, non-instructional projects? The primary differences are uniqueness and time. An e-learning project is a one-of-a-kind effort with a specific beginning and end. Operational, non-instructional projects are repetitive and ongoing. Because e-learning projects are unique and occur within specified timeframes, they require a special form of management.

Although this course addresses both project management stages and instructional design stages, there are some differences between the processes. Instructional designers may play dual roles, serving as both the instructional designer and the project manager.

Because of the strong possibility of serving in this dual role, the instructional designer must be able to manage the project and lead the development team as the project manager. At the same time, the instructional designer must be able to carry out the appropriate stages of the instructional design process at the right time.

The readings and discussions in this unit raise most of the important questions that this course will help you answer. The *PMBOK Guide* was chosen to give you the most information about professional project management.

The single most important requirement is your ability to balance and reconcile the dual roles and responsibilities of instructional designer and project manager.

This is what it will take for you to make your e-learning project successful: on time, within budget, and on target.

Learning Activities

u01s1 - Studies

Readings

Use the Capella University Library to read the following:

- Project Management Institute. *A Guide to the Project Management Body of Knowledge, 5th edition*. Newtown Square, PA. 2013.
 - Chapter 1, "Introduction," pages 1–18.
 - Chapter 2, "Organizational Influences and Project Life Cycle," pages 19–46.
 - Chapter 3, "Project Management Processes," pages 47–62.
- In your *Mastering the Instructional Design Process: A Systematic Approach* textbook:
 - Preface, "About the International Board of Standards for Training, Performance, and Instruction," pages xxi–xxv.
 - Chapter 1, "An Overview of Instructional Design," pages 3–16.
 - Chapter 2, "Conducting a Needs Assessment," pages 19–40.
 - Chapter 3, "Collecting and Analyzing Data for Instructional Design Projects," pages 41–60.
 - Chapter 4, "Identifying the Target Population and Environmental Characteristics," pages 61–89.

Optional – Readings

You may choose to review the following in preparation for the discussion in this unit:

- Microsoft. (n.d.). [Basic tasks in Excel 2010](https://support.office.com/en-us/article/Basic-tasks-in-Excel-2010-be9e91b6-4ecb-4faa-8ae9-37e8974a1f8bm). Retrieved from <https://support.office.com/en-us/article/Basic-tasks-in-Excel-2010-be9e91b6-4ecb-4faa-8ae9-37e8974a1f8bm>
- Microsoft. (n.d.). [Basic tasks in Excel 2013](https://support.office.com/client/Basic-tasks-in-Excel-2013-363600c5-55be-4d6e-82cf-b0a41e294054). Retrieved from <https://support.office.com/client/Basic-tasks-in-Excel-2013-363600c5-55be-4d6e-82cf-b0a41e294054>

u01s1 - Learning Components

- Examine project management skills and processes.
- Identify elements of project management that are essential to e-learning success.

u01s2 - Optional: ePortfolio

Your Online ePortfolio

Online ePortfolios serve two key purposes: 1) to support learning and reflection, and 2) to be used as a showcase tool. Your learning journey can be documented, and ePortfolios contribute to lifelong learning and growth through reflection and sharing. Online ePortfolios can also be shared with employers and peers to present artifacts that demonstrate your accomplishments at Capella.

Using ePortfolio to Prepare for Your Capstone

Your program may culminate in a capstone course. At that time, you may be required to show evidence of your learning throughout the program by referring to multiple assessments that you have created. You will be telling a story about your learning throughout the program using artifacts you have collected during many of these courses.

Using ePortfolio to Build Your Career

As you are preparing to tell your story in the professional world, leverage your ePortfolio artifacts to demonstrate the knowledge and competencies you have gained through your program in professional conversations, performance reviews, and interviews.

To do that, reflect on the knowledge and skills you have gained from your courses and the elements you have put in your portfolio, along with how you have already applied these things to your professional life or how you might apply them in the future.

Next, create your story or talking points to tell your professional story.

Saving Your Documents to ePortfolio

You will need a place to store your documents in an organized fashion so that you can access them at a later date. Do not rely on the courseroom to store your assignments for you as you will lose access to the courseroom after you have completed the course. Capella uses a cloud-based portfolio platform to facilitate your organization of the artifacts you create throughout your program.

To make an online portfolio useful, it is essential that it is organized clearly and that important files of any format are accessible. Read the [Online ePortfolio Guidelines \[PDF\]](#) to ensure you set up your online portfolio correctly.

Privacy Statement

Capella complies with privacy laws designed to protect the privacy of personal information. While you may voluntarily share your own information publicly, you are obligated to protect the personal information of others that may be associated with your academic or professional development. Before sharing information and material in any ePortfolio that is set up to be shared externally to your program at Capella, please consider privacy obligations in relation to protected populations who may be included or referenced in your academic or clinical work. Refer to the [Family Education Rights and Privacy Act \(FERPA\)](#) and/or the [Health Insurance Portability and Accountability Act \(HIPAA\)](#) if you have specific questions or concerns about your choices.

u01d1 - Project Management Software

In this discussion, you will choose a project management tool, which you will use complete the assignments in this course.

In preparation:

- Review the templates in the resources to get a clear sense of the deliverables you will generate for the assignments.
- Use the Internet to review some appropriate project management tools such as SmartSheet, Microsoft Project, GanttProject, or others. Feel free to search for other tools using keywords such as "top project management tools."
- Review the Gantt Chart Template given in the resources.

You may also review the following:

- Microsoft Office Software page (linked in the resources) for assistance with Microsoft programs.
- "Basic Tasks in Excel 2010" and "Basic Tasks in Excel 2013" pages from Microsoft for more information on Excel.

Your organization may already have a tool for project management. If so, please choose this tool.

Once you have identified a project management tool, explain why it is appropriate for your organization's needs.

Response Guidelines

Respond to the post of one other learner. Make your response substantive and reference the assigned readings and/or other professional literature to support your views.

Course Resources

Graduate Discussion Participation Scoring Guide

Project Definition and Kickoff Agenda Template [DOC]

Work Breakdown Structure Template [XLSX]

Course Design Document Template [DOC]

Gantt Chart Template [XLSM]

[Microsoft Office Software](#)

[Basic Tasks in Excel 2010](#)

[Basic Tasks in Excel 2013](#)

u01d1 - Learning Components

- Examine project management skills and processes.
- Communicate in a manner that is scholarly, professional, and consistent with expectations for members of professional contexts.
- Explain how a project management tool is appropriate for an organizational need.

Unit 2 >> Defining and Initiating an E-learning Project

Introduction

The Objectives: Where Do You Want to Go?

This is the first question to ask in preparation for any project, but especially for one with the potential risks involved in an e-learning courseware project. You must have a well-defined idea of what your project will accomplish by identifying the project's objectives. Without this knowledge, it is difficult to achieve your purpose.

The Strategy: What Will It Take to Get There?

It is important to determine the production requirements and instructional design for your e-learning or instructional courseware product. You must answer questions about the level of the content for the target audience, what teaching or learning theory is to be used, what media will be used for the course, and what media should be developed. Instructional models should also be considered.

For example, if video is involved, your project scope must address its development. If animation is needed to illustrate energy flow or assembly processes, you must consider the unique needs for creation and development. Creating good content is far more difficult and complex than it ever appears on the surface. As a result, your project scope must address all the major development issues.

Once you know what you want to accomplish and have a general idea of how to get there, the next step is to make an educated estimate of the time required to complete the project and the potential costs involved.

This unit addresses the first question—where you want to go. To answer that question, you will define your e-learning project using a document called a Project Definition.

Learning Activities

u02s1 - Studies

Readings

Use the Capella library to read the following:

- Project Management Institute. *A Guide to the Project Management Body of Knowledge, 5th edition*. Newtown Square, PA. 2013.
 - Chapter 4, "Project Integration Management," pages 63–104.
 - Chapter 5, "Project Scope Management," pages 105–140.
 - Chapter 6, "Project Time Management," pages 141–192.
 - Chapter 7, "Project Cost Management," pages 193–226.
- In your *Mastering the Instructional Design Process: A Systematic Approach* textbook:
 - Chapter 17, "Applying Business Skills to Managing the Instructional Design Function," pages 291–304.

u02s1 - Learning Components

- Define the purpose and scope of an e-learning courseware development project.

u02s2 - Assignment Preparation

Throughout this course, you will learn tools and processes that can ensure the success of an e-learning project. Rather than using these tools in the abstract, you will put them to work on an e-learning project that you select.

The first assignment in this course, the Project Definition and Kickoff Agenda, is due in Unit 3. Review the assignment instructions and scoring guide to understand the requirements and grading criteria for this assignment.

You are encouraged to begin working on this assignment during this unit so that you are prepared to complete it successfully next week. You might begin by reviewing the Project Definition and Kickoff Agenda Template given in the resources.

Course Resources

Project Definition and Kickoff Agenda Template [DOC]

u02s2 - Learning Components

- Define the purpose and scope of an e-learning courseware development project.
- Identify the audience for an e-learning development project.
- Communicate in a manner that is scholarly, professional, and consistent with expectations for members of professional contexts.
- Describe the deliverables relevant to an e-learning project.
- Describe the overall cost of an e-learning project.

u02d1 - Project Scope and Goals

Review the course project information and related assignments. In your post, explain the scope and goals of your e-learning project. Your instructor will review this post and approve your project or recommend changes.

Response

Respond to the post of one other learner. Make your response substantive and reference the assigned readings and/or other professional literature to support your views.

Course Resources

Graduate Discussion Participation Scoring Guide

u02d1 - Learning Components

- Define the purpose and scope of an e-learning courseware development project.
- Identify the audience for an e-learning development project.
- Communicate in a manner that is scholarly, professional, and consistent with expectations for members of professional contexts.

Unit 3 >> Anticipating Risks and Managing Collaborative Partnerships

Introduction

Collaboration and communication can make or break a project. How well the team communicates and collaborates contributes significantly to meeting the overall goals of the project: delivering the product on time, within budget, and on target (meeting the client's requirements).

The project manager sets the atmosphere for the e-learning project and serves as a role model to other team members in maintaining an open, honest, and collaborative environment.

One of the most important ways to establish this type of environment is to begin the process with a kickoff meeting.

The kickoff meeting is intended to:

- Build a common vision of the project.
- Establish ground rules for work process (for example, communication, hand-offs, and changes).
- Establish the feeling of a team that works well together.
- Reinforce ethics and values.
- Begin the process of building trust.

The kickoff meeting should:

- Be well planned.
- Have an agenda.
- Allow for input from the team members.
- Define project deliverables and processes.
- Provide an overview of the schedule.
- Clarify team member roles and responsibilities.

Invite the sponsor, client, and stakeholders to the meeting to show support for the project and to meet the team members who will be working on the project. Use telecommunications if the group is dispersed in many areas.

As an instructional designer, you may be working with other team members and communicating with a client who may not understand your role and responsibilities. You must be able to clearly explain what you do, and why it is essential to the success of the project. In addition, you will be working closely with subject matter experts (SMEs) who will provide you with accurate, necessary content. It is from this content that you will create instructional goals, objectives, assessments, and activities, and select instructional strategies.

The instructional designer and the subject matter expert together ensure that the instruction is accurate, complete, and clear. To support your work with these resource people, you will want to establish open, honest, and respectful working relationships.

There is a risk management discussion for your e-learning development project due in this unit. In this unit, though, you will have the opportunity to participate in a discussion of the plan's value, as well as generate some ideas for developing your risk management plan. As you plan the details of the project, consider how to be proactive—to identify and prepare for any possible issues or difficulties you can anticipate. You might consider engaging your team in discussions of how to deal with these potential issues. Search for solutions by having plans to mitigate common risks. This is the purpose of the risk management plan.

Learning Activities

u03s1 - Studies

Readings

Use the Capella library to read the following:

- Project Management Institute. *A Guide to the Project Management Body of Knowledge, 5th edition*. Newtown Square, PA. 2013.
 - Chapter 9, "Project Human Resource Management," pages 255–286.
 - Chapter 10, "Project Communications Management," pages 287–308.
 - Chapter 11, "Project Risk Management," pages 309–354.
- In your *Mastering the Instructional Design Process: A Systematic Approach* textbook:
 - Chapter 18, "Managing Partnerships and Collaborative Relationships," pages 317–333.

u03s1 - Learning Components

- Prepare a list of risks involved in an e-learning project.

u03a1 - Project Definition and Kickoff Agenda

Introduction

The most important requirement for initiating a project is a written agreement that describes what the project is all about—what we will refer to as a *project definition*. A project definition includes the purpose and goals of the project; the expected deliverables; the overall time frame and budget; the assumptions, risks and constraints; and a general description of the approach to achieve the project purpose and goals. It may also include potential ethical conflicts, communication elements, and any measures that will be applied to determine the project's success.

Once you have defined the project, the next step will be to draft a detailed kickoff agenda. The kickoff meeting is where the instructional designer meets with other development collaborators and stakeholders to define roles and discuss goals. The e-learning project you select should be a project you would like to undertake, a recent project in which you were a participant, or a project in which you are currently involved. The kickoff meeting is usually moderated by the project manager, and in many cases the instructional designer acts as the project manager.

Instructions

The e-learning project you define in this assignment will provide a practice area for you to apply the concepts presented in this course.

- Your project may pertain to P–12, higher education, training, professional development, or another area specific to your work.
- Your project may be based in education, business, military, medical, or other organizations.

Project Definition

Using the Project Definition and Kickoff Agenda Template given in the resources, complete the following:

- Articulate a statement of purpose and goals, including a description of the intended audience for this e-learning development project.
- Describe the scope of this e-learning project, including the overall cost, time frame for development, major deliverables, and project resource team.
 - Cost: The total cost of the project should be between 10,000 and 100,000 dollars. **Note:** If you are unable to locate a precise figure for a task (such as media design, et cetera), feel free to make a best guess.
 - Deliverables: To include such elements as PowerPoint presentations, videos, reading materials, other resources, discussion questions, assignments, collaborative activities, tests, assessments, et cetera.
 - Time: The project should be accomplished in a time period of 8–12 weeks
 - Team: The team doing the work should consist of at least three and no more than 20 people.
- Explain the assumptions, constraints, and risks for this e-learning development project.
 - E-learning products designed for Web, Intranet, mobile delivery, blended learning, or a flipped classroom.

Kickoff Agenda

Use the Project Definition and Kickoff Agenda Template to detail the kickoff meeting you will conduct to orient your project team. It is important to share the goals of the project, the way that decisions will be made, the communication methods that will be used, and the responsibilities of the team members. The timeline is important so that people can plan ahead to meet deadlines or notify others if their part of the schedule gets off track.

Communication holds the project together. A communications management plan describes what will be shared, how often, with whom, and dissemination methods. The project manager must be able to communicate in the language of the roles that are being managed—such as video director, instructional designer, subject matter expert, graphic artist, or learning management system (LMS) administrator. Ensure that the team understands the value of the project from the perspective of the stakeholders and experts. It is important to get the team to agree initially on how the team will communicate, hold meetings, and report problems or delays. Communicate progress and success by mentioning the ongoing accomplishments of team members. Do not wait for the final meeting to reward people verbally for good work—your team members can use this reinforcement throughout the project. While we often discuss the software tools that are used, the creativity that team members bring to the project are the most important as they produce quality deliverables.

For the kickoff agenda, develop a detailed, objectives-based agenda for an e-learning project and include the following:

- Project title.
- Location (note a specific room or virtual call-in meeting or webinar).
- Start time and meeting duration.
- Project staff or team members.
- Needs assessment for the project; explain how this project will meet existing organizational needs, what is already in place to build the program; what still needs to be developed.
- Scope of the project (professional development, credit course, seminar, webinar, or another e-learning project).
- Project planning documents (for example, timelines for 8–12 weeks, project objectives, estimated line budget, deadlines or milestones, et cetera).
- Communication management plan.
 - Reports.
 - Presentations.
 - Project announcements.
 - Reviews.
 - Meetings.
 - Other updates.
- Explain assumptions, constraints, and risks.
- Project evaluation.
- Q&A.
- Next steps (for example, team member assignments, important deadlines, next meetings, et cetera) and wrap-up.

Usually, 60–90 minutes is adequate for a kickoff meeting; however, determine the time you need to accomplish all the goals of the meeting. Relying on the unit readings, build a clear idea of what you think should be included.

Assignment Objectives

To complete this assignment successfully, you must achieve the following objectives:

- Articulate a statement of purpose and goals, including a description of the intended audience for an e-learning development project.
- Describe the scope of an e-learning project, including the overall cost, time frame for development, major deliverables, and project resource team.
- Develop a detailed, objectives-based agenda for an e-learning project kickoff meeting.
- Establish roles and responsibilities for the collaborative work process of a project.
- Communicate in a manner that is scholarly, professional, and consistent with expectations for members of professional contexts.

Additional Requirements

In addition to the above, your assignment must meet the following requirements:

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA format:** Resources and citations should be formatted as per current APA style and formatting.
- **Length:** According to Project Definition and Kickoff Agenda Template.
- **Font and font size:** Times New Roman, 12-point.

Submit all documents associated with this assignment by the end of this unit.

u03d1 - Risk Management Plan

One way to be prepared for problems that might arise during a project is to think carefully about potential issues at the outset, and create a plan for how they might be handled. Prepare a list of risks involved in your e-learning development project. One way to make sure you think about potential problems is to consider issues in term of comprehensive categories.

For your risk management plan, categorize risks in a table according to the following:

- Personnel loss.
- Equipment problems.
- Budget restrictions.
- Compressed time schedules.
- Natural disasters.
- Scope creep.

For each category, describe your strategy for dealing with such problems. You will want to have your project definition handy, since this discussion will require that you know your project constraints.

Response Guidelines

Respond to the post of one other learner. Make your response substantive and reference the assigned readings and/or other professional literature to support your views.

Course Resources

Graduate Discussion Participation Scoring Guide

u03d1 - Learning Components

- Prepare a list of risks involved in an e-learning project.
- Identify the overall timeframe for a project development.
- Communicate in a manner that is scholarly, professional, and consistent with expectations for members of professional contexts.

Unit 4 >> Planning for Instructional Development Work

Introduction

This unit introduces the detailed work and effort that go into the planning requirements essential for a smooth project. These requirements include:

- Identifying all the work that must be done.
- Designing the flow of work from one person to the next.
- Deciding when components of the project are due.

At the very heart of project management lies a detailed map that illustrates every task, the relationships among tasks, and the time each will take. This map is a large part of the project-planning effort and the most critical, because the success of most projects is measured by how well it conforms to the plan details. On the surface, the steps appear relatively easy:

- Create a work breakdown structure (WBS).
- Assign dependencies among tasks so that one item has to be finished before the next item can be completed.
- Create a Gantt chart to show the task, schedule, and how the items overlap.

Work Breakdown Structure

To create the WBS, consider all of the work in the entire project. When you create a WBS for a courseware development project, you may need to do the following:

- Describe the product and outline its components, such as the modules within a lesson.
- Diagram the flow of content within and between modules.
- Identify the links that control the flow.

In addition, graphic designers may need to develop basic libraries of images, primitive shapes, and create a library structure to store the images. Shooting video has many steps, from scriptwriting and storyboarding the shoot to editing and everything in between, which may include doing voiceovers, choosing music, or hiring actors.

Even seemingly simple projects can have dozens of steps to consider. This is a large analysis, and you cannot account for all of the work if you are not aware of what each step entails.

Assignment of Dependencies

Once you know what must be done, you determine the sequence of the steps. For example, you cannot finish the narration before you develop the script, and the script usually relies on the storyboard. In addition, designers cannot create scene-specific graphics until the graphics are identified in the storyboard.

Narration may also be dependent on availability of the recording lab, and graphics may be dependent on the availability of your designer.

Assigning dependencies requires a firm understanding of the project and a knowledge of how the work is done. It does get complicated. Mitigating this complication is the project manager's role. Without knowing the logical sequence of events, it is impossible to develop a complete schedule. Without a complete schedule, it is impossible to determine how long it will take to produce the entire project.

Creating a Gantt Chart

The Gantt chart displays the full schedule of the project, including the dependencies, so that one can see the impact of a delay at a glance. The assignment preparation study in this unit includes an annotated example of Gantt chart to help you become more familiar with what a Gantt chart involves and what it looks like. Later in the course, you will find references to the importance of the Gantt chart for managing the project, including staying on track, working with team members and decision makers, and understanding in advance the exact nature of the problems caused by delays.

Learning Activities

u04s1 - Studies

Readings

Use the Capella library to read the following:

- Project Management Institute. *A Guide to the Project Management Body of Knowledge, 5th edition*. Newtown Square, PA. 2013.
 - Chapter 8, "Project Quality Management," pages 227–254.
 - Chapter 12, "Project Procurement Management," pages 355–389.
 - Chapter 13, "Project Stakeholder Management," pages 391–415.
- In your *Mastering the Instructional Design Process: A Systematic Approach* textbook:
 - Chapter 19, "Planning and Managing Instructional Design Projects," pages 334–340.

u04s1 - Learning Components

- Examine media production tools.

u04s2 - Assignment Preparation

The second assignment in this course, the Work Breakdown Structure and Gantt Chart, is due in Unit 5. Review the assignment instructions and scoring guide to understand the requirements and grading criteria for this assignment.

You are encouraged to begin working on this assignment during this unit so that you are prepared to complete it successfully next week. You might begin by reviewing the examples and templates given in the resources.

Gantt Chart Example [PDF]

Gantt Chart Template [XLSM]

Work Breakdown Structure Example [PDF]

Work Breakdown Structure Template [XLSX]

u04d1 - Media Production Tools

Review at least two media production tools: Kaltura, Screencast-O-Matic, et cetera. In your post, describe the relative strengths and weaknesses of each.

Response Guidelines

Respond to the post of two other learners. Make your responses substantive and reference the assigned readings and/or other professional literature to support your views.

Course Resources

Graduate Discussion Participation Scoring Guide

u04d1 - Learning Components

- Describe relative strengths and weaknesses of media production tools.
- Communicate in a manner that is scholarly, professional, and consistent with expectations for members of professional contexts.

Unit 5 >> Work Breakdown Structure and Gantt Chart

Introduction

As the instructional lead, and perhaps also as the project manager, you set the tone for a collaborative environment. Through your actions and your communications with team members, you demonstrate the collaboration and communication that are vital to project success. To convey that, you can use tools that provide the supervision. These include the WBS and Gantt chart that you will produce for this unit. You can use both of these to manage the project and determine what will be done, who will do it, and when it will be done so that all aspects of the project flow together.

Learning Activities

u05s1 - Studies

Readings

Use the Capella University Library to read the following:

- In your *Mastering the Instructional Design Process: A Systematic Approach* textbook:
 - Chapter 7, "Using an Instructional Design Process Appropriate for a Project," pages 119–124.
 - Chapter 8, "Organizing Instructional Programs and/or Products," pages 125–144.

Multimedia

Click **Media Resource Center** to view the presentation. This presentation will help you explore several different kinds of media pieces that may be applicable to the e-learning course you are developing.

Media Resource Center

u05s1 - Learning Components

- Identify the overall timeframe for a project development.
- Discuss media appropriate for course needs and budget.

u05a1 - Work Breakdown Structure and Gantt Chart

Introduction

In this two-part assignment, you will continue to shape the development of your project by completing the following:

- WBS.
- Gantt chart.

WBS and Gantt chart are similar tools. WBS is in some ways a preliminary planning document whereas Gantt chart becomes an ongoing project management tool. It is helpful to become familiar with a variety of management tools so that you are able to choose whichever is most useful when developing a particular project. Templates for both documents are included in resources, though you are welcome to use other templates that present the same information.

Instructions

Work Breakdown Structure

A WBS is a detailed schedule for an e-learning project, organized according to the project's key phases. Your focus when drafting a WBS is to ensure everyone on your team has a clear sense of the tasks that need to be completed so that you can bring the work in on time and within budget constraints.

The WBS you develop should include:

- Time frames for specific phases and steps.
- Milestones (task deadlines) and handoffs (when ownership of a deliverable is transferred to someone else).
- Resources needed for each phase.
- Estimated line budgets for all phases of the project (including needs assessment, staff, media production, evaluation, et cetera).

To create the WBS for your e-learning project:

- Review the examples and templates given in the resources. You are welcome to use these templates or others that may be more applicable to your project or organization.
- Focus on the work from an instructional design perspective.
- Identify major task elements, such as storyboarding, graphics development, and video production.
- Identify the next level of detail within each major task element. For example, in storyboarding, the next level of detail might include selecting layout templates, describing graphics, describing text and narration, or identifying on-screen action controls and links.

The format for your WBS is up to you. Organization chart-type diagrams are popular, as are outlines. Many project software programs use the outline method. The Work Breakdown Template in the resources is another example. You are welcome to use this template or others that may be more applicable to your project or organization. Using Microsoft Excel to make a WBS gives you a head start on other project tools as well.

Gantt Chart

The *PMBOK Guide* (2015) defines a Gantt chart as "a bar chart of schedule information where activities are listed on the vertical axis, dates are shown on the horizontal axis, and activity durations are shown as horizontal bars placed according to start and finish dates" (p. 542).

Develop a Gantt chart to illustrate the relationships between the major tasks of your project according to start and finish dates. Review the Gantt Chart Template and Gantt Chart Example given in the resources. You may use this template or make your own as long as it includes the required elements. Be sure to plan for effective media production among your tasks.

The Gantt chart you develop should include:

- Task name.
- Task owner.
- Start and end date.

- Task duration.
- Percent complete.
- Line budget.

Assignment Objectives

To complete this assignment successfully, you must achieve the following objectives:

- Create a WBS that includes time frames for specific tasks, milestones or deadlines, resources needed for each phase, and an estimated line budget.
- Develop a Gantt chart that includes task name, task owner, start and end date, task duration, percent complete, and line budget.
- Plan effective media for project activities.
- Communicate in a manner that is scholarly, professional, and consistent with expectations for members of professional contexts.

Additional Requirements

In addition to the above, your assignment must meet the following requirements:

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA format:** Resources and citations should be formatted as per current APA style and formatting.
- **Font and font size:** Times New Roman, 12-point

Submit the following completed documents to the assignment area by the end of this unit:

- WBS.
- Gantt chart.

Reference

Project Management Institute. *A Guide to the Project Management Body of Knowledge*, 5th edition. Newtown Square. PA. 2013.

Course Resources

Gantt Chart Example [PDF]

Work Breakdown Structure Example [PDF]

Work Breakdown Structure Template [XLSX]

[APA Style and Format](#)

u05d1 - Media Development

Look at the Media Resource Center media. In your post, discuss the media pieces that would be beneficial for your e-learning course. Use your estimated line budget from the assignment in this unit to discuss how these individual media pieces will fit or exceed the budget.

Response Guidelines

Respond to the post of two other learners. Make your responses substantive and reference the assigned readings and/or other professional literature to support your views.

Course Resources

Graduate Discussion Participation Scoring Guide

[Media Resource Center](#) | [Transcript](#)

u05d1 - Learning Components

- Create a line budget for an e-learning project.
- Communicate in a manner that is scholarly, professional, and consistent with expectations for members of professional contexts.
- Discuss media appropriate for course needs and budget.

Unit 6 >> Managing Project Development

Introduction

This unit focuses on creating the final plan for carrying out the e-learning project—designing, developing, and delivering the program or course on which you have focused the project.

During the project development phase, project management tasks keep the work on schedule. This includes staying in touch with and getting reports from team members to identify problems, quickly followed by well-planned solutions. Waiting from one week to the next to review weekly reports may be too late to identify and rectify minor or major problems.

Instructional design during the project development phase involves reviewing graphic, text, and other media content for quality. Designing and developing the instructional product takes intense work for small or large projects to ensure that objectives are met.

Learning Activities

u06s1 - Studies

Readings

Use the Capella University Library to read the following:

- In your *Mastering the Instructional Design Process: A Systematic Approach* textbook:
 - Chapter 9, "Designing Instructional Interventions," pages 145–170.
 - Chapter 10, "Planning Noninstructional Interventions," pages 171–188.
 - Chapter 11, "Selecting or Modifying Existing Instructional Materials," pages 189–195.
 - Chapter 12, "Developing Instructional Materials," pages 196–214.

u06s1 - Learning Components

- Examine instructional design skills and processes.

u06s2 - Assignment Preparation

The third assignment in this course, the Course Design Document, is due in Unit 7. Review the assignment instructions and scoring guide to understand the requirements and grading criteria for this assignment.

You are encouraged to begin working on this assignment during this unit so that you are prepared to complete it successfully next week. You might begin by reviewing the Course Design Document Template given in the resources.

Course Resources

Course Design Document Template [DOC]

u06s2 - Learning Components

- Describe assignments relevant to the learning outcomes.
- Describe course activities that support assessment.
- Identify assessment criteria for an e-learning course.
- Identify learning outcomes for an e-learning course.

u06d1 - Course Design Document

Review the Course Design Document Template given in the resources. In your post, discuss the elements of this document that may be helpful for your e-learning project and which other elements may need to be added, deleted, or modified to best represent the needs of your project.

Response Guidelines

Respond to the post of two other learners. Make your responses substantive and reference the assigned readings and/or other professional literature to support your views.

Course Resources

Graduate Discussion Participation Scoring Guide

Course Design Document Template [DOC]

u06d1 - Learning Components

- Examine design document template.
- Communicate in a manner that is scholarly, professional, and consistent with expectations for members of professional contexts.

Unit 7 >> Designing and Managing Assessment and Evaluation

Introduction

For an assessment to be valid, it must be clearly aligned to the learning outcomes or goals for the course. The assignment you will complete for this unit, the Course Design Document, is an instrument that helps you illustrate the alignment between your assessments and the course goals. Once assessments are aligned to the course goals, it becomes easier for the instructional designer to scaffold with activities and media that support practice and learning directed toward the assessments.

Once you have designed and implemented assessments within an e-learning course, you will begin to consider how the effectiveness of the assessments and other aspects of the course might be evaluated. Designing and integrating reliable evaluation is an important aspect of instructional design. During the instructional design process, assessments are often designed without an overall program evaluation being created. The Kirkpatrick model of evaluation includes four levels that cover all of the aspects that are necessary. While Kirkpatrick is a well-known model, there are others such as the logic and CIPP models that are also useful. One of the important aspects of designing assessments and evaluations is to provide for ongoing assessment after the training is over, when learners begin to forget what was learned and may not apply it. Evaluation would begin to look at how learning is retained.

Learning Activities

u07s1 - Studies

Readings

Use the Capella University Library to read the following:

- In your *Mastering the Instructional Design Process: A Systematic Approach* textbook:
 - Chapter 13, "Designing Learning Assessments," pages 215–230.

Use the Internet to read the following:

- McFawley, P. F. (n.d.). *The logic model for program planning and evaluation* [PDF]. University of Idaho Press. Retrieved from <http://www.d.umn.edu/~kgilbert/educ5165-731/Readings/The%20Logic%20Model.pdf>
- Stufflebeam, D. L. (2007). *CIPP evaluation model checklist* [PDF]. Evaluation Checklists Project. Retrieved from https://www.wmich.edu/sites/default/files/attachments/u350/2014/cippchecklist_mar07.pdf
- Kirkpatrick Partners. (n.d.). *The Kirkpatrick model*. Retrieved from www.kirkpatrickpartners.com/Our-Philosophy/The-Kirkpatrick-Model

u07s1 - Learning Components

- Examine formative and summative evaluation models.

u07a1 - Course Design Document

Introduction

Once you have detailed the tasks necessary to complete your project and established the relationship between these tasks, the next step is to create a document that outlines the content for the course. We will call this the Course Design Document, though it might also be called a Course Outline or something similar. This document helps demonstrate alignment between learning goals or outcomes and the individual assessments and other activities that guide learners to successful completion of the course. From a project management perspective, this document helps clarify how course materials will be used and where appropriate media will help learners practice skills and master course concepts.

Instructions

Use the Course Design Document Template given in the resources to complete the following:

- Specify learning outcomes for your course.
- Articulate evaluation criteria that will be used to evaluate those who take the course.
- Describe assignments or tasks where learners can perform the evaluation criteria.
- Describe activities that will help learners practice the tasks they will perform in the assignments.
- Describe media that will help learners practice skills and grasp concepts.

Assignment Objectives

To complete this assignment successfully, you must achieve the following objectives:

- Specify learning outcomes for an e-learning course.
- Articulate criteria that will be used to assess those who take the course.
- Describe assignments and activities where learners may perform the assessment criteria.
- Describe media that will help learners practice skills and grasp concepts.
- Communicate in a manner that is scholarly, professional, and consistent with expectations for members of professional contexts.

Additional Requirements

In addition to the above, your assignment must meet the following requirements:

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA format:** Resources and citations should be formatted as per current APA style and formatting.
- **Length:** According to Course Design Document Template.
- **Font and font size:** Times New Roman, 12 point.

Submit the completed document to the assignment area by the end of this unit.

Course Resources

Course Design Document Template [DOC]

[APA Style and Format](#)

u07d1 - Formative and Summative Evaluations

Review the evaluation models from the unit readings. In your post, discuss which model would make the most sense for a formative and summative evaluation of the course you are designing.

Response Guidelines

Respond to the post of two other learners. Make your responses substantive and reference the assigned readings and/or other professional literature to support your views.

Course Resources

Graduate Discussion Participation Scoring Guide

[CIPP Evaluation Model Checklist \[PDF\]](#)

[The Kirkpatrick Model](#)

[The Logic Model for Program Planning and Evaluation \[PDF\]](#)

u07d1 - Learning Components

- Examine formative and summative evaluation models.
- Communicate in a manner that is scholarly, professional, and consistent with expectations for members of professional contexts.
- Discuss formative and summative models appropriate for evaluating a course.

Unit 8 >> Evaluating and Implementing Instructional Design

Introduction

Often assessment is confused with evaluation. While the two do go together, it is important to differentiate what they do. Assessment helps the learner to determine if they know the content and apply it. Evaluation looks at the overall program so that if there are a series of courses leading to a degree or certification, there would be evaluation components embedded in each of the courses. Evaluation is most effectively built as formative and summative evaluations. The formative evaluation is conducted early in the use of the course to determine if the content is clear, discussion questions are useful, and learners are able to follow the flow of the course easily. There may be other elements of the instructional design that need additional review. It is often effective to conduct ongoing formative evaluations so that when the end of the course or program when the summative evaluation is conducted. If the formative evaluations have addressed the issues, the summative evaluation should be very positive.

You will also read about reporting evaluation results and the process of recommending changes. These will give you some context for the Final Project Report assignment that you will begin during this unit and complete in Unit 9.

Learning Activities

u08s1 - Studies

Readings

Use the Capella University Library to read the following:

- In your *Mastering the Instructional Design Process: A Systematic Approach* textbook:
 - Chapter 14, "Evaluating Instructional and Noninstructional Interventions," pages 233–262.
 - Chapter 15, "Revising Instructional and Noninstructional Solutions Based on Data," pages 263–270.
 - Chapter 16, "Implementing Instructional and Noninstructional Interventions," pages 271–288.

u08s1 - Learning Components

- Examine instructional design skills and processes.

u08s2 - Assignment Preparation

The final assignment in this course, the Project Final Report, is due in Unit 9. Review the assignment instructions and scoring guide to understand the requirements and grading criteria for this assignment.

You are encouraged to begin working on this assignment during this unit so that you are prepared to complete it successfully next week. You might begin by reviewing the instructor feedback you received for your previous assignments so that you are prepared to revise them.

u08s2 - Learning Components

- Define the purpose and scope of an e-learning courseware development project.
- Manage instructional design projects.
- Apply project management skills.
- Communicate in a manner that is scholarly, professional, and consistent with expectations for members of professional contexts.
- Describe media relevant to assessments.
- Plan a project according to the needs of stakeholders.
- Identify relevant stakeholders.
- Plan effective media for project activities.

u08d1 - Reflection: Part 1

Now that you have almost completed the course project, think about what you learned from the experience. In particular, address how each aspect of the course (readings, discussions, and assignments) informed your current understanding of project management for e-learning development.

You may organize your discussion post of about 300 words in any manner that makes the most sense to you, as long as your post addresses the following:

- Explain what you consider to be the most critical aspects of collaborating with a team to develop an e-learning product. Why is each important? Provide examples to support your ideas.
- Describe what you consider to be the most effective tools and strategies for fostering productive communication during the development process of an e-learning project. What makes them effective? Provide examples to support your ideas.

Remember to support your ideas with reference to the course activities, including readings, your experience with your course project, or your experiences in actual e-learning projects.

Response Guidelines

Respond to the post of two other learners. Make your responses substantive and reference the assigned readings and/or other professional literature to support your views.

Course Resources

Graduate Discussion Participation Scoring Guide

u08d1 - Learning Components

- Describe project management skills.
- Manage instructional design projects.
- Communicate in a manner that is scholarly, professional, and consistent with expectations for members of professional contexts.

u08d2 - Reflection: Part 2

Now that you have almost completed the course project, think about what you learned from the experience. In particular, address how each aspect of the course, including readings, discussions, and assignments, informed your current understanding of project management for e-learning development.

You may organize your written reflections of about 300 words in any manner that makes the most sense to you, as long as your written assignment addresses the following:

- Identify no more than three project management skills and tools you believe are most important for instructional designers to master, explain why, and support your ideas with examples or support from your course readings.
- Describe what you believe to be the principal ethical issues instructional designers are likely to face during an e-learning project, and explain what you see as the instructional designer's responsibility in this area.

Remember to support your ideas with reference to the course activities, including readings, your experience with your course project, or your experiences in actual e-learning projects.

Response Guidelines

Respond to the post of two other learners. Make your responses substantive and reference the assigned readings and/or other professional literature to support your views.

Course Resources

Graduate Discussion Participation Scoring Guide

u08d2 - Learning Components

- Describe project management skills.
- Manage instructional design projects.
- Communicate in a manner that is scholarly, professional, and consistent with expectations for members of professional contexts.

Unit 9 >> Completing the Project

Introduction

Congratulations on a successful project.

You worked hard to define the project and to get the project off to a positive start. You planned the process and timeline for development, breaking down the work and allowing time for handoffs and accounting for overlapping priorities. You looked ahead to identify risks and planned ways to mitigate them. You supported the collaborative efforts of your team, tracked the progress, and reported on performance. You prepared for handling unanticipated problems.

Now it is time for project closure—summarizing the accomplishments and evaluating the results.

During this unit, you will gather and polish all of the project materials that have been developed during the course. This will give you the opportunity to review the work and make changes suggested by your instructor or those at your organization. First, look at how much you have created, the organization of the work, the alignment of the materials, and the creativity that you brought to being a project manager for an important project.

There is no reading in this unit to allow you more time to complete your final project, but feel free to review any chapters that may be helpful as your revise, organize, and assess the work you have completed for this course.

Learning Activities

u09a1 - Project Final Report

Introduction

This final course project will collate all the deliverables you generated in this course. You might want to imagine this is a report you would present to stakeholders as part of a project proposal.

As with any other report that you present to stakeholders, you want your documents to look their best. Before you begin this assignment, you will use the feedback you received from your instructor to revise all the assignments you completed for the course. Then you will create two new documents:

- A Course Overview (700–750 words) that explains the purpose and goals of your e-learning course for an audience of instructors, learners, administrators, and other stakeholders.
- A Self-Assessment (700–750 words) that evaluates all the assignments you completed in the course.

Instructions

After you have reviewed instructor feedback and revised all previous assignments in this course, create the following two new documents:

- **Course Overview:** In 700–750 words, explain the purpose and goals of your e-learning course for an audience of instructors, learners, administrators, and other stakeholders. Include the following:
 - Project purpose, goals, and key topics.
 - Course objectives or outcomes.
 - Appropriate enrollment demographic (8th–10th graders? Mid-career professionals?).
 - Course structure (online? blended? flipped?) and duration (8 weeks? 10 weeks?).
 - Major assignments and assessments.
 - Grading summary.
 - Required course materials.
- **Self-Assessment:** In 700–750 words, evaluate all the assignments you completed for this course. Complete the following:
 - Identify project management skills applied during e-learning project development.
 - Evaluate performance of grading criteria and course competencies in the coursework completed for this course.
 - Evaluate the application of specific project management tools while managing an e-learning project.
 - Evaluate the role of effective media planning while developing the e-learning development project.

Assignment Objectives

To complete this assignment successfully, you must achieve the following objectives:

- Explain the purpose and goals of an e-learning development project for an audience of instructors, learners, administrators, and other stakeholders.
- Evaluate performance of grading criteria and course competencies in the coursework completed for this course.
- Identify project management skills applied during e-learning project development.
- Evaluate the application of specific project management tools while managing an e-learning development project.
- Evaluate the role of effective media planning while managing an e-learning development project.
- Communicate in a manner that is scholarly, professional, and consistent with expectations for members of professional contexts.

Additional Requirements

In addition to the above, your assignment must meet the following requirements:

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA format:** Resources and citations should be formatted as per current APA style and formatting.
- **Length:**
 - Course Overview: 700–750 words.
 - Self-Assessment: 700–750 words.
 - Previous assignments: According to individual assignment templates and specifications.
- **Font and font size:** Times New Roman, 12 point.

Submit the following completed documents by the end of this unit:

- Course Overview.
- Self-Assessment.
- Revised version of Project Definition and Kickoff Agenda (Unit 3).
- Revised version of Work Breakdown and Gantt Chart (Unit 5).
- Revised version of Course Design Document (Unit 7).

Portfolio Prompt: You may choose to save this learning activity to your ePortfolio.

Course Resources

[APA Style and Format](#)

[ePortfolio](#)

[Online ePortfolio Guidelines \[PDF\]](#)

u09d1 - Self-Assessment

Reflect on your professional growth over the past 10 weeks based on the course competencies. In your post, discuss particular challenges and strategies you used to address them. Your post should be 300 words in length.

Following are the course competencies:

1. Apply project management skills in an e-learning environment.
2. Plan a project according to the needs of stakeholders.
3. Plan effective media for project activities.
4. Adhere to ethical standards in all project management activities.
5. Communicate in a manner that is scholarly, professional, and consistent with expectations for members of professional contexts.

Response Guidelines

Respond to other learners at your own discretion.

Course Resources

Graduate Discussion Participation Scoring Guide

u09d1 - Learning Components

- Apply project management skills in an e-learning environment.
- Adhere to ethical standards in all project management activities.
- Communicate in a manner that is scholarly, professional, and consistent with expectations for members of professional contexts.
- Plan a project according to the needs of stakeholders.
- Plan effective media for project activities.

Unit 10 >> Looking to the Future

Introduction

This is a week for reflection, analysis, and evaluation. You will also review resources and look toward the future to consider how you will continue to develop your skills in project management and instructional design.

Learning Activities

u10s1 - Studies

Readings

Use the Capella University Library to read the following:

- In your *Mastering the Instructional Design Process: A Systematic Approach* textbook:
 - Chapter 20, "Predicting the Future of Learning and Instructional Design," pages 343–362.

Optional – Readings

You may review the following organizations in preparation for the second discussion in this unit:

- [Association for Educational Communications and Technology \(AECT\)](http://aect.site-ym.com/). (n.d.). Retrieved from <http://aect.site-ym.com/>
- [International Society for Performance Improvement \(ISPI\)](http://www.ispi.org/). (n.d.). Retrieved from <http://www.ispi.org/>
- [International Society for Technology in Education \(ISTE\)](https://www.iste.org/). (n.d.). Retrieved from <https://www.iste.org/>
- [International Board of Standards for Training, Performance and Instruction \(IBSTPI\)](http://ibstpi.org/). (n.d.). Retrieved from <http://ibstpi.org/>
- [Online Learning Consortium \(OLC\)](https://onlinelearningconsortium.org/). (n.d.). Retrieved from <https://onlinelearningconsortium.org/>
- [Association for Talent Development \(ATD\)](https://www.td.org/). (n.d.). Retrieved from <https://www.td.org/>
- [Federal Government Distance Learning Association \(FGDLA\)](http://www.fgdla.us/). (n.d.). Retrieved from <http://www.fgdla.us/>

- [United States Distance Learning Association \(USDLA\)](https://www.usdla.org/). (n.d.). Retrieved from <https://www.usdla.org/>

u10s1 - Learning Components

- Examine predictions for the future of instructional design.

u10d1 - Project Management Software Review

Choose three project management tools (such as MS Project, SmartSheet, Ganttter, Bitrix, or another one of your choice) to review according to the needs of the specific organizations. Address the following in your post:

- How would these tools appeal to colleagues, coworkers, and other stakeholders?
- Which reports and other functions would be most useful to your organization?

Response Guidelines

Respond to the post of two other learners. Make your responses substantive and reference the assigned readings and/or other professional literature to support your views.

Course Resources

Graduate Discussion Participation Scoring Guide

u10d1 - Learning Components

- Evaluate project management tools.
- Communicate in a manner that is scholarly, professional, and consistent with expectations for members of professional contexts.

u10d2 - Professional Organizations

Courses in the Instructional Design for Online Learning specialization, including this course, are based on the competencies for instructional designers as defined by the IBSTPI.

For this discussion, research some of the following professional organizations:

- Association for Educational Communications and Technology (AECT).
- International Society for Performance Improvement (ISPI).
- International Society for Technology in Education (ISTE).
- International Board of Standards for Training, Performance and Instruction (IBSTPI).
- Online Learning Consortium (OLC).
- Association for Talent Development (ATD).
- Federal Government Distance Learning Association (FGDLA).
- United States Distance Learning Association (USDLA).
- Others.

In your post, compare professional standards and/or membership benefits among two or more of the organizations to determine which may be most valuable to your ongoing professionalization.

Response Guidelines

Respond to the post of two other learners. Make your responses substantive and reference the assigned readings and/or other professional literature to support your views.

Course Resources

Graduate Discussion Participation Scoring Guide

Association for Educational Communications and Technology (AECT)

International Society for Performance Improvement (ISPI)

International Society for Technology in Education (ISTE)

International Board of Standards for Training, Performance and Instruction (IBSTPI)

Online Learning Consortium (OLC)

Association for Talent Development (ATD)

Federal Government Distance Learning Association (FGDLA)

United States Distance Learning Association (USDLA)

u10d2 - Learning Components

- Compare professional standards and/or membership among two or more professional organizations for instructional designers, project managers, or associated professionals.
- Communicate in a manner that is scholarly, professional, and consistent with expectations for members of professional contexts.

u10d3 - The Future of Distance Education

For this post, discuss what you predict to be the future of distance education at your organization.

- How can or how will you act as a change agent to bring this future to fruition?
- What ongoing contributions might you make, and which skills will you likely need to continue developing as you make these contributions?

Response Guidelines

Respond to the post of two other learners. Make your responses substantive and reference the assigned readings and/or other professional literature to support your views.

Course Resources

Graduate Discussion Participation Scoring Guide

u10d3 - Learning Components

- Discuss the future of e-learning and instructional design at a specific organization.
- Examine predictions for the future of instructional design.
- Communicate in a manner that is scholarly, professional, and consistent with expectations for members of professional contexts.