

Scope of Work

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IDT 4150: Project Management and Stakeholder Communication

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Project overview:

The main task of this project is to develop a teaching English to speakers of other languages (TESOL) Methodology interactive asynchronous online course. The instructional designer will develop the entire five-module course using open educational resources and the Canvas LMS. This project will include an instructional designer, a subject matter expert, and a project manager.

Project goals:

Several goals for this project include the following:

1. Create a five-module TESOL Methodology course using the Canvas Learning Management System (LMS); each module should take four to five hours for learners to complete. This course would be characterized as passive eLearning with frequent learner responses, assessments for understanding, and feedback incorporated (Friesen, Kaye, and Associates 2017).
2. Develop each course module with an overview, learner outcomes, Open Educational Resources (OER) lecture and reading content, OER media, assignments, and formative assessments.
3. Maintain ongoing collaborations with the subject matter expert to discuss TESOL course digital artifacts, curriculum, instructional, and assessment elements using the Canvas BigBlue Button tool for virtual meetings and Canvas email.
4. Collaborate with internal TESOL professors and make necessary revisions to the course. At least two virtual meetings will occur for each professor during the month of TESOL course reviews by professors.
5. Implement Canvas LMS content development, migration, functional test, and a Canvas LMS launch.

Project team (roles):

- Rick Goldsmith: Lead Course Developer and Instructional Designer
- Dr. Tom Hancock: Subject Matter Expert
- Dr. LaMetrius Daniels: Project Manager
- Internal TESOL Professors: not defined

Guiding questions:

Are you working with internal or external stakeholders?

All project team stakeholders are internal stakeholders. The instructional designer, SME, internal TESOL professors, and director of the IDT program are employed by the Canvas LMS host institution.

How are you working with your SME?

I will work with an internal subject matter expert to discuss the TESOL course digital artifacts, curriculum, instructional, and assessment elements. All course content will use OER resources. Therefore, the SME will review the content and suggest modifications and revisions.

Do you have a media team, copywriter, and editor?

Since I will be using OER content, I will be in charge of media and course content. The SME will be the ongoing editor for this project. Two internal TESOL professors will edit and suggest any revisions before the course launch. The Canvas LMS host institution will be responsible for copywriting, advertising, and marketing the course.

Assumptions and Risks:

The assumptions and risks in using OER content are making sure it includes proper attribution. Also, I have discovered some TESOL Methodology OER content that is not based on current research. For instance, some content presented inaccurate information about VAK (verbal, auditory, and kinesthetic) learning styles. This content will need to be reworked in collaboration with the SME. An abundance of OER content does not meet accessibility guidelines, so this material must be updated to meet compliance. Finally, I will rely upon the SME for the course's accuracy of TESOL content.

As the instructional designer, I have allocated 34 weeks for the TESOL course development. This time will provide 6.8 weeks for each of the five modules. I have allocated a large time window for course development for two main reasons. As stated previously, most of the TESOL methodology content is OER; however, some information is inaccurate based on current research. Additionally, abundant OER content does not meet accessibility guidelines, so this material must be updated to meet compliance.

Instructional Strategy:

This course would be characterized as passive eLearning with frequent learner responses, assessments for understanding, and feedback incorporated (Friesen, Kaye, and Associates 2017). All course modules will contain an overview video. Also, modules will contain lectures in text form and include downloadable transcripts. Course readings, PowerPoints, videos, and assignments will contain downloadable transcripts. Additionally, course readings contain study guides that help make the readings applicable to learners. Written assignments will contain rubrics so learners can assess their performance. Learners will have multiple opportunities to take formative assessments to encourage mastery learning of TESOL methodology content.

To expand on the instructional strategies in the TESOL course, I will embed Kahoot immersive game activities. These exercises will serve as formative assessments throughout the course module to facilitate the chunking of information and stimulate learner engagement. These learning opportunities can "...leverage on the high impact microlearning formats that make the learning bite-sized and easily digestible" (Pandey 2021). For instance, learners in the TESOL course will view a 28-slide PowerPoint OER module content file without learner engagement and formative assessment options. Therefore, I will leverage immersive approaches such as gamification to multiply the impact of the microlearning format.

Deliverable(s) - final format:

The final format for the deliverable in be on the host institution's Canvas LMS. This TESOL Canvas course will contain all content, including digital artifacts, curriculum, instructional, and assessment elements.

Guiding questions:**What are the project requirements?**

Most course accessibility, technology, and assessments exist as open educational resources. All course content and media will be evaluated and modified to align with accessibility guidelines for instructional designers. A cursory overview of the OER TESOL course digital artifacts (PowerPoint, videos, hyperlinks, alt tags, etcetera) has demonstrated that much content is not accessibility compliant. Therefore, this material must be modified and updated. Lastly, formative assessments will be added to this course using Kahoot! immersive activities to facilitate learner retention and stimulate engagement.

What tools will be used?

Accessibility tools built within Canvas, Adobe Acrobat, and Microsoft Word will be implemented during course design. Additionally, the Web Content Accessibility Guidelines (WCAG) will be referenced along with the WAVE Accessibility Checker from WebAIM. Finally, each digital artifact will be evaluated for accessibility compliance by the instructional designer.

Are there media components to consider? If so, what are they?

All graphic and media components exist as OER content; however, these components must be properly attributed and meet accessibility guidelines.

Project duration and high-level milestones:

Duration of Project:	03/25/23 - 04/01/24
Project Plan development:	03/25/23 - 06/03/23
Internal Kickoff Meeting:	06/08/23
External Kickoff Meeting:	06/22/23
All project paperwork approved:	06/26/23
Project begins:	07/03/23
Course development:	07/03/23 - 02/28/24 (34 weeks)
Course stakeholder meetings:	08/05/23
Course Stakeholder (CS) meeting I:	08/05/23
CS meeting II: Modules I-II Deliverable	09/05/23
CS meeting III: Modules II-III Deliverable	10/09/23
CS meeting IV: Modules III-IV Deliverable	11/07/23
CS meeting V: Modules IV-V Deliverable	12/05/23
CS meeting VI: Full Course Deliverable	02/27/24
Project Review I: all stakeholders	12/05/23 - 12/21/23
Project Review II: professors	01/08/24 - 02/08/24
Project Review III: all stakeholders	01/12/24 - 02/08/24
Project Review IV: final SME	02/08/23 - 02/22/24
Course stakeholder: approvals	02/27/24
Content migration:	03/01/24
Implement LMS:	03/08/24
Functional Test:	03/22/24
Launch LMS:	04/01/24
Post-Implementation review	04/01/24 - 07/01/24

Guiding questions:**Who is reviewing the work?**

The project will have ongoing weekly virtual meetings with the SME. There will be collaboration on digital artifacts, curriculum, and instructional strategies during the SME meetings. Also, an extensive review of the course will take place using internal TESOL professors will be conducted from January through February 204. Lastly, monthly stakeholder meetings will include a deliverable presentation and discussion session.

How many rounds of reviews?

Four rounds of formal project reviews will include course stakeholders and internal TESOL professors.

Who gives final sign-off and approvals?

The project manager will give the final sign-off and approval. All TESOL course stakeholders will be involved in the sign-off and approval virtual meeting. The following individuals' attendance will be required for TESOL course sign-off and endorsement.

- Rick Goldsmith: Lead Course Developer and Instructional Designer
- Dr. Tom Hancock: Subject Matter Expert
- Dr. LaMetrius Daniels: Project Manager
- Internal TESOL Professors: not defined

What (if any) are the consequences of late feedback or additional asks (how will you handle scope creep)?

My methods for properly handling scope creep will be to define the scope, have clear timelines and processes, maintain clear communication and ongoing tracking, and monitor project progress. Also, a change control process will be implemented to establish a formal process to evaluate, approve, and document any changes to the project scope. All course stakeholders will be included in this process.

Estimated hours on each task:

	Hours	Notes
Project Plan development:	20	
Stakeholder meetings:	24	<ul style="list-style-type: none"> • 6 meetings with 4 hours of prep for each meeting
Course development:	1,250	<ul style="list-style-type: none"> • Course characteristic: Passive eLearning with frequent learner responses, assessments for understanding, and feedback incorporated. • Development ratio of 50:1 • Five units of learning per module • Five modules for entire course • 1,250 development hours

		<ul style="list-style-type: none"> • 31.25 total weeks of development at 40 hours per week of work <p>(Friesen, Kaye, and Associates 2017)</p>
Project Review I: all stakeholders	20	
Project Review II: professors	20	
Project Review III: all stakeholders	20	
Project Review IV: final SME	20	
Content migration:	5	
Implement LMS:	5	
Functional Test:	15	
Launch LMS:	5	
Total hours	1,404	

References:

Friesen, Kaye, and Associates. 2017. "Scoping a Learning Solution - Art or Science? Part 1: Estimating Duration." <https://fka.com/scoping-learning-solution-art-science/>.

Kahoot! 2023. "Kahoot! for Higher Education." April 19. <https://kahoot.com/register/pricing-higher-ed/?deviceId=e7121102-545e-4aef-90f5-2b89fa4c1ac0R&sessionId=1682738326490&lang=en>.

Pandey, Asha. 2021. "10 Awesome Ways to Use Mobile Learning for Employee Training." *ELearning Industry*. May 12. <https://elearningindustry.com/mobile-learning-for-employee-training-10-awesome-ways-use>.