

### **Instructor**

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### **Co-Instructor**

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### **Contacting the Instructor**

I will be available via email and will respond as soon as I am available (generally within 24-48 hours). If you have any personal concerns, please contact me!

### **Course website**

Blackboard Learn is our course management system. You can access the course website at <http://mycourses.purdue.edu>. It is strongly suggested that you explore and become familiar with the site navigation, as well as the content and resources available for this course.

### **Course description**

This course focuses on the application of project management ideas, concepts, and strategies in instructional design settings. Students will be asked to consider the relationship between instructional design and project management, tools that can assist with managing instructional design projects, and factors influencing the instructional design project management process. Students will explore these topics by creating deliverables for instructional design cases and other interactive assignments.

### **Course goals and methods of evaluation**

To this point you should have had experience with working with many different projects in diverse settings—school, work, home, volunteer organizations, and so on. The overall goal of this course is to develop a foundational understanding of project management concepts and principles through the consideration of authentic ID situations.

As a function of participating in this course, you will collaborate with others to-

- Identify and consider common project management terminology's role in an instructional design project
- Create a model of understanding of the relationship between project management and instructional design
- Discuss the role of an instructional designer in project management
- Analyze and apply project management concepts and ideas to real world instructional design problems
- Utilize project management tools in the development of instructional design planning
- Analyze and consider the role of interpersonal skills in project management instructional design initiatives
- Interpret factors affecting the management of an instructional design project and design solutions for addressing these issues
- Articulate the importance of a contract in the management of an ID project

## Course readings and resources

### Required Text:

Ertmer, P. A., Quinn, J. A., & Glazewski, K. D. (2014). *The ID CaseBook: Case studies in instructional design* (4<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson.

### Additional Readings:

Additional course readings are listed at the end of the syllabus and are available in Blackboard under 'Course Materials.'

## Foundational Principles

This course requires learners to consider aspects of project management as they analysis real-world ID cases. The primary goal is to prepare learners for future projects by asking them to think through projects and develop deliverables that address various aspects of the project management process.

- Designing instructional solutions and managing this process are problem-solving activities. ID problems are typically complex with many possible solutions. Therefore, managing the solution process is critical. At the same time, problem-solving skills require practice. Therefore, one aim of this course is to provide learners with the opportunity to practice by prompting them to consider the management of real-world ID situations and develop skills in this area.
- In organizational settings, managing ID projects is a collaborative process, where many different individuals are working together to coordinate and connect many different components. Throughout the course, learners will be asked to interact and collaborate with peers and to support each other as they consider complex problems and develop solutions to these problems. Not only does this approach reflect professional practice, it also underscores learning as a collaborative activity: Individual understanding is enhanced and deepened through the consideration of diverse perspectives.
- Active participation in learning is a must. In this course, discussions are viewed as a place where much understanding can take place. Therefore, learners are required to participate. This doesn't mean that a learner has to dominate every discussion or to respond to every comment that is made. Instead, learners should consider their peers' responses and try to synthesize the information in a manner that is clear to them. By contributing in this manner, the rest of the course participants will supply the feedback to help guide their learning.
- Learners should take time to think reflectively about the readings and discussions that take place. Learning can be frustrating, difficult, and time consuming. But it can also be rewarding, exciting, and fun. Take time to go beyond just reading the chapter or journal article. Learners should explore, discover, and make connections that are important to them. If learners find themselves getting lost and confused, they should take some time to reflect and ask for help if necessary.
- Graduate-level learners are responsible for their own learning. Although, the overall goals for this course have been specified, the challenge is for the learners to identify their own learning goals, find and utilize resources to help them meet those goals, and continually monitor personal progress.

## Format of the course

Course activities and assignments are designed to help learners develop the knowledge, strategies, and attitudes needed to develop a foundational understanding of the management for instructional design projects. Learning experiences revolve around two major activities: 1) the analysis and synthesis of, and application of, ID project management, and 2) ongoing reflection, discussion, and understanding of the relationship between theory and practice. Course activities are completed individually, in small groups, and through participation in whole class discussions.

## Assignments

You will complete both individual and partner assignments throughout the semester.

Assignments	Points
Class Participation	28
Individual ID Project Management Model	10
Case Deliverables (4 x 10)	40
Project Plan	25
Revision of ID Project Management Model	7
Final Reflection	10
<b>Total</b>	<b>120</b>

## Grading Scale

A	94 - 100% of points
A-	90 - 93% of points
B+	87 - 89% of points
B	84 - 86% of points
B-	80 - 83% of points
C+	77 - 79% of points
C	74 - 76% of points
C-	70 - 73% of points
D+	67 - 69% of points
D	64 - 66% of points
D-	60 - 63% of points

### Submitting assignments for grading

Your assignments should be clear, complete, coherent, and professional in appearance. Assignments must be word-processed. The ability to communicate clearly and effectively with a variety of people (clients, managers, design team members, etc.) is critical to your success as an instructional designer. Your assignments will be evaluated from this perspective. Proofread written assignments carefully and use headings and formatting (e.g., bullets, shading, sections, etc.) to help you organize your thoughts. Assignments containing frequent errors in spelling, punctuation, syntax, etc. will receive a **10% score reduction**.

### Time management and late assignments

Deadlines are an unavoidable part of being a professional, and this course is no exception. Avoid any inclination to procrastinate. To encourage you to stay on schedule, due dates have been established for each assignment; *20% of the total points will be deducted for assignments received 1-6 days late; assignments received more than 1 week late will receive 0 points.*

### Problems

Questions and problems are likely to come up during the course. When they do, talk to me *as soon as possible*. Problems are generally easier to deal with when they're small. For example, talk with me when you're uncertain

about how to interpret some aspect of an assignment, or when you want to explore resources that might be useful, or when the feedback you receive on an assignment is unclear.

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### Course/Discussion Participation (28 points)

Each week we'll discuss a topic related to ID project management. Because most of the content in the course comes from these weekly discussions, it is expected that you will fully participate. This means posting your own thoughts about the weekly topics, commenting on others' ideas, and responding to questions about your own postings. The online discussions will be a place to challenge, synthesize, apply, and evaluate the material in the cases as well as the experiences, positions, and conceptions of others. Mutual respect and supportive dialogue are essential to this process.

Class participation points will be based more on *quality than quantity*. While it is relatively easy to post numerous, non-substantive comments, it takes more thought and effort to post intelligent, meaningful comments that move the discussion forward.

In general, meaningful posts tend to:

- Provide concrete examples, perhaps from your own experience
- Identify consequences or implications
- Challenge something that has been posted – perhaps by playing devil's advocate
- Pose a related question or issue
- Suggest a different perspective or interpretation
- Synthesize ideas from multiple posts
- Pull in related information from other sources – books, articles, websites, courses, etc.

Consider your time commitment to our online discussions to be critical to your success as a learner, as well as to the success of the course. Because *ongoing* participation is expected, **28 points of your final grade** will be based on participation. Participation scores will be based on three primary criteria:

1. Frequency and timeliness of postings (avoid clustering your posts or leaving large gaps in participation)
2. Content of your postings (the thoughtfulness/reflection that goes into your responses and the extent to which they address the topic for the week, including the assigned readings)
3. Adherence to online protocol (see **Participation Rubric** in Blackboard – located in the Course Materials Folder, Assignment Details subfolder)

You should plan to spend approximately **4-6 hours online each week** (reading and responding to others) and **12-14 hours off-line** (reading and completing written assignments) for a total of **16-20 hours/week** (This follows Purdue's recommendation for number of hours spent on graduate-level 3-credit courses). You are expected to participate in all major discussion threads, unless otherwise noted. **Discussions run from Tuesday morning to Saturday afternoon**, although the forums will remain open until Sunday. After Saturday noon, however, discussion postings will not count for grades. You are expected to participate **throughout** the week (*with at least one posting in the first thread by Wednesday*) – do not clump them all together on one day (especially at the end of the week). You need to be an active part of the conversation all week.

**\*\*NOTE:** Since our course has a large number of participants, in weeks 3-6, we will utilize different formats. In some weeks, you will be assigned one of two roles: 1) initial respondent or 2) supporting respondent. It will be the job of the *initial respondents* to start our discussion and be the ones who first address the prompt. Then, the *supporting respondents* will reply to the initial posts made by their peers. Of course, after this initial setup, everyone can participate as they wish. In other weeks, the class will be split into two groups, and you will be expected to participate in your assigned group.

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### Individual ID Project Management Model (10 points)

After you have had a little bit of time to consider project management terminology and processes, you will consider how this relates to instructional design. You will create a graphic representation or model to illustrate your understanding of how instructional design and project management relate to each other.

**Case Deliverables (due 11:59pm, ET, Monday - the start of the week the case is discussed)**

*4 case deliverables x 10 points each = 40 points*

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To prepare for weekly discussions, please read and thoughtfully reflect on the issues in the case assigned for that week. For each week, you will be asked to work with a peer and consider one aspect of project management by analyzing a case. Together, you and your partner will create a case deliverable. Specific details for each assignment will be posted in Blackboard a week before the assignment is due and can be found in the assignment guides (located in the Course Materials folder on Blackboard).

**IMPORTANT!!!** Be sure to review your assignment to assure you have included all required elements before you submit. This will help reduce point reductions simply for omission of information.

**NOTE:** **Late case deliverables cannot be accepted for credit (although we will provide feedback if requested).**

**Project Plan (25 points)**

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Once you have had the opportunity to consider many cases and aspects of project management, you will pick a project for which to start the planning process. For this assignment, you have two options: 1) You can select a project of your choice from your personal experiences (e.g., work, volunteer organization) or 2) You can use the Margaret Janson case as your project (from the *CaseBook*).

You will put yourself in the role of project manager for this assignment. While you're not expected to come up with solutions for the project at hand, you are being asked to articulate project details so that a complete foundational plan will be developed

**Revision of ID Project Management Model (7 points)**

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During the first week of class, you were asked to consider project management terminology and processes in relation to instructional design. Through this process, you were asked to create a graphic representation or model illustrating your understanding. Since completing this activity, we have considered many cases and aspects of project management.

Your task is to review your original model/graphic and reflect on what changes you would make to it based on what we have discussed and considered over the last several weeks and how this has influenced your understanding.

**Final Reflection (10 points)**

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After considering several project management concepts and cases over the last eight weeks, you will consider your past and future project experiences. As you reflect, you should consider what you have learned about using different project management strategies and methods with different contexts. Additionally, you will consider your current skills with utilizing a variety of strategies and how you might further develop these skills. Your reflection will be evaluated in terms of its depth and thoughtfulness.

**Etiquette**

Students are expected to behave in all class interactions in a professional and civil manner. If in doubt, do not say it! As discussions comprise an important part of our course, we want to have a welcoming course environment. Certainly, it is okay to disagree as we discuss, but we should do this in a respectful and polite manner.

**Incompletes**

A grade of Incomplete (I) will be given only in unusual circumstances. To receive an "I" grade, a **written request must be submitted prior to 4-22-16** and approved by the instructor. The request must describe the circumstances, along with a proposed timeline for completing the course work. You will be required to fill out and sign an "Incomplete Contract" form that will be turned in with the course grades. Any requests made after the course is completed will not be considered for an incomplete grade.

## Course Evaluation

During the last two weeks of the course, you will have the opportunity to evaluate this course and your instructor(s) through the use of an online course evaluation system. You will receive an official e-mail from evaluation administrators with a link to the online survey. You will have up to two weeks to complete this evaluation. Your feedback is vital to improving our program and education at Purdue University. I strongly urge you to participate in the evaluation system.

## Policies

### CLASS ATTENDANCE POLICY

Purdue University policy states that you are expected to be present for every meeting of classes in which you are enrolled. In the case of an illness, accident, or an emergency, you should make direct contact with me as soon as possible, preferably before the class. If I cannot be reached directly, a message should be left in my department mailbox or with Rhonda ((765) 494-5669; Room 3134). If you will be absent for more than five days, have not been able to reach me in person or by e-mail or through leaving notification of your circumstances with Rhonda, you or your representative should notify the Office of the Dean of Students ((765) 494-1254) as soon as possible after becoming aware that the absence is necessary. Note, you may be asked to provide documentation from an authorized professional or agency that supports an explanation for your absence. **NOTE: Being "sick," in and of itself, does not constitute an excuse from submitting an assignment on time unless the illness is critical and a doctor's excuse is provided.**

### EMERGENCY STATEMENT

In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances. Updates and emergency information will be posted on Purdue's home page as well as distributed through emergency text alerts (to sign up, go to [http://www.purdue.edu/emergency\\_preparedness/](http://www.purdue.edu/emergency_preparedness/)). There are numerous ways to get information about changes in *this* course including the Blackboard course web page and my email address ([akoehler@purdue.edu](mailto:akoehler@purdue.edu)).

### ADAPTIVE PROGRAMS STATEMENT

Students with special needs must be registered with Adaptive Programs in the Office of the Dean of Students before classroom accommodations can be provided. If you are eligible for academic accommodations because you have a documented disability that will impact your work in this class, please talk with me as soon as possible to discuss your needs.

### ACADEMIC DISHONESTY STATEMENT

Purdue prohibits "dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty." [Part 5, Section III-B-2-a, [University Regulations](#)] Plagiarism, whether intended or unintended, is an extremely serious offense in academia. Be absolutely sure you are properly citing all references. Instances of plagiarism will result in failure of the assignment in question. More than one instance will result in failure of the course. ***All incidents of plagiarism, whether intentional or not, will be documented with the Dean of Students office.*** Please review the following resource page on plagiarism: [http://www.education.purdue.edu/discovery/research\\_integrity.html](http://www.education.purdue.edu/discovery/research_integrity.html)

You are **required to complete** the following plagiarism tutorial: <https://www.indiana.edu/~istd/>. Please print out, sign, scan, and **submit your certificate in the first week** of the course. If you have previously completed this tutorial, you may submit a previous certificate; however, I recommend taking it again, as it is always good to have a refresher and incidents of plagiarism will not be overlooked. **In addition, you will be asked to sign the LDT honor code to demonstrate your commitment to maintaining and safeguarding academic and personal integrity.** A copy of the code is included in the course materials folder.

## COPYRIGHTED MATERIALS

Among the materials that may be protected by copyright law are the lectures, notes, and other material presented in class or as part of the course. You should assume the materials presented by an instructor are protected by copyright unless stated otherwise. Students enrolled in, and authorized visitors to, Purdue University courses are permitted to take notes, which they may use for individual/group study or for other non-commercial purposes reasonably arising from enrollment in the course.

Notes taken in class, however, are generally considered to be “derivative works” of the instructor’s presentations and materials, and are thus protected under copyright law. No individual is permitted to sell or otherwise barter notes from a course, either to other students or to any commercial concern, without the express written permission of the course instructor. To obtain permission, the individual wishing to sell or barter the notes must be registered in the course or an approved visitor. Course instructors may choose to grant or not grant permission at their own discretion, and may require a review of the notes prior to their being sold or bartered. If permission is granted, it may be revoked at any time.

## INTELLECTUAL PROPERTY

Online educational environments, like all learning environments, should provide opportunities for students to reflect, explore new ideas, post opinions openly, and have the freedom to change those opinions over time. Students and instructors working in online courses are the sole proprietors of their work, opinions, and ideas. This includes all areas of the online academic environment, including, but not limited to email, papers, reports, presentations, videos, chats, blogs, and discussion board posts. It is expected that other students will not copy, reproduce, or post to any other outlet (e.g., YouTube, Facebook, or other open media sources) any work in which they are not the sole author or have not obtained the permission of the author(s).

## Required Readings

- Allen, S., & Hardin, P. C. (2008). Developing instructional technology products using effective project management practices. *Journal of Computing in Higher Education*, 19(2), 72-97.
- Anca, V. (2014). Leadership—A necessity in projects. *Studies in Business and Economics*, 9(2), 128-134.
- Anantamula, V. S. (2010). Project manager leadership role in improving project performance. *Engineering Management Journal*, 22(1), 13-22.
- Brill, J. M., Bishop, M. J., & Walker, A. E. (2006). The competencies and characteristics required of an effective project manager: A Web-based Delphi study. *Educational Technology Research & Development*, 54(2), p. 115-140.
- Buchan, J. (2010). Putting ourselves in the big picture: A sustainable approach to project management for e-Learning. *Journal of Distance Education*, 24(1), 55-75.
- Cameron, T. & Bennett, S. (2010). Learning objects in practice: The integration of reusable learning objects in primary education. *British Journal of Educational Technology*, 41(6), 897-908.
- Craig, H. K. (2006). The five 'flavors' of project management leadership. *Contractor Magazine*, 53(5), 66.
- Doherty, I. (2010). Agile project management for e-Learning developments. *Journal of Distance Education*, 24(1), 91-106.
- Greer, M. (1994). *ID project management: Tools and techniques for instructional designers and developers*. (Use Chapters 2 & 3 as a reference)
- Harvard Business School Press. (2006). *Managing projects: Pocket mentor*. Boston, MA: Harvard Business School Publishing Corporation. (How to manage the project.)
- Kogon, K. (2015). *Project management for the unofficial project manager*. Dallas, TX: BenBella Books, Inc. (Read Chapter 1)
- Managing Project Organization from The Handbook of Project-based Management (Chapter 6)
- Project Management Institute. (2004). *A guide to the project management body of knowledge (PMBOK guide)*. Newtown Square, PA: Project Management Institute. (Read Chapter 1)
- Solomonson, W. L. (2008). Toward fluent instructional design in the context of people. *Performance Improvement*, 47(7), 12-19.

- Sutterfield, J. S., Friday-Stroud, S. S., & Shivers-Blackwell, S. L. (2007). How not to manage a project: Conflict management lessons learned from a DOD case study. *Institute of Behavioral and Applied Management*, 3(8), 218-238.
- Williams van Rooij, S. (2012). The career path to instructional design project management: An expert perspective from the US professional services sector. *International Journal of Training and Development*, 17(1), p. 33-52.
- Van Rooij, S. W. (2010). Project management in instructional design: ADDIE is not enough. *British Journal of Educational Technology*, 41(5), 852-864.
- Williams van Rooij, S. Instructional design and project management: Which competencies are which? AECT Conference Proceedings.
- Wellman, J. (2012). Eight habits of successful project teams. *Employment Relations Today*, 39(1), 37-44.

### Tentative Schedule

Week	Topic/Readings	Assignments- Due Date
<p>Week 1</p> <p>3/07/2016</p>	<p><b>Project Management Basics</b></p> <ul style="list-style-type: none"> <li>■ Project Management Institute. 2004. A guide to the project management body of knowledge (PMBOK guide). Newtown Square, Pa: Project Management Institute. <b>(Read Chapter 1)</b></li> <li>■ Kogon, K. (2015). <i>Project management for the unofficial project manager</i>. Dallas, TX: BenBella Books, Inc. <b>(Read Chapter 1)</b></li> <li>■ <a href="https://magic.piktochart.com/output/4177765-top-10-pm-terms#">https://magic.piktochart.com/output/4177765-top-10-pm-terms#</a></li> </ul>	<p><b>At the start of the course</b> – Please submit a signed copy of your plagiarism certificate and LDT honor code document.</p> <p><b>Introductions—</b> Use the introduction blogs on Blackboard to share some details about yourself.</p> <p><b>Discussions—</b> Participate in the weekly discussion from Tuesday morning until Friday this week.</p>
<p>Week 2</p> <p>3/14/2016</p>	<p><b>Considering the Relationship between ID and PM</b></p> <ul style="list-style-type: none"> <li>■ Allen, S., &amp; Hardin, P. C. (2008). Developing instructional technology products using effective project management practices. <i>Journal of computing in higher education</i>, 19(2), 72-97.</li> <li>■ Van Rooij, S. W. (2010). Project management in instructional design: ADDIE is not enough. <i>British Journal of Educational Technology</i>, 41(5), 852-864.</li> </ul>	<p><b>Assignment 1—</b> Create your own graphic representation of the relationship between ID and PM. Due Monday 3/14 by 11:59 P.M.</p>



		<p><b>Discussions—</b> Participate in the weekly discussion from Tuesday until Friday.</p>
<p>Week 3 3/21/2016</p>	<p><b>Planning and Organizing a Project</b></p> <ul style="list-style-type: none"> <li>■ ID CaseBook- Scott Allen (p. 14)</li> <li>■ Cameron, T. &amp; Bennett, S. (2010). Learning objects in practice: The integration of reusable learning objects in primary education. <i>British Journal of Educational Technology</i>, 41(6), 897-908.</li> <li>■ Wellman, J. (2012). Eight habits of successful project teams. <i>Employment Relations Today</i>, 39(1), 37-44.</li> </ul> <p><i>Additional Resources (Use these to supplement your understanding)</i></p> <ul style="list-style-type: none"> <li>■ <a href="https://www.td.org/Communities-of-Practice/Management/Project-Management-Tools">https://www.td.org/Communities-of-Practice/Management/Project-Management-Tools</a></li> <li>■ Project Charter Example</li> <li>■ <a href="http://youtu.be/VIm8yWpBxFA?list=PLSWCkD3amVJBVAwOn949tulvLa2egmh7N">http://youtu.be/VIm8yWpBxFA?list=PLSWCkD3amVJBVAwOn949tulvLa2egmh7N</a></li> <li>■ <a href="http://youtu.be/QdsjVN3du78?list=PLSWCkD3amVJBVAwOn949tulvLa2egmh7N">http://youtu.be/QdsjVN3du78?list=PLSWCkD3amVJBVAwOn949tulvLa2egmh7N</a></li> <li>■ ID Project Management: Tools and Techniques for Instructional Designers and Developers (<b>Chapter 2 &amp; 3</b>)</li> </ul>	<p><b>Assignment 2—</b> Complete the Scott Allen case pre-work. Due Monday 3/21 by 11:59 P.M.</p> <p><b>Discussions—</b> Participate in the weekly discussion from Tuesday until Friday.</p>
<p>Week 4 3/28/2016</p>	<p><b>Factors Affecting Project Management</b></p> <ul style="list-style-type: none"> <li>■ Harvard Business School Press. (2006). <i>Managing projects: Pocket mentor</i>. Boston, MA: Harvard Business School Publishing Corporation. (How to manage the problems.)</li> <li>■ ID CaseBook- Scott Hunter (p. 209)</li> <li>■ Kealey, D. J., Protheroe, D. R., MacDonald, D., &amp; Vulpe, T. (2006). International projects: Some lessons on avoiding failure and maximizing success. <i>Performance Improvement</i>, 45(3), 38-46.</li> <li>■ Rooney, J. J., &amp; Heuvel, L. V. (2004). Root cause analysis for beginners. <i>Quality Progress</i>, 37(7), 45-53.</li> <li>■ Turk, W. (2010). Scope creep horror. <i>Defense AT&amp;L</i>, 39(2), 53-55.</li> </ul>	<p><b>Assignment 3—</b> Complete the Scott Hunter case pre-work. Due Monday 3/28 by 11:59 P.M.</p> <p><b>Discussions—</b> Participate in the weekly discussion from Tuesday until Friday.</p>

	<p><i>Supplementary Reading</i></p> <ul style="list-style-type: none"> <li>■ Sutterfield, J. S., Friday-Stroud, S. S., &amp; Shivers-Blackwell, S. L. (2007). How not to manage a project: Conflict management lessons learned from a DOD case study. <i>Institute of Behavioral and Applied Management</i>, 3(8), 218-238.</li> </ul>	
<p>Week 5 4/4/2016</p>	<p><b>Considering the Role of the Contract</b></p> <ul style="list-style-type: none"> <li>■ ID CaseBook- Craig Gregersen (p. 204)</li> <li>■ Solomonson, W. L. (2008). Toward fluent instructional design in the context of people. <i>Performance Improvement</i>, 47(7), 12-19.</li> <li>■ Managing Project Organization from The Handbook of Project-based Management (<b>Read Chapter 6</b>)</li> </ul>	<p><b>Assignment 4—</b> Complete the Craig Gregersen case pre-work. Due Monday 4/4 by 11:59 P.M.</p> <p><b>Discussions—</b> Participate in the weekly discussion from Tuesday until Friday.</p>
<p>Week 6 4/11/2016</p>	<p><b>Considering the Importance of Soft Skills in ID Project Management</b></p> <ul style="list-style-type: none"> <li>■ ID CaseBook- David Jimenez (p. 230)</li> <li>■ Anca, V. (2014). Leadership—A necessity in projects. <i>Studies in Business and Economics</i>, 9(2), 128-134.</li> <li>■ Anantatmula, V. S. (2010). Project manager leadership role in improving project performance. <i>Engineering Management Journal</i>, 22(1), 13-22.</li> <li>■ Craig, H. K. (2006). The five 'flavors' of project management leadership. <i>Contractor Magazine</i>, 53(5), 66.</li> <li>■ Harvard Business School Press. (2006). <i>Managing projects: Pocket mentor</i>. Boston, MA: Harvard Business School Publishing Corporation. (<b>How to manage the project.</b>)</li> <li>■ <a href="http://www.brighthubpm.com/resource-management/60211-communicating-effectively-with-your-project-team/">http://www.brighthubpm.com/resource-management/60211-communicating-effectively-with-your-project-team/</a></li> </ul>	<p><b>Assignment 5—</b> Complete the David Jimenez case pre-work. Due Monday 4/11 by 11:59 P.M.</p> <p><b>Discussions—</b> Participate in the weekly discussion from Tuesday until Friday.</p>
<p>Week 7 4/18/2016</p>	<p><b>Applying PM Concepts to Solve ID Problems</b></p>	<p><b>Assignment 6—</b> Complete the final course project. Due</p>

	<ul style="list-style-type: none"> <li>■ Buchan, J. (2010). Putting ourselves in the big picture: A sustainable approach to project management for e-Learning. <i>Journal of Distance Education</i>, 24(1), 55-75.</li> <li>■ Doherty, I. (2010). Agile project management for e-Learning developments. <i>Journal of Distance Education</i>, 24(1), 91-106.</li> <li>■ If you are not working with a personal project, you will focus on the Margaret Janson case in the ID CaseBook (p. 219).</li> </ul>	<p>Friday 4/22 by 11:59 P.M.</p> <p><b>Discussions—</b> There is no discussion this week. Use this time to focus on completing the final project.</p>
<p>Week 8 4/25/2015</p>	<p><b>Understanding the Instructional Designer’s Role in PM</b></p> <ul style="list-style-type: none"> <li>■ Brill, J. M., Bishop, M. J., &amp; Walker, A. E. (2006). The competencies and characteristics required of an effective project manager: A Web-based Delphi study. <i>Educational Technology Research &amp; Development</i>, 54(2), p. 115-140.</li> <li>■ Williams van Rooij, S. (2012). The career path to instructional design project management: An expert perspective from the US professional services sector. <i>International Journal of Training and Development</i>, 17(1), p. 33-52.</li> <li>■ Williams van Rooij, S. Instructional design and project management: Which competencies are which? AECT Conference Proceedings</li> </ul>	<p><b>Assignment 7—</b> Complete the update to your graphic representation. Monday 4/25 by 11:59 P.M.</p> <p><b>Assignment 8—</b> Complete the final course reflection. Due Friday 4/29 by 11:59 P.M.</p> <p><b>Discussions—</b> Participate in the weekly discussion from Tuesday until Friday.</p>