

Planning and communication for online projects:

How do we get where we want to go?

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Treat Any Kind of Online Learning Development as a Project

- Need other people, eg ed tech staff, librarians, test users, multimedia people, academic advisor, instructional designers
- Need to plan so you will have the resources you need, (people or materials)
- Need to plan for any staff development that needs to be done or arrange an alternative
- If it isn't a project it simply won't happen because other things take priority

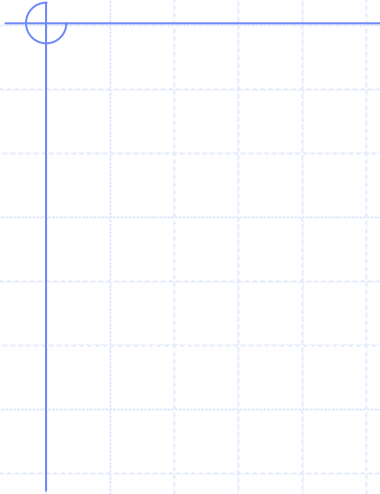
Collaboration between lecturers and ed tech staff – some issues

- Educational Technology Staff may have 10 projects
- Teaching staff have little 'extra' time
- Teaching staff are used to working by themselves
- More?

Our Examples

- School of Nursing Study Guides – Use of Blackboard
- Online Facilitation Course – Use of Moodle Teacher Forum & Chatroom
- Educational Website – FTP and MSN Messenger
- EIT Online Vit & Wine Degree – Shared Moodle Space for resources & discussion
- WITT Communication Paper – Shared Moodle Space
- E-Pacific – Skype and Shared Moodle Space

Your Examples?





pADDTIE

Analysis

- identify the learner profile
- understand existing knowledge & skills of audience and how to achieve desired outcomes
- technical analysis
- determine people
- determine tools
- analyse current skills & gaps of project team
- create timeline/schedule
- determine activities & assigned task list
- understand budget
- set-up archive for documenting decisions & actions

Design

- create an overall design document
- create separate scripts/storyboards
- keep running list of learning resources
- keep running list of experts
- search for new learning resources
- track project progress against schedule
- track project progress against task list
- keep task list up-to-date
- maintain archive for documenting decisions & actions
- get advice/feedback from experts & peers on design

Development

- track project progress against schedule
- track project progress against task list
- keep task list up-to-date
- maintain archive for documenting decisions & actions
- search for existing learning resources
- create learning resources
- upload resources
- develop test plan (for Testing)
- develop roll-out plan for students (for Implementation)

Testing

- track project progress against schedule
- track project progress against task list
- keep task list up-to-date
- maintain an archive for documenting decisions & actions
- test finished product by representative users (3-4)
- document findings (based on collected data)
- decide on recommendations (feasibility, cost)
- make alterations
- test again

Implementation

- implement roll-out plan for students
- materials are delivered or made accessible to the student group
- lecturer(s) facilitate the course
- keep opportunities log

Evaluation & Maintenance

- evaluation of course by students
- evaluation of course by lecturer (opportunities log)
- evaluation of course by other staff (library, helpdesk,...)
- re-assess all resources (broken links? newer versions?)
- decide on recommendations (feasibility, cost)
- make alterations
- test again

- and back to implementation...

Activity 1: Complete the phase

- get into 4 groups
- each group is assigned one phase (only ADDT)
- each phase has associated tasks already printed
- 3 minutes to add anything that's missing...

Activity 2: How would you like to work together?

- each group has two sets of cards
- each card describes a tool
 - traditional tools
 - online/new tools
- decide which tools best suit your phase of the process and your situation
- Write on tool card how you would use that tool
- 15 minutes then report from each group (3 min)

- tip 1: Shuffle thru tools and quickly discard those that are clearly unsuitable
- tip 2: You can add your own tools – empty cards are provided

Further information or questions

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