# IP&T 682 Project Management

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Classroom: 359 MCKB; TTh 9:30-11:00

# Course Overview

The purpose of this course is to help you learn the ins and outs of managing performance and instruction-related projects, and to prepare you to pass the test to become a Certified Associate in Project Management (CAPM).

There are two important aspects to project management: (a) technical skills (e.g., planning, scheduling, budgeting) and (b) interpersonal and leadership skills (e.g., motivating others, resolving conflicts, delegating tasks, fostering creative thinking, problem solving). To accomplish these goals, we will study technical texts as well as tap into the experience of half a dozen experienced project managers. These invited lecturers are guests in our classroom who are taking time out of their schedules to visit with us and share in some of their experiences and wisdom. You will be tasked with coming prepared to discuss the topic they will be representing each day.

At the end of this course, you should be able to:

* Identify roles, responsibilities, and competencies of project team members
* Identify critical success factors of instructional projects
* Determine project scope
* Prepare instructional project contracts
* Understand the concepts of planning, resourcing, budgeting, scheduling, monitoring, and terminating projects
* Analyze project cost data
* Use technology tools to manage instructional projects
* Resolve project conflicts professionally
* Understand the skills needed to lead and manage projects
* Pass the CAPM exam

# Course Structure

This is a project-based course, which means that all semi-weekly meetings and assignments build to the culminating project in the course. Weekly and attendance grades will not be given in the course, much like weekly and attendance evaluations are not typically given in a work environment. Rather, student evaluations in the course will be similar to evaluations in an authentic workplace environment: based upon overall project outcomes and evaluations of performance by assigned project team members.

# Course Materials

**There are no materials to purchase for this course.** We will be using an amalgamation of open textbooks, copyright-restricted textbooks provided online through the HBLL, and copyright-restricted textbooks provided in the IPT library. **Hurrah for no textbooks to purchase!**

# Assignments

Assignments are intended to provide you with practical experiences that will aid in your development as a project manager. They are also intended to encourage productive class participation and team management.

## 3-Minute Thesis (3MT)

An important skill in project management is the ability to present information to others. This requires you to choose pertinent information and present it in a convincing fashion. You'll have the opportunity to present 2-3 times throughout the semester. Your presentation will follow the format of the 3-minute thesis competition, established by the University of Queensland, and now an annual competition at AECT and BYU (hopefully, this will prepare you to have something in time for the MSED competition). See <http://threeminutethesis.org/3mt-showcase> for examples of prior 3-minute theses.

# Course Project

The course project is to create an open project management textbook to be used in this or similar classes in the future. This project has two deliverables: 1) an evaluation report and 2) an open project management textbook. The project management textbook should be designed to be used by students in the IPT (or a similar) program. It should pull primarily from existing open textbooks but should be adapted to account for content, topics, and processes present in other project management textbooks as well. In creating this textbook, the project team will develop a rubric for evaluating project management textbooks generally, and this rubric will be used for evaluation of the textbook by peer reviewers. The created textbook should be released under an appropriate Creative Commons license as an open textbook.

The evaluation report should provide in-depth analysis of existing project management textbooks. The report should be written for an academic audience and will be submitted for publication to the *British Journal of Educational Technology (BJET)* (http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1467-8535) or *The International Review of Research in Open and Distributed Learning (IRRODL)* (http://www.irrodl.org) upon completion. The instructor and all students will be listed as authors on the article, and student authorship order will be determined by peer-distribution of the evaluation grade. This evaluation should 1) establish a need for a quality open project management textbook, 2) argue for the value and validity of student voice and input on textbook selection, 3) provide in-depth analysis of existing textbooks, 4) evaluate and compare existing textbooks, and 5) specifically compare the quality of open vs. non-open project management textbooks.

# Course Grading

This course has a very unique approach to grading. Students will only be given three grades through the course: textbook evaluation (45%), report evaluation (45%), and 3MT evaluation (10%). All of these evaluations will be conducted by peer reviewers (not the instructor), and each student will receive a unique grade for group evaluations through a peer-distribution approach. The textbook evaluation will consist of an evaluation of the adapted textbook and will take place at the end of the semester. The rubric for the textbook evaluation will be constructed by the project team. The report evaluation will take place at the end of the semester and will evaluate the report’s suitability for publication in BJET or IRRODL.

Peer-distribution of grades means that students in the course will determine the distribution of project and report grades to each other, using the [Peer Distribution of Grades](https://docs.google.com/spreadsheets/d/1NJbmbsfkKQky7us02TgzKweUQiRobC5Y-HjYJxpCwQ4) form. For instance, if the project received 40/45 (89%) from the peer reviewer and there were 10 students in the course, then each student would be given 400 points (40 x 10) to distribute among peers. Students may then choose to give each student in the class 40 points on the assignment or to add/remove points for particular students based on contributions. Peer distributions will be averaged to determine points for each student. Each student may receive a maximum of 45 points for each evaluation, and final grades for the course will be determined by the number of total points received from the two evaluations and the 3MT assignment (45 + 45 + 10 = 100 possible points).

This approach to grading means that each student’s grades will be impacted by 1) the overall quality of the group project/report and 2) peer perspectives on contributions.

# University Policies

## BYU Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

## Preventing Sexual Discrimination and Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university, but to students as well. If you encounter unlawful sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

## Students with Disabilities

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

## Devotional and Forum Attendance Policy

Brigham Young University's devotional and forum assemblies are an important part of your BYU experience. As Elder Dallin H. Oaks stated, 'You neglect your education and fail to use a unique resource of this university if you miss a single one' (from the address 'Challenges for the Year Ahead', 6 September, 1973). Your attendance at each forum and devotional is strongly encouraged.