



WebCT Course  
Management  
System  
Training Project

# Project Management Plan

**Presented by**



## **Project Name**

*WebCT Course Management System Training Project*

## **Client Name**

College of Education  
University of Georgia

## **Client Contact**

Scott Smith  
Distance Learning Specialist  
706.583.8255  
dss@coe.uga.edu

## **SpotOn Development Contact**

Sarah Grabowski  
Project Manager  
706.549.5101  
sarahlee@arches.uga.edu

## Table of Contents

TABLE OF CONTENTS .....	3
EXECUTIVE SUMMARY .....	5
PROJECT CHARTER.....	6
PROJECT SCOPE .....	7
Product Description .....	7
Instructional Goals .....	7
Constraints.....	7
Assumptions .....	8
Scope Management Plan.....	8
Work Breakdown Structure .....	8
PROJECT FINANCES.....	9
PROPOSED BUDGET.....	10
ANTICIPATED RESOURCES.....	11
Human Resources .....	11
Instructional Materials Resources.....	11
Content Resources.....	12
Technology Resources .....	12
Community Resources .....	12
PROJECT SCHEDULING .....	13
Preliminary Scheduling .....	13
Major Milestones .....	13
Project Timeline .....	13



**SPOTON DEVELOPMENT PERSONNEL..... 14**

**RISK MANAGEMENT PLAN..... 15**

**Risks Associated with Content..... 15**

**Risks Associated with Personnel..... 15**

**Risks Associated with Development/Programming ..... 16**

**ACTIVITIES/PROCESSES ..... 16**

**QUALITY ASSURANCE..... 17**

**COMMUNICATION PLAN ..... 17**

**APPENDICES ..... 18**

**Appendix A: Instructional Design Model ..... 18**

**Appendix B: Project Scope Change Order Form..... 19**

**Appendix C: Project Timeline ..... 20**

**Appendix D: Status Report Form..... 21**

**Appendix E: Screen Capture of WebCT Login Screen..... 22**

## Executive Summary

The purpose of this analysis brief is to guide the decision making process on a request for WebCT training. The SETWEB students at the Department of Special Education in the College of Education are targeted audience.

The outcome of a student survey shows that the actual performance reaches about 20% of the overall desired performance. A breakdown of the possible causes for the total performance gap between the actual performance and the desired performance indicates a greater lack of knowledge and skills rather than resources and motivation. Lack of knowledge and skills is responsible for about 70% of the performance gap. Therefore, training would raise the overall performance to about 80% addressing knowledge and skills issues.

Currently, 230 students are enrolled in the SETWEB program as non-degree seeking graduate students. This means that every SETWEB student has a bachelor degree in hand. The SETWEB students' age range falls between 22 and about 60. However, most of them are probably in their 30s and 40s.

The resource analysis revealed various content and instructional materials concerning WebCT on the Internet. Furthermore, the University of Georgia offers WebCT classes.

We propose five non-training options and three trainings options. The probable delivery option for training would be a computer- based or web-based one. Four of the five non-trainings options are available without any additional costs. Costs for the fifth option will be minimal. The cost ranges for the trainings options are between \$9,476 - \$14,214 for the first one, \$13,016 - \$19,524 for the second one, and \$13,516 - \$20,274 for the third one.

## Project Charter

Scott Smith is the primary client responsible for WebCT support of the SETWEB students at the University of Georgia. Mr. Smith's request for training exhibits concern over the lack of training that appears to be available to the students of SETWEB. Mr. Smith validates this concern through his experiences during help sessions with students during the first few weeks of a semester. He has concluded that the overflow of requests for assistance is attributed to the lack of a tutorial for online distance education students. As a result of this view, Mr. Smith presented SpotOn Development with a request for training.

## Project Scope

### Product Description

A self-guided WBT identified as “The ABC’s of WebCT” built and provided externally from WebCT in a stand-alone website. The interactive on-line multimedia training will guide the learner in a step-by-step manner through five modules based on the instructional goals. Each module will contain a tutorial section and an evaluation section. Learner activity will be tracked through a report generated by the guide.

### Instructional Goals

Modules will be based on the following:

1. Manage course progress and grades within WebCT
2. Evaluate, select, and employ the different levels of available WebCT support when necessary
3. Communicate using WebCT’s bulletin boards and main tools
4. Navigate throughout WebCT to appropriate tools
5. Submit and retrieve course assignments, quizzes, and tests as assigned through WebCT

### Constraints

SpotOn Development expects to encounter the following constraints:

1. Designing a product that deviates from the various tutorials currently available
2. Meeting established timelines with beta product ready for scheduled pilot test date
3. Maintaining client expectations throughout product design and development
4. No allowable budget for second programmer, which would be beneficial due to the nature of the project

## Assumptions

SpotOn Development made the following assumptions for the project management plan:

1. Eight team members who had not previously worked together would be able to do so effectively and efficiently in a conducive environment while working on the project
2. Contributions to the project would be divided equally amongst team members
3. Subject matter experts will be readily available to SpotOn Development given the convenient location of their offices in conjunction with their agreement to do so
4. SETWEB students will meet established prerequisite skills and be available for pilot testing
5. Client sign-offs will be adhered to
6. SpotOn Development and client sign-off's will adhere to established timeline
7. Project scope stay within established guidelines
8. SpotOn Development will not be responsible for maintaining any products developed

## Scope Management Plan

To minimize the possibility of scope skip, all requests for scope change will need to be documented using the Project Scope Change Order Form located in Appendix B. Before the change will occur, the impact of the change will be analyzed in terms of: schedule, quality of deliverables, costs, stakeholders and/or core team members, and other deliverables, including amount and quality. The entire project team will review the completed Project Scope Change Order Form. A team consensus is needed for the scope change to occur.

## Work Breakdown Structure

SpotOn Development has decided to use the Alessi & Trollip Instructional Development Model for this project. This model can be located in Appendix A of this document or *Multimedia for Learning* written by Stephen Alessi and Stanley Trollip.



## Project Finances

### Cost Estimate

	WebCT Training External		
	Rate (per hour)	hours	cost
<b>Project Management</b>	\$37.50	80	\$3,000.00
<b>Planning Phase</b>			
Analysis costs:	\$30.00	25	\$750.00
Learner analysis			
Performance gap survey			
Resource analysis			
Cost analysis			
Goals/Objectives			
Probable delivery			
<b>Design Phase</b>			
Research/design instruction	\$45.00	40	\$1,800.00
Subject Matter Expert	\$45.00	30	\$1,350.00
<b>Development Phase</b>			
Build web pages	\$78.00	75	\$5,850.00
Create graphics	\$36.00	20	\$720.00
Final training production	\$40.00	70	\$2,800.00
<b>Evaluation Process</b>			
Evaluator	\$50.00	30	\$1,500.00
<b>Total Cost</b>			\$16,270.00
variance +/- 20%			\$13,016 - \$19,524

SpotOn Development will be absorbing all costs for this project as a courtesy to the University of Georgia.

## Proposed Budget

	<b>WebCT Training Budget</b>				
	Rate (per hour)	Projected Hours	Projected Cost	Actual Hours	Actual Cost
<b>Project Management</b>	\$37.50	80	\$3,000.00		
<b>Planning Phase</b>					
Analysis costs	\$30.00	25	\$750.00	55	\$1,650.00
<b>Design Phase</b>					
<b>Module 1</b>					
Research/design instruction	\$45.00	10	\$450.00		
Subject Matter Expert	\$45.00	5	\$225.00		
<b>Module 2</b>					
Research/design instruction	\$45.00	10	\$450.00		
Subject Matter Expert	\$45.00	5	\$225.00		
<b>Module 3</b>					
Research/design instruction	\$45.00	10	\$450.00		
Subject Matter Expert	\$45.00	5	\$225.00		
<b>Module 4</b>					
Research/design instruction	\$45.00	10	\$450.00		
Subject Matter Expert	\$45.00	5	\$225.00		
<b>Module 5</b>					
Research/design instruction	\$45.00	10	\$450.00		
Subject Matter Expert	\$45.00	5	\$225.00		
<b>Total</b>		75	\$3,375.00		
<b>Development Phase</b>					
<b>Module 1</b>					
Build web pages	\$78.00	15	\$1,170.00		
Create graphics	\$36.00	4	\$144.00		
<b>Module 2</b>					
Build web pages	\$78.00	15	\$1,170.00		
Create graphics	\$36.00	4	\$144.00		
<b>Module 3</b>					
Build web pages	\$78.00	15	\$1,170.00		
Create graphics	\$36.00	4	\$144.00		
<b>Module 4</b>					
Build web pages	\$78.00	15	\$1,170.00		
Create graphics	\$36.00	4	\$144.00		
<b>Module 5</b>					
Build web pages	\$78.00	15	\$1,170.00		
Create graphics	\$36.00	4	\$144.00		
<b>Final training production</b>	\$40.00	70	\$2,800.00		
<b>Total</b>		165	\$9,370.00		
<b>Evaluation Process</b>					
Evaluator	\$50.00	30	\$1,500.00		
<b>Total Cost</b>		375	\$17,995.00	55	\$1,650.00

## Anticipated Resources

Human Resources	
Michael Weilan	Technology Support Analyst Arizona State University (480) 727-6567
Patrick Reidenbaugh	University of Georgia (706) 542-0656
Sherry Clark	Instructional Design & Technology Specialist OISD, University of Georgia (706) 542-1355
Shannon Wilder	Instructional Design & Technology Specialist OISD, University of Georgia (706) 542-1355
Tom Stone	WebCT Management, Ohio State (614) 292-9689 Referred by V. Getis
D. Scott Smith	Distance Learning Specialist College of Education, University of Georgia (706) 583-8255
Barry Robinson	Help Desk Services Manager College of Education, University of Georgia (706) 542-4357
Dr. Chris Hayes	Associate Professor Academic Enhancement (706) 542-0460
Theresa Miller	Program Manager of SETWEB University of Georgia (706) 542-1315
Kevin Ayres	GUC Program Advisor Department of Special Education UGA Gwinnett (678) 407-5374
Instructional Materials Resources	
Arizona State University's online tutorials for Blackboard <a href="http://asuonline.asu.edu/StudentSupport/Tutorials/StudentTutorialFlash.cfm">http://asuonline.asu.edu/StudentSupport/Tutorials/StudentTutorialFlash.cfm</a>	
<i>Ultimate Guide to WebCT</i> Georgia State University <a href="http://www.ultimatehandbooks.net/">http://www.ultimatehandbooks.net/</a>	
Columbia Basin College WebCT Tutorial <a href="http://www.cbc2.org/distance/tutorial/content2.htm">http://www.cbc2.org/distance/tutorial/content2.htm</a>	
TAFE South Australia WebCT Tutorial <a href="http://www.tafe.sa.edu.au/top/ettp/student_induct/index.html">http://www.tafe.sa.edu.au/top/ettp/student_induct/index.html</a>	

## Content Resources

*Ultimate Guide to WebCT*, Georgia State University

WebCT Help Files  
<http://webct.uga.edu>

OISD Resources  
<http://www.isd.uga.edu>

WebCT.com  
<https://webct.uga.edu/www/>

WebCT.com (Student Resources, Ask Dr. C)  
[http://www.webct.com/quickstart/viewpage?name=quickstart\\_student](http://www.webct.com/quickstart/viewpage?name=quickstart_student)

UNIV 1120 Academic Enhancement Course  
<http://www.uga.edu/online/index.htm>

On UGA WebCT, *WebCT Learner Guide* class - material is taken directly for TAFE

On UGA WebCT, *The University of Georgia Yesterday and Today* class - material is taken directly for TAFE

## Technology Resources

College of Education Computer Labs

OISD Labs

WebCT Server

Video Editing Suites

Camtasia  
<http://www.techsmith.com/products/studio/default.asp>

Qarbon Viewlet Builder  
<http://www.qarbon.com/>

## Community Resources

WebCT Survey  
<https://webct.uga.edu/www/about/survey/>

SETWEB  
<http://www.coe.uga.edu/SETWEB/index.html>

GUC  
<http://www.uga.edu/gwinnett/>

WebCT Survey conducted by Academic Enhancement Office  
Dr. Chris Hayes

## Project Scheduling

### Preliminary Scheduling

Production will begin when the sign-off has been received for the analysis summary and expectations have been agreed upon. Based on the current scope of the project, the tutorial will be ready to pilot test the week of April 16, 2003

According to the existing scope of the project,

- The Analysis Phase was completed and submitted for client review on January 15, 2003.
- The Design Phase will be completed by February 19, 2003
- The Development Phase will be completed by March 12, 2003
- Pilot test will be launched on April 16, 2003
- Implementation Strategies will be completed by April 9, 2003
- The Evaluation Plan will be completed by April 23, 2003
- Project will be completed by May 1, 2003

### Major Milestones

1. Analysis Summary sign-off (signed January 21, 2003)
2. Design Brief sign-off
3. Development/Learning Resources sign-off
4. Pilot Test sign-off
5. Implementation Strategies sign-off
6. Evaluation Plan sign-off
7. Final sign-off

### Project Timeline

SpotOn Development has created a project timeline based on the current scope of the project and the scheduled Pilot Test date. This timeline can be located in Appendix C of this document.

## SpotOn Development Personnel

SpotOn Development anticipates that certain personnel will be required for successful completion of this project. They are, as follows,

<b>Sarah Grabowski</b>	Position:	Master's Student in Instructional Technology, UGA
Project Manager	Education:	BSED Mathematics, UGA
	Experience:	Education
	Expertise:	Instructional design and content development in mathematics
<b>Julie Conlan</b>	Position:	Master's Student in Instructional Technology, UGA
Designer	Education:	BS Communication Disorders, West Georgia
	Experience:	Medical Software
	Expertise:	Software documentation, content & curriculum development, and facilitating
<b>Beate Vagt-Traore</b>	Position:	Master's Student in Instructional Technology, UGA
Designer	Education:	Magister Artium in African Linguistics, University of Bayreuth/Germany
	Experience:	Teaching assistant in Linguistics and Social/Sociolinguistics Research Adult learning, sociology, second language acquisition, analysis & research, creativity
	Expertise:	
<b>Arthur An</b>	Position:	Master's Student in Instructional Technology, UGA
Developer	Education:	Master's of Internet Technology, UGA
	Experience:	Webmaster, multimedia designer & developer, Chinese Language Program
	Expertise:	Instructional design, digital streaming technology
<b>Sangmin Lee</b>	Position:	Master's Student in Instructional Technology, UGA
Developer	Education:	BS Computer Science, UGA
	Experience:	Education
	Expertise:	Instructional Design and programming
<b>Greg Sing</b>	Position:	Master's Student in Instructional Technology, UGA
Developer	Education:	BS & Post Graduate Diploma in Education
	Experience:	7 years as an educator
	Expertise:	Instruction, designing courseware in math & science
<b>Reena Lederman Gerard</b>	Position:	Master's Student in Instructional Technology, UGA
Graphic Artist	Education:	Studied graphic design and photography
	Experience:	Developed multiple instructional products, including training for a division of Bank of America
	Expertise:	Instructional design, graphic design, educator, creativity, innovation
<b>Drew Polly</b>	Position:	PhD Student in Instructional Technology, UGA
Evaluator	Education:	MSED Curriculum and Instruction
	Experience:	5 years as an educator
	Expertise:	Classroom instruction

## Risk Management Plan

### Risks Associated with Content

The purpose of the project is to develop an easy to use tutorial to guide students through the process of learning WebCT. Due to the simplistic nature of this project, and the large quantity of content that needs to be sifted through, it is possible that unnecessary content may be erroneously included.

The possibility of this risk occurring is less likely with multiple members of SpotOn Development gathering specified content.

To minimize the possibility of this risk occurring, SpotOn Development will strictly adhere to the expectations established in the client request form. SpotOn Development will also enlist an evaluator to ensure the basic premise for the project is maintained.

### Risks Associated with Personnel

The possibility exists that SpotOn Development personnel will be relocated to other projects and that designated Subject Matter Experts will not be available as needed. The pilot test is contingent upon SETWEB student participation and, since the client has not yet designated these students, this presents a risk.

The possibility of these risks occurring are great since multiple projects are being handled by SpotOn Development, only two SME's were located, and the list of SETWEB students has not yet been completed.

To minimize the possibility of this risk occurring, SpotOn Development will designate five team members that will, under no circumstances, be relocated to another project. SpotOn Development will also continue to seek an additional Subject Matter Expert, as well as accept the established deadline for the SETWEB student list to be generated and pilot test after receiving this listing.

## Risks Associated with Development/Programming

The lack of programming expertise among the SpotOn Development team may present challenges in development of the modules. In conjunction with this lies the possibility of resistance from the client to accept and sign-off on prototypes of the modules.

The possibility of this risk occurring is increased since SpotOn Development is relying on two programmers and since client expectations had to be simplified.

To minimize the possibility of this risk occurring, SpotOn Development will offer incentives to the programmers and maintain continuous follow-up and feedback with the client between sign-off's.

## Activities/Processes

All activity will occur according to the established timeline. This timeline can be located in Appendix C of this document. Processes will be adhered to unless documented changes occur with consensus between SpotOn Development and client. A form similar to the Project Scope Change Order Form, located in Appendix B, will be used to document these changes. Before the change will occur, there must be a team consensus and client approval.



## Quality Assurance

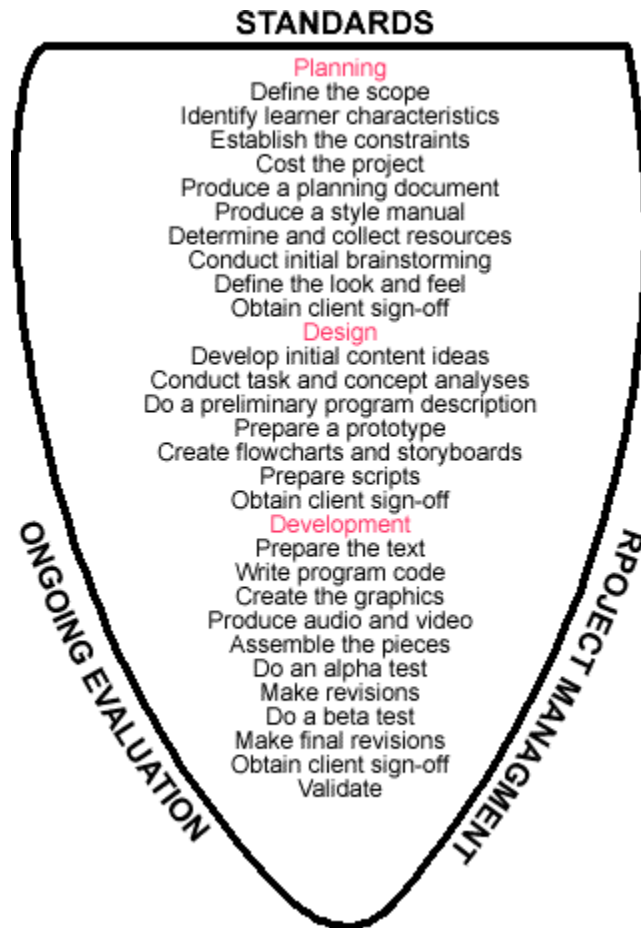
Quality will be assured by continuous evaluation, feedback, and adjustments throughout the development process. SpotOn Development follows the philosophy of a team orientation with the client, which ensures a successful venture. To maintain quality, SpotOn Development members will be responsible for tracking and recording prototype developments in a development log. Every prototype or revision will be documented, along with changes, trouble-shooting, and request for changes presented by the client. Prototypes will be reviewed with client sign-off. Quality control and assurance will be demonstrated through project documentation and formative evaluation conducted by SpotOn Development in conjunction with SME's and client.

## Communication Plan

A kick-off meeting is scheduled with SpotOn team members and Scott Smith for January 13, 2003. Following, bi-weekly communication with the client will occur via email and telephone. The SpotOn Development team will meet bi-weekly as well, via face-to-face and online in Groove space as needed. All email communications will be copied to the project manager and emails will be sent among the team members as information is needed and becomes available. The project manager will be the lead communication between all involved parties. All changes, problems, or suggestions should be initially directed to the project manager. In addition, all team members are required to post weekly reports on progress as well as direct any areas of concern to the project manager. The client is also responsible for maintaining set communication with SpotOn Development, including electronic acknowledgement of reports and updates on project.

## Appendices

### Appendix A: Instructional Design Model



## Appendix B: Project Scope Change Order Form

### Project Scope Change Order Form

Project Name: \_\_\_\_\_ Date: \_\_\_\_\_

Project Manager: \_\_\_\_\_

Project Tracking Number: \_\_\_\_\_ Change No.: \_\_\_\_\_

#### Summary of Change:

#### Rationale for Change:

Brief overview of the impact of this change on . . .

- Project schedule:
  
- Quality of deliverables:
  
- Costs:
  
- Stakeholders and/or core team members:
  
- Other deliverables, including amount and quality:

Change approved by (signatures):

Sponsor: \_\_\_\_\_ Date: \_\_\_\_\_

Project Manager: \_\_\_\_\_ Date: \_\_\_\_\_

Other: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix C: Project Timeline

Project Start Date: January 6, 2003

Client/Team Kick-Off Meeting: January 13, 2003

Pilot Test Date: April 16, 2003

Project End Date: May 1, 2003

ID	Phases	Start	Finish	Duration	Jan 2003		Feb 2003				Mar 2003				Apr 2003						
					1/5	1/12	1/19	1/26	2/2	2/9	2/16	2/23	3/2	3/9	3/16	3/23	3/30	4/6	4/13	4/20	
1	Analysis	1/6/2003	1/15/2003	8d																	
2	Client/Team Kick-Off Meeting	1/13/2003	1/13/2003	0d																	
3	<b>Design</b>	<b>1/15/2003</b>	<b>2/19/2003</b>	<b>26d</b>																	
4	Module 1	1/15/2003	1/21/2003	5d																	
5	Module 2	1/22/2003	1/28/2003	5d																	
6	Module 3	1/29/2003	2/4/2003	5d																	
7	Module 4	2/5/2003	2/11/2003	5d																	
8	Module 5	2/12/2003	2/19/2003	6d																	
9	<b>Development</b>	<b>1/29/2003</b>	<b>3/12/2003</b>	<b>31d</b>																	
10	Module 1	1/29/2003	2/11/2003	10d																	
11	Module 2	2/5/2003	2/18/2003	10d																	
12	Module 3	2/12/2003	2/25/2003	10d																	
13	Module 4	2/19/2003	3/4/2003	10d																	
14	Module 5	2/26/2003	3/12/2003	11d																	
15	Pilot Test	4/16/2003	4/16/2003	0d																	
16	Implementation	3/12/2003	4/9/2003	21d																	
17	Evaluation	3/12/2003	4/23/2003	31d																	

## Appendix D: Status Report Form

**Title:** Project WebCT Course Management System Training Project Status Report

**Date:**

**Author:**

**Accomplishments Since Last Report:**

*(Deliverables completed, milestones attained, decisions made, issues resolved, etc.)*

- 
- 
- 
- 

**Upcoming Activities:**

*(What the team must focus on accomplishing throughout the next reporting period.)*

- 
- 
- 
- 

**Summary of Issues, Concerns, and Recommended Actions:**

*(What issues or concerns are unresolved? Include recommended actions for each.)*

- 
- 
- 
- 

**Comments:**

*(Miscellaneous comments, public praise for extra effort, announcements, etc.)*

- 
- 
- 
-

## Appendix E: Screen Capture of WebCT Login Screen

Login to WebCT using your UGA myID and password.

UGA myID:

Password:

**To access WebCT after Sunday, March 9, it will be necessary for you to**

[Refresh Your MyID](#)

[Don't have a UGA myID?](#)

[Trouble Logging In?](#)

WebCT will be unavailable from 8:00 pm Saturday, April 12 until 8:00 am Sunday, April 13 due to a power outage....

**Faculty Resources**

[New to WebCT?](#)  
[Course Designer FAQ](#)  
[Helplets for Course Designers](#)  
[Workshops](#)

**Student Resources**

[Student FAQ](#)  
[Online@UGA](#)  
[Library Orientation](#)  
[EITS Computer Sites](#)

# WebCT @ UGA

Jointly supported by  
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- ▶ [Report a Problem](#)

### WebCT 3.8 has arrived!

WebCT @ UGA has undergone a migration to more robust, scalable hardware as well as a upgrade to WebCT version 3.8.

To the average user WebCT version 3.8 will not appear to be any different than version 3.6. Your courses should look and act the same after this upgrade. However, in response to customer feedback, WebCT version 3.8 includes a number of updates to existing teaching and learning functionality.

For information about some of the new features and improvements in version 3.8, [click here](#).