

MIT 520: Teacher Technology Benchmark I

Context

“Helping Teachers Reach Technology Benchmark I” was completed as a requirement for the MIT 520: Managing Instructional Development course during the fall 2005 semester under the supervision of Dr. Arnold Murdock. This project involved conducting analysis to identify gaps and develop a scope for the project. In addition, a management plan was developed. These activities met the purposes for the course including:

- Demonstrate knowledge and skills related to planning, scheduling, resource management, budgeting, cost control, and risk management for instructional projects.
- Negotiate an effective design project plan, implement the plan, and control and monitor project activities.

Conditions

This project was designed and developed for an elementary school in rural North Carolina. The teachers there possessed varying levels of technology knowledge and skills with many teachers not meeting minimum requirements for technology use on the job. While new teachers were receiving the training in college courses, more experienced teachers either did not receive this training or had not kept up with new software and hardware developments. As a result, the county had implemented a benchmarking system for requiring teachers to utilize technology in their work environment. The project management plan that was developed will aid the school in designing, developing, and implementing their training effectively and efficiently.

The requirements for the project were to develop a scope statement, proposal, contract, communication plan, identify constraints and resources, manage risks, and develop project control mechanisms such as a work breakdown structure and MS Project management plans.

Scope

Using data gathered during the front end analysis, I developed a management plan that would allow the school to implement the training program under budget and on schedule. Although the project has not been implemented according to the initial plan, some aspects have been used and the possibility of complete implementation is still being considered.

Role

This project required that I take on a different role within the project. In previous activities within the MIT program I had acted as an instructional designer or developer but stepping out of that role into a manager role was beneficial to me in seeing how the whole process is laid out and what must be considered when a new innovation is being implemented. In addition, research conducted in class on management styles and leadership styles provided information about my strengths and areas of development in management and leadership roles. This information will allow me to continue to grow and learn as a manager.

While I worked as the primary developer and manager of this project, I utilized available resources such as the instructor, classmates, and resources within the school and county school system to obtain analysis data and budget details as well as standards for technology use.

Reflection

I enjoyed working on this project because it allowed me to take on a new role within a project and apply my management and leadership skills to a project. In addition, while I worked on an education based project, the management knowledge and skills I learned will be applicable to projects across all business sectors as well. I feel that I would be a successful project manager and found that I have strengths in the areas of risk management and development of work breakdown structures.