# GREEK ORTHODOX ARCHDIOCESE

ONLINE TRAINING PROGRAM FOR Nationwide Regional Development of Koine Greek Educational Programs

# Department of Religious Education 50 Goddard Ave Brookline, MA 02445 09/27/11

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# **Project Description**

Within the Greek Orthodox Archdiocese of America, individual communities have struggled with whether or not to continue the traditions and use the original languages used to deliver the Gospels and religious traditions to the first Gentiles. Some communities prefer it but do not have the resources to maintain it and others prefer the vernacular American dialect. Some communities use both but there are still complaints amongst those members about not being able to understand the original texts. This program will help alleviate some of these problems by making available a professional development program that would train lay people to develop their own Koine Greek education courses. These courses would reduce the fear of the unknown by those seeking to understand the preserved language and its meanings.

#### Project Sponsors:

- Greek Orthodox Archdiocese of America
- Department of Religious Education
- Hellenic College/Holy Cross
- AHEPA
- Regional Diocese
- Local communities

#### Project Deliverables:

- Online Learning Modules
  - Instructional Videos
  - o Assessments (pretests, post-tests and embedded questions)
  - Online brochures and examples of print materials (textbooks)
  - PDFs of required documents (procedural, organizational, etc.)

#### • Print Materials

- Textbooks
- Workbooks
- Grade books
- Lesson Plans
- Syllabi (course descriptions with learning objectives and requirements)
- Program Evaluation
  - Online surveys directed by DRE
  - Quality Control Progress Reports for GOA
  - Interviews directed by Regional Diocese
  - o Self –assessment packages directed by community program directors

#### **Definitions/Acronyms:**

GOA- Greek Orthodox Archdiocese of America

DRE- Department of Religious Education

HC/HC- Hellenic College/Holy Cross Seminary

AHEPA- American Hellenic Educational Progressive Association

#### Project title Koine Greek Certification Program PMs name and contact information Dr. Anton Vrame tvrame@goarch.org **GOA** Department of Religious Education Summary Schedule 3 years: Year 1- Project Planning & Design Year 2- Project Development and Formative **Evaluations** Year 3 – Implementation & Summative Evaluation Summary Budget \$300,000 **Project Objectives** To train and certify trainers in being able to teach and develop educational programs at local parishes to teach Koine Greek Success Criteria and description of approval Approval for program would have to come from requirements the Greek Orthodox Archdiocese of America and the regional Metropolises throughout the nation. At least 5% of parishes nationwide adopt program in first year. Planned approach Show success of program at local parish and use those statistics to encourage archdiocese to adopt the program. Roles and Responsibilities matrix See matrix below Sign off section DRE Director: Archbishop of America: **GOA Chancellor:** DRE Curriculum Specialist: Archdiocesan Council: HC/HC President: Stakeholder Comments: Comments section

# **Project Charter**



# **Project Organizational Chart**



by Nick Syrpis - Fall 2011

#### Project Responsibilities:

Because of jurisdiction complexity associated with the DRE, this process would have to include approval and support from and number of organizational leaders that exist outside of the DRE. HC/HC would likely only be involved in this process if they choose to incorporate the program into their own curriculum. If they do, then they would provide a SME, IT support, funding, equipment and facilities. The majority of the human resources would be provided by the DRE itself, but they would also provide some funding and possibly an Instructional Designer. AHEPA would provide most of the financing and could also provide some human resources, including a SME if one is not available from HC/HC.

The Regional Metropolises nationwide would be the ones using the product, so they would be responsible for assisting with formative evaluations and implementing these programs, but could also provide some additional funding. Individual parish priests and parish councils are collaboratively in charge of each community that will be using the product. They would provide essential feedback, lay people who use the program to become instructors of Liturgical and Biblical Koine Greek and would possibly be required to offer additional funding by purchasing the final product. Finally, the Project Management Team would coordinate all these efforts and would oversee all phases involved.

### Management and Technical Approaches

#### Management Objectives:

- 1. Get approval/blessing to move forward with project
- 2. Get buy in from HC-HC and/or AHEPA
- 3. Establish team members and means of communication
- 4. Secure funding and funding policies from sponsors
- 5. Develop tentative timeline for product development and implementation
- 6. Research public demand for product
- 7. Get buy-in from regional Metropolises
- 8. Design product
- 9. Develop product
- 10. Formative Evaluation process of product
- 11. Disseminate product
- 12. Summative Evaluation process of product
- 13. Make necessary revisions to product
- 14. Establish Quality Control team for maintaining product

#### **Project Controls**:

Managing triple constraint will be a focus here. Pre-approval of each phase and defining roles and channels of communication from the start will be instrumental to project success. The Project Management Team will work hand-in-hand with the DRE but will answer directly to the GOA Archbishop, using that authority to act as a cohesive unit between the DRE, HC/HC, AHEPA and regional Metropolises. An understanding of flexibility to time must be established by sponsors, but deadlines must still be established with the full intention of keeping to them. The project manager must be notified of any deviances from scheduled resources or time constraints so that the sponsors can be notified and proper accommodations can be made. All aspects of project completion must be properly documented and communicated. This will be done by the following means:

- Periodical Progress Reports
- Budget Reports
- Documented change requests

#### **Risk Management**:

Risk management procedures will be developed during the Design phase. Either an individual or small team will be assigned the responsibility of ensuring quality control. Means of recognizing new risks, planning ahead for foreseeable risks and dealing with them will be devised. The items addressed will include:

- Time mismanagement
- Resource shortages
- Resource overages
- Communication breakdowns
- Sponsor interest changes

#### **Project Staffing Chart**:

NAME	POSITION	ORGANIZATION	CONTACT INFO
Archbishop Demetrios	Top Executive	GOA	NA
Evie Holmberg	SME	HC/HC	(617)850-1226
John Grossomanides	Finance officer	AHEPA	press@ahepa.org
Aimee Cox	Curriculum expert	DRE	aehrs@goarch.org

Nick Syrpis	Instructional	UNCW	Ns7902@uncw.edu
	Designer		
Elizabeth Borch	Editor	DRE	bethborch@goarch.org
Anton Vrame	Project Manager	DRE	tvrame@goarch.org
Efstathia Katechi	Communications	GOA	212-570-3553
	officer		mm@goarch.org
Theo Nicolakis	IT Specialist	GOA	internet@goarch.org

#### **Technical Processes**:

The product will be created using the Seels and Glasgow model for instructional design. This model would be more ideal for addressing this systemic change and the complex nature of the organizational infrastructure. It allows back and forth movement from each phase, considers diffusion and requires feedback throughout. This is ideal since sponsors in this process will expect that regardless. The following are the phases that will be involved:

- 1. Problem Analysis
  - a. Entails a front-end analysis where infrastructure will be evaluated and opportunities for improvement will be exposed
- 2. Task Analysis
  - a. Values will be placed on needs, goals will be formulated, tasks will be chosen and people will be assigned to tasks
- 3. Instructional Analysis
  - a. Type of learning will be selected along with learner gaps
- 4. Objectives and tests
  - a. Learning objectives will be extracted from teaching goals and test items will be designed directly from those objectives.
- 5. Instructional strategy and delivery system
  - a. Assessment of time and resources will come into play as best means of instruction is chosen for the type of learning taking place, and the types of delivery systems that will be most effective.
- 6. Materials development
  - a. Print materials, videos, websites, job aids and other items will be developed.
- 7. Formative Evaluation
  - a. Small groups will be used to test products and their feedback will be utilized in making adjustments and revisions

- 8. Implementation and maintenance
  - a. The products will now be unveiled and delivered to end users, and maintenance team will monitor progress.
- 9. Summative evaluation
  - a. This evaluation determines if product is successful and goals have been achieved. If not, the process goes back to step 1, "Problem Analysis."

## Work Packages & Key Deliverables

#### Work Package Sequence:

- 1. Initiation Phase
  - a. Evaluation & Recommendations
    - i. Problem Analysis
  - b. Design Project Charter
  - c. Project Charter Submission, Revision & Approval
- 2. Planning Phase
  - a. Preliminary Scope Statement
  - b. Determine Project Team
  - c. Design Project Plan
    - i. Task Analysis
  - d. Submit, Revise and Approval of Project Plan
- 3. Execution
  - a. Verify User Requirements
    - i. Instructional Analysis
  - b. Design System
    - i. Create Learning Objectives & Tests
    - ii. Choose Instructional Strategy and Delivery System
  - c. Materials
    - i. Procurement
    - ii. Development
  - d. Install and Test Development System
    - *i.* Formative Evaluation
  - e. Install System and User Training
    - *i.* Implementation & Maintenance

#### 4. Control

- a. Project Management
  - *i.* Implementation & Maintenance (Continued)
- b. Project Status Meetings
  - i. Summative Evaluation
- c. Riske Management
- *d.* Update Project Management Plan (return to *Problem Analysis* as needed)
- 5. Closeout
  - a. Audit Procurement and Development
  - b. Document Lessons Learned and Update Files
  - c. Gain Formal Acceptance and Archive Files

\*Items in *italics* represent stages of Seels & Glasgow Instructional Systems Design (ISD) Model

#### Description of Key Deliverables:

- <u>Research Items</u> These will include survey results, interview results, and any other reports produced during the front-end analysis
- <u>Problem Analysis</u> This will provide measurable of key issues leading to need for Koine Greek program. Items will include a breakdown of effects of parishioners not fully understanding services to how learning ancient languages can be beneficial to students and those in academia.
- <u>Project Charter</u> This will provide an initial outlook on who will be involved, what resources will be required and what the project goals are.
- <u>Scope Statement</u> This will a more refined description of the project. This part will be instrumental in making sure that "scope creep," which is the tendency to want to do more than what was initially agreed upon as the project progresses.
- <u>Task Analysis</u> This will provide a thorough breakdown of what tasks will be required in completing the project.
- <u>Work Breakdown Structure (WBS)</u> This provides a clear visual of who will be doing what.
- <u>Instructional Analysis</u> This converts the goals into learning objectives. It will also give a thorough breakdown of the gap between what end users already know and what they will need to learn, a document known as the Learner Analysis.
- <u>Learning Objectives and Test Items</u> These provide the meat of the project. They specify what needs to be learned, under which conditions, with what guidelines and instruments. They also provide the means in which success of training and learning can be measured.

- <u>Inventory Report</u> This item will show what equipment is on hand and what will be required. The items will include hardware, software, network capabilities and licensing. Purchase Orders (POs) will be required for items not already on hand.
- <u>Budget Report</u> This item will display what financial resources are available and the amount of funding that will be required.
- <u>Training Material</u> May include print materials, web design, videos, gaming, job aids, and other instructional tools.

#### Schedule Summary:

#### http://Users/Nick\_Syrpis/AppData/Local/Temp/Temp1\_Gantt Piecemealed.zip/Koine Greek Project.gif



<u>Note</u>: In "View" tab, set "Zoom" to 200% to better view columns



#### **Budget Summary:**

The return on investment for this project will far outweigh initial costs. Textbooks, job aids and other media resources will be supplied by the DRE, and this will yield measurable returns. But the immeasurable returns will come from the trickle-up effect initiated by a newfound interest in the GOA because this educational program being offered that will not be offered in this manner anywhere else. Textbooks and other materials purchased elsewhere will be bought at bulk from publishers directly at wholesale prices and sold at a 30% markup.

The Project Budget Estimate below reflects the highest possible costs in salary expense and are based on researched projections. The objective will be to reach maximum efficiency and achieve tasks at budget totals that are below projections. Some of the subtotals below also include hours that will be spent working on other tasks intermittently and are therefore inflated. Those figures, especially from the Initiation Phase, can be marginally reduced with quicker project approvals.

# Salary/Position Breakdown

Position	Acronym	Annual Salary (based on projections)	Daily Salary
Subject Matter Expert	SME	\$68,000	\$302.22
Finance officer	FO	\$54 <i>,</i> 893	\$219.57
Curriculum expert of DRE	Cur-exp	\$40,000	\$160
Instructional Designer	ID	\$70,000	\$280
Editor	Editor	\$49,920	\$199.68
Project Manager	PM	\$82,661	\$330.64
Communications officer	СО	\$35,000	\$140
Information Technology Specialist	IT	\$68,739	\$274.96

# **Project Budget Estimate**

Initiation Phase	<u>Position</u>	<u>Total days</u>	Hourly wage	<u>Total</u> <u>Hours</u>	<u>Total Cost</u>
	SME	0	\$37.78	0	0
	FO	8	\$27.45	64	\$1,756.80
	Cur-exp	4.5	\$20	36	\$720
	ID	18.5	\$35	148	\$5,180
	Editor	5	\$24.96	40	\$998.40
	PM	15	\$41.33	120	\$4,959.60
	СО	19	\$17.50	152	\$2,660
	IT	4.5	\$34.37	36	\$1,237.32
Subtotals	-	-	-	596	\$17,512.12
Planning Phase	<u>Position</u>	<u>Total days</u>	Hourly wage	<u>Total</u> <u>Hours</u>	<u>Total Cost</u>
	SME	4	\$37.78	32	\$1,208.96
	FO	5	\$27.45	40	\$1,098
	Cur-exp	3	\$20	24	\$480
	ID	6	\$35	48	\$1,680
	Editor	3	\$24.96	24	\$599.04
	PM	8	\$41.33	64	\$2,645.12
	СО	2	\$17.50	16	\$280
	IT	7	\$34.37	56	\$1,924.72

Subtotals	-	-	-	304	\$9,915.84
Execution					
	<u>Position</u>	<u>Total days</u>	<u>Hourly wage</u>	<u>Total</u>	<u>Total Cost</u>
Phase				<u>Hours</u>	
	SME	40	\$37.78	320	\$12,089.60
	FO	10	\$27.45	80	\$2,196
	Cur-exp	55	\$20	440	\$8,800
	ID	95	\$35	760	\$26,600
	Editor	12	\$24.96	96	\$2,396.16
	PM	34	\$41.33	272	\$11,241.76
	СО	13	\$17.50	104	\$1,820
	IT	38	\$34.37	304	\$10,448.48
Subtotals	-	-	-	2,376	\$75,592
Control					
	Position	<u>Total days</u>	<u>Hourly wage</u>	<u>Total</u>	<u>Total Cost</u>
Phase				<u>Hours</u>	
	SME	0	\$37.78	0	0
	FO	5	\$27.45	40	\$1,098
	Cur-exp	25	\$20	200	\$4,000
	ID	15	\$35	120	\$4,200
	Editor	21	\$24.96	168	\$4,193.28
	PM	17	\$41.33	136	\$5,620.88
	СО	10	\$17.50	80	\$1,400
	IT	10	\$34.37	80	\$2,749.60
Subtotals	-	-	-	824	\$23,261.76
Closeout					
closcout	Position	<u>Total days</u>	<u>Hourly wage</u>	<u>Total</u>	<u>Total Cost</u>
Phase				<u>Hours</u>	
	SME	0	\$37.78	0	0
	FO	4	\$27.45	32	\$878.40
	Cur-exp	4	\$20	32	\$640
	ID	4	\$35	32	\$1,120
	Editor	3	\$24.96	24	\$599.04
	PM	10	\$41.33	80	\$3,306.40
	СО	2	\$17.50	16	\$280
	IT	4	\$34.37	32	\$1,099.84
Subtotals		-		248	\$7,893.68
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