A proposed training for faculty using Vista in School of Nursing

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MIT520

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Fall 2007

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Executive Summary

The UNC Wilmington School of Nursing was established in July, 1984 and currently offers three bachelor's programs and two graduate programs with forty faculty members. One of missions of School of Nursing is to dedicate to excellence in teaching and service to support the development of health care professionals who are leaders in providing quality health care to diverse populations in a variety of roles and settings. In response to a dynamic 21st century health care system strongly supported by technology, all faculty members and students are pushed to move towards a technology-enhanced learning community to keep them professionally and personally current. The online course offerings have doubled with the growth and change of student enrollment, faculty recruitment and program expansion in the past years. Of five programs, there are two whole baccalaureate programs that offered fully online through Blackboard Vista. All relevant trainings and supports are provided by the technology-enhanced learning group in ITSD at UNCW.

With the growth of online courses and the growing requirements of the use of interactive tools, the faculty of SON has made more mistakes and felt more uncomfortable with using Blackboard Vista than before. This has already affected the quality and satisfaction of online course instruction with students. To get teaching and learning through Blackboard Vista run smoothly, it is decided that training for faculty using Blackboard Vista need to be presented by the spring semester of 2008 and completed by June, 2008. The training is developed to address the specific needs of the faculty in SON and fit the particular situation. The desired outcome of the training would be to make faculty feel comfortable with using Blackboard to design, develop and delivery online courses.

To accomplish the training project, a project management plan is developed to plan, monitor, and track the project accordingly. The management plan involves scope management, risk management, and instructional development management. In the scope management the project objectives, deliverables, estimated cost and constraints, milestones, alternative solution analysis, and development team composition and position description. Risk management states the condition and consequence of the potential risks and how to respond to these risks. Lastly, work breakdown structure is produced to proceed the entire development process of the deliverables on the basis of Dick, Carey, and Carey's model. Using Greer's (1992) IDPM (Instructional Development Project Management) as a guide, a Gantt Chart for networking planning and scheduling is developed in the Microsoft Project 2000.

Scope Management

Conceptual Development

Problem Statement

The training for faculty delivering online course via Blackboard Vista in School of Nursing (SON) currently is provided by the department of e-learning in Information Technology System Division at UNCW. Since WebCT Campus Edition as learning management system initially installed at UNCW in 2001, the number of courses in SON offered online has been increasing dramatically. Now, of the five programs, there are two whole programs that are offered fully online via Blackboard Vista.

With the growth of online courses and the growing requirements of the use of interactive tools, the faculty of SON has made more mistakes and felt more uncomfortable with using Blackboard Vista than before. This has already affected the quality and satisfaction of online course instruction with students. To get teaching and learning through Blackboard Vista run smoothly, it is decided that training for faculty using Blackboard Vista need to be presented by the spring semester of 2008 and completed by June, 2008. The training is developed to address the specific needs of the faculty in SON and fit the particular situation. The desired outcome of the training would be to make faculty feel comfortable with using Blackboard to design, develop and delivery online courses.

Information Gathering

The front-end analysis was conducted by graduate assistant in the technology-enhanced learning group with the request from the SON. Through the analysis, the following possible reasons are identified aside for the above stated problem:

- The faculty was provided with the regular training that is same to all faculties across different departments. The training provided didn't address differing needs among the faculty across the university.

- The faculty cannot get adequate available support from the department of e-learning, which provides supports with all faculty teaching online courses across the campus.

Sources of other data collection are mainly from SON, Technology Assistance Center (TAC), and the technology-enhanced learning group. All current relevant training and support for faculty of SON using Blackboard is from TAC and the department of e-learning. Interview is the principle information gathering tool during the process. It can gather in-depth information in relatively short time.

Source one— the technology-enhanced learning group

- Interview the two staff and two graduate assistant to learn about

1) What kinds of remedy ticket on using Blackboard have been most frequently requested by faculty of SON.

2) What knowledge and skills on using Blackboard Vista that faculty of SON should master to teach online course successfully through Blackboard Vista.

3) What special suggestions for SON and the training in the aspect

Source two— Technology Assistance Center

● Interview the full-time trainers who regularly deliver trainings to faculty to gather the following information:

1) What the relevant training they provided covers

2) How they delivered the training on how to use Blackboard Vista

3) Ability of faculty of School of Nursing to have gotten used to the training on using Blackboard Vista

Source three— ten current faculty members in SON (two representatives per program are designated to represent the collective view of point)

● Interview these ten faculty members to make such decisions as what delivery format they preferred (online, face-to-face, in person), what delivery schedule they would want, and what deliverables they need during and after the training.

Project Objectives

- **Delivery Strategies:** cater the training to the target learners' needs with different levels when delivering it

- **Deliverables:** create trainee's guide and trainer's guide for use during the training and job aides/FAQ for trainees' reference when working
- **Benefits:** The faculty in SON will deliver online course smoothly that make the registered learners enjoyable.
- **Budget:** the cost for training deliverables and training should not exceed 5000. which is provided by the client services of ITSD at UNCW.

Specifications:

Delivery Strategies: In SON there still are some faculty members in SON who have never taught online course, though the number of course that is offered online is increasing. They will adopt online course delivery some day, and this is a matter of time. To reach all faculty members in SON, delivery schedule and delivery strategies to differentiate target learners should be develop to achieve the adequacy of training.

Deliverables:

The trainee's guide will be divided into two sections, front-end materials and lesson material. The front-end material includes a table of contents, a "how to use this guide" section, and overview of the training course, and what is expected of the participant, and what prerequisite knowledge and skills needed, and a glossary of terms used in the training. Lesson material will be structured based on the different tools: course tools, design tools, and students' tools within Blackboard Vista. Each tool section includes content, the objectives, and the instructions on how to proceed in the section. The participant guide will be different just in expectations, the prerequisite, objectives, and the depth of content between faculty members who have never taught online course and faculty members who have already used Blackboard. The structure is consistent.

The trainer's guide will be organized into three sections, front-end materials, instructional strategies, and a reference section. The front-end material will include a table of contents, instruction on how to use the instructor's guide, a topic-by-topic overview of the content and instructional procedures, a lesson-by-lesson list of all material and equipment needed, and glossary of terms. Tests and evaluations will be included in the instructor's materials, along with the answer keys. The section on instructional methods will include a reference section containing a complete copy of the participant guide, tips of delivering the training course and dealing with some troubleshooting, and copies on any background reading for the instructor on content and operating equipment. References, recommended reading, World Wide Web links are included in the reference section of the instructor's guide.

The training will be delivered by the Blackboard Vista administrator, the supervisor and one staff of technology-enhanced learning group. The trainers will be encouraged to follow the instructor's guide to ensure that participants in the training are on the same page with the relevant participant guide.

A web site for the frequently asked questions will be created in the format of question and answer (Q & A) before, during and after the training workshop.

A procedure job aid will be developed based on the use of tools and relevant troubleshooting. The deliverable for a job aid is chosen on the basis of the following considerations: (1) the consequences of error are high; (2) faculty performance can be improved through self-assessment and correction with new or emphasized standards in mind; (3) faculty in SON has no much time to devote the training with other demands for duties.

Benefits: The faculty in SON will deliver the online course instruction that meets the diverse needs from learners and makes them enjoyable, which in return allow the SON win the increase in the enrollment with breaking through traditional learning time and place limitation.

Budgets: SON will offer money for this training. But the cost for the training from start to end should not exceed $5,000 with the whole training is provided by the department of Client Services.

Constraints

Constraints	Implications
Every trainer that involved in the training has other duties to make.	• They cannot spend 100 percent of time on the training. • The development work and printing will need to be done in-house to allow for a quicker turn-around time and quality control.

The completion of the training by June 2008 places time limitation on all parties	• Training project needs to be designed and delivered as soon as possible. • A compact development schedule will be created to pace all involved people focusing and staying on task when working on the project • Faculty will need to be trained during the spring semester of 2008 and get training done completely for summer semester and fall semester of 2008.
SON had their own trainer before but that position is no longer there since December, 2006.	• There is no informal or refresher training available to all faculty members in SON

Alternative Solution Analysis

Here are a few alternatives to this proposed solution followed by constraints associated with these alternatives.

Alternative Solution Analysis #1	Constraints
The School of Nursing could hire a contractor to delivery training to solve the limited manpower problem	• This solution will take people a little time to get on board. There is no much time to recruit and get used to an outside trainer and for organization get used to him or her. • This solution would ruin the bonding relationship between school of nursing and the department of e-learning at UNCW
Alternative Solution Analysis #2	Constraints
The School of Nursing could hire an instructional design specialist to make the project development work accomplished in a shorter amount of time.	• An outside instructional design specialist needs to take a little time to build the relationship with the department of e-learning • This solution would make hard getting all involved people on the same page with following the design specialist
Alternative Solution Analysis #3	Constraints

The training could be developed using Blackboard Vista training shell and be delivered using Blackboard Vista. The solution would not only show the faculty members what online course teaching via Blackboard looks like and but also allow the faculty to participate anywhere internet connection is available.	• Without timely feedback and face-to-face interaction, faculty may be uncomfortable with the delivery method, especially for those faculty members who have never taught online course. • It is hard to get participants focused and engaged in the training without seeing the expressions. There is little or no incentive for the faculty to participate and regularly contribute to this format.

Project Development Team and Role Descriptions

The project development team members below are essential to the success of this project:

Project Manager (the Blackboard Vista Administrator)

The Project Manager is responsible for ensuring the project team creates quality training course on time and under budget.

- During the beginning phase, the Project Manager runs the Kickoff meeting to work closely with all stakeholders to determine the scope of the project, which includes output requirements, deliverables, milestones, delivery schedule, and estimated budget and risks.

- During the development of the project, the Project Manager organizes the project, coordinating efforts of development team members, seeing to in-process review/feedback, getting the signoff from the customer, and documenting the process in the project plan.

- During the development and implementation of the project, the Project Manager initiates and manages formative evaluation and summative evaluation.

Instructional Designer (the supervisor, one staff and two graduate assistants in the technology-enhanced learning group)

The instructional designers are responsible for designing and developing a training that addresses the needs of the faculty and fit the particular situation of school of nursing.

- The e-learning staff will conduct the front-end analysis by working with stakeholders in School of Nursing.

- Based on the front-end analysis report, these two instructional designers work with the SMEs to identify the learning objectives, tasks, and delivery media and system.

- The instructional designers design and develop deliverables under the schedule and milestones

Subject Matter Experts (Blackboard Vista Administrator, e-learning supervisor)

The Subject Matter Experts (SMEs) are responsible for providing expertise in designing and developing web-based and web-enhanced course using Blackboard Vista to ensure the adequacy and currency of the content. The SMEs participate in the review process and provide feedback to the project team.

Stakeholders

The Stakeholders include all faculty memebers in school of nursing and Information Technology System Division personnel assigned to the project.

- The stakeholders participate in the Kickoff Meeting to get the project plan approved

- The stakeholders review and approve in-process progression of the project

- The stakeholders provide signoff on each project milestones

Summative Evaluator (some evaluator at UNCW)

The Summative Evaluator develops the Summative Evaluation Materials, e.g., surveys, questionnaires, and conducts the summative evaluation. With the evaluation data collected, the Summative Evaluator compiles the results and prepares a summative evaluation report. The Summative Evaluator discusses the report in detail with the entire project team at the close of the project.

Trainers (Blackboard Vista Administrator, the supervisor and one staff)

Trainers are responsible for delivering the training to faculty members in school of nursing following the instructor's guide.

Awareness Coordinator (secretary in SON, one graduate assistant)

The awareness coordinators are responsible for advertising the special training and arranging for meeting as needed.

Budget Estimate

Category	Unit Cost	Quality	Total
Personnel			
Project Manager			$0 (included in job)
Subject Matter Experts (2)			$0 (included in job)
Instructional Designers (4)			$0 (included in job)
Trainers (3)			$0 (included in job)
Awareness Coordinator (2)			$0 (included in job)
Personnel Total			**$0**
Materials			
Trainer's Guide	15.00	20	$300
Trainee's Guide	10.00	70	$700
Assessment Materials	0.50	50	$25
Fliers	0.40	60	$24

Binders for guides	4.00	90	$36
Catering: Food	5.50	80	$440
Catering: Beverages	1.00	160	$160
Computers with Office and multimedia software			$0 (provided by ITSD)
Materials Total			**$1,709**
Locations			
ITSD Computer Lab			$0 (provided by ITSD)
Meeting Space			$0 (provided by SON)
Locations Total			**$0**
Summative Evaluation			
Evaluation of instructor and participant guides			$0(included in salary)
Evaluation of training	500.00	1	$500
Evaluation Total			$500
Total Resource Estimate			2209

Formative Evaluation Procedures

The project manager and e-learning supervisor will conduct one-on-one evaluation with three faculty members. One faculty member has never taught online course, another two faculty members have already had experiences with online teaching with different levels.

After revision based on the results of one-on-one evaluation, the project manager and one e-learning staff will conduct a small group evaluation with eight faculty members. They include five faculty members from each program and three faculty members who have never taught online course.

The data of the small group evaluation will be reviewed among the stakeholders and discussed with the SME to make any revision before the deliverables are reproduced on a mass scale.

Summative Evaluation Procedures

Following implementation of the training, a professional evaluator at UNCW will administer a summative evaluation. The results of the summative evaluation will be presented to the entire project team. The data collected in this stage of the evaluation will be used to make improvements in the development of future training courses for the SON.

Risk Management

Risk # 1 Scheduling Conflict

Definition:

Condition: A number of faculty members still commit to other organization, e.g., hospital or other health care agency aside for regular teaching in School of Nursing. They probably are carrying out this or that function at the same time that training is being offered.

Consequence: Those faculty members with scheduling conflicts will miss some of the training sessions.

Probability:

Probability	Medium	High	Extreme
	Low	**Medium**	High
	Minimal	Low	Medium
	Severity of Consequence		

Response:

To minimize the effects of this risk with faculty schedule conflict, the training will be offered during the morning and afternoon for both faculty members who have never taught online course and faculty members who have already had online teaching experience with Blackboard Vista. To reach those faculty members who may work in other health organizations with different working time shift, a few short training with different participants will be scheduled in the evening.

Risk # 2 Technology Dependence

Definition:

Condition: The training relies on the running environment where internet connection is available, Blackboard Vista server is running stably, and all computers are working properly, and all applications required are completely installed.

Consequence: Once the running environment the training is implemented is down, then it will not only cause the discontinuing of the hands-on training with the faculty members but also affect their learning participation.

Probability:

Probability	Medium	High	Extreme
	Low	Medium	High
	Minimal	Low	**Medium**
	Severity of Consequence		

Response:

To minimize the risk of technology dependence, relevant announcements will be programmed to be loaded automatically into the training project electronic schedule allowing training to be re-scheduled as necessary in advance.

Risk # 3 Attendance

Definition:

Condition: Some faculty members may not participate the training with the same topic training as provided by the regular training center at UNCW attendance may be low.

Consequence: those faculty members will not accomplish the online course teaching via Blackboard Vista without relevant proficient skills.

Probability:

Probability	Medium	High	Extreme
	Low	Medium	High
	Minimal	Low	Medium
	Severity of Consequence		

Response:

To minimize the risk of low attendance, the awareness coordinator will stand out the unique feature of the training that fit the particular situation with faculty members in School of Nursing in the flyer. The flyer will send to faculty members through multiple channels such as e-mail, newsletters, regular department faculty meeting, and so on.

Risk # 4 Quality of Training

Definition:

Condition: The instructor's guides may not adapt to the real training situation enough not to achieve the desired quality of meeting the learning objectives.

Consequence: This will affect attendance and motivation with faculty members.

Probability:

Probability	Medium	High	Extreme
	Low	Medium	High
	Minimal	Low	Medium
	Severity of Consequence		

Response:

To minimize the risk of low quality instruction, the entire instructional development process from the front-end analysis, through design and development, to formative evaluation should be completed systematically one after another.

Project Work

Deliverables

The training project will produce the following deliverables:

- One instructor guide for delivering a workshop to faculty teaching online course via Blackboard Vista

- One participant guide for delivering a workshop to faculty teaching online course via

Blackboard Vista

- One instructor guide for delivering a workshop to faculty who have never taught online before (web-based or web-enhanced)

- One participant guide for delivering a workshop to faculty who have never taught online before (web-based or web-enhanced)

- A relevant job aid in both print-based format and electronic format

- A Web site that has answers to frequently asked questions

Major Milestones

Milestones	Estimated Completion Date
Distribute the project plan	**January 15, 2008**
Complete rough draft of all deliverables	**March 28, 2008**
Complete formative evaluation	**April 8, 2008**
Delivery training	**May 19, 2008**
Complete summative evaluation	**Sep 9, 2008**

In-process Communication Plan

Meetings have been scheduled at various major milestones to address up front issues or concerns during the development of project. The team members will be expected to stay regular contact with each other and the project manager reporting their progress. On the other hand, the project manager should meet with the primary customer periodically to allow for in-process review/approval and any changes possible. Additionally, the Gantt Chart will be a very convenient tool for all team members to monitor and track the progress of the entire project development.

Work Breakdown Structure

1.0 Assess Needs to Identify Goals

-Already completed prior to the start of the project

2.0 Conduct Project Kick-off Meeting

3.0 Conduct Instructional Analysis (with SME)

3.1 Classify instructional goals (verbal information, intellectual skills, and attitude)

3.2 Identify and sequence the major steps required to accomplish each instructional goal

3.3 Identify subordinate skills and entry levels required to complete each step within the instructional goal

4.0 Analyze Learners

4.1 gather information on participants' entry behaviors associated with instructional goals

4.2. Gather information on participants' prior knowledge of the topic area

4.3 Gather information on participants' impressions toward content and potential delivery format

4.4 Gather information on participants' motivation

4.5 Gather information on participants' educational and ability levels related to training

4.6 Gather information on participants' learning preferences

4.7 Gather information on participants' group characteristics

4.8 Analyze data and make relevant decisions

5.0 Analyze Learning Environment

5.1 Analyze performance context

5.1.1 Interview faculty members about performance environment

5.1.2 Produce a description of physical environment where skills will be used

5.1.3 Make a list of any factors facilitating or interfering with the learner's use of skills

5.2 Analyze Learning Context

5.2.1 Assess compatibility of the training site with instructional requirements

5.2.2 Assess adaptability of the site simulating workplace

5.2.3 Assess adaptability of site for various delivery strategies

5.2.4 Identify the constraints affecting design and delivery of training

5.3 Formulate a report for learning environment based on information gathered.

6.0 Write Performance Objectives

6.1 Revamp instructional goal statement to reflect particular learning environment

6.2 Write terminal objective to reflect learning environment

6.3 Write an objective for each major step in goal analysis

6.4 Write an enabling objective for each subordinate step under each major step

7.0 Develop Assessment Instruments

7.1 Design Criterion-Referenced Tests

7.1.1 Define mastery measurements for each enabling objective

7.1.2 Write test items in terms of enabling objectives

7.2 Write test items instructions for Learners

7.3 Develop the instrument

7.3.1 Identify elements to be assessed

7.3.2 Sequence the elements

7.3.3 Determine the type of objective judgment

7.3.4 Determine how the instrument will be scored

7.4 Identify test procedures

7.5 Administer test to learner outside target group

7.6 Identify problems with directions and test Items

7.7 Revise tests

8.0 Develop Instructional Strategies

8.1 Choose an Instructional Delivery System

      8.1.1 Review the results in step 3, 4, 5, 6, and 7 sequentially

      8.1.2 Sequence logical clusters of objectives to be taught

      8.1.3 Determine the learning components that will be used in the Instruction

      8.1.4 Identify appropriate delivery and presentation media

      8.1.5 Select or develop a delivery system which accommodates previous decisions

8.2 Sequence and cluster content

8.3 Identify instructor's role in pre-instructional activities, assessment and follow-through activities

8.4 Review and revise the entire strategy to consolidate the selection of media and delivery system

9.0 Develop and Select Instructional Materials

9.1 Review the instructional strategy for each objective

9.2 Assess the availability and adequacy of any existing training materials

9.3 Determine whether new instructional materials needed to be assigned

9.4 Plan instructional materials

      9.4.1 Navigate Blackboard Vista

      9.4.2 Meet with SME to determine what content and visuals should be included

         9.4.2.1 Trainee's guide for both novice Vista users and experienced Vista users

         9.4.2.2 Trainer's guide for both novice Vista users and experienced Vista users

      9.4.3 Classify those chunks into different tools

      9.4.4 Develop trainee's guide for novice Vista users

      9.4.5 Develop trainer's guide for novice Vista users

      9.4.6 Develop trainee's guide for experienced Vista users

      9.4.7 Develop trainer's guide for experienced Vista users

      9.4.8 Access the remedy tickets report

         9.4.8.1 Organize the questions by different tools

         9.4.8.2 Determine questions for FAQ website

         9.4.8.3 Determine remedy tickets for Job Aid

      9.4.9 Develop the FAQ website

      9.4.10 Develop Job Aid

9.5 Review rough draft of all materials

9.6 Edit materials

9.7 Print materials

10.0 Design and Conduct Formative Evaluation

10.1 Conduct One-to-One Evaluation

      10.1.1 Select three faculty members

      10.1.2 Conduct training

         10.1.2.1 Record learner observations

   10.1.2.2 Interview three faculty members

   10.1.2.3 Summarize Finding

  10.2 Revise Materials

  10.3 Conduct Small Group Evaluation

   10.3.1 Select eight faculty members

   10.3.2 Conduct Training

    10.3.2.1 Record Learner Observations

    10.3.2.2 Review Pre and Post-Test Data

    10.3.2.3 Summarize Findings

  10.4 Revise Materials

  10.5 Finalize Materials

  10.6 Print Materials and Upload Web page to the server

11.0 Implement Training

  11.1 Conduct trainer training meeting

  11.2 Reserve the training site and facilities

  11.3 Develop the flyer for training

  11.4 Promote the training sessions through newsletters, websites, and mass e-mails

  11.5 Deliver training to faculty members

12.0 Design and Conduct Summative Evaluation

  12.1 Call on some evaluator at UNCW to conduct summative evaluation

  12.2 Design evaluation materials

  12.3 Administer summative evaluation

  12.4 Gather data and analyze data

  12.5 Write summative evaluation report

  12.6 Edit the evaluation report

  12.7 Distribute the evaluation report

Network Planning and Scheduling (please see Microsoft Project file)

Network diagram showing durations and earliest start and finish
 • Please see Microsoft Project file

Network diagram showing durations and latest start and finish times
 • Please see Microsoft Project file

Schedule showing slack
 • Please see Microsoft Project file

Critical Path
 • Please see Microsoft Project file

Revised Schedule
 • Please see Microsoft Project file