

# Learning Object Workbook

Date:

Project Manager:

Name of Learning Object:

## **PHASE 1: FACULTY REQUEST**

Deliverable: Faculty Request

STEPS:

- Faculty discusses LO idea with PM
- Faculty requests LO in Portfolio
- If Faculty member provides sufficient input and collaboration with PM to build a proposal, project moves to **Phase 2**.

### **Project request**

(Paste from Portfolio):

## PHASE 2: PROJECT PROPOSAL

Deliverable: Proposal

### STEPS:

- Project Manager (PM) meets with faculty to refine and develop request into proposal. This meeting should clarify the learning objective, and better inform faculty of the possibilities.
- PM initiates research with library, clearly identifying deadline.
- PM schedules **Review Session One** to review proposal. In attendance are:
  1. PM
  2. Faculty
  3. Designer
  4. Developer
  5. Mike
  6. Librarian
- If faculty and team agree that project contains a clear objective, is sufficiently defined, and seems feasible to do by deadline, project moves to **phase 3**.

### Description of Learning Object

This description should draw on the request, refinements that have come from subsequent conversations, and results of library research.

### Library research

What other works already exist that are similar? How would this learning object be different?

What features from other LOs would be 'borrowable'? What ideas from completely different types of projects could help? Include URLs, screenshots, and textual descriptions.

**Why the LO is needed**

Why is the LO needed? Can this objective be achieved any other way?

**Courses in which it will be used**

List courses and frequency taught for all Wesleyan faculty who will use the LO.

**Audience**

What kind of learners or audience will use the LO?

**Educational goals, activities**

How will it be used? Give some examples of activities, lessons and assignments the faculty member proposes to construct around the use of the LO, and how that fits into the larger course structure.

**Learning outcomes**

How will faculty judge whether or not their students have learned what they are trying to teach? How will this improve upon other materials that they already use, or upon other ways of teaching the same materials?

**Content needed**

List materials, quantities, sources, copyright and production required. Repeat headings as needed.

For example:

*Material: Images, video, audio, etc*

*Quantity: number or minutes*

*Source: title/author of book, video, audio*

*Copyright: copyright owner, year, publisher*

*Production required: scanning, editing, digitizing, etc*

Material:

Quantity:  
Source:  
Copyright:  
Production required:

### **Copyright and Intellectual Property**

Who will own this material?

What will be the terms of sharing this material? Can you use a Creative Commons license?

If the object uses copyrighted materials, who will do the work to license materials owned by others?  
Is there a cost anticipated with using copyrighted materials?

# PHASE 3 PROJECT SPECIFICATION

Deliverables: Project spec (PM)  
 Design concepts (Designer)  
 Technology and tools needed (Technical Lead )

**STEPS:**

- PM revises proposal into spec, incorporating summary of librarian's research and revision and feedback from Review Session 1.
- PM creates scope and estimates in consultation with designer and programmer .
- Designer sketches out design concepts; presents to faculty and project team
- Technical Lead explores possible technology solutions (e.g. shareware, integration issues, etc.)
- PM schedules **Review Session Two** to review spec; discuss how proposed design solutions support educational goals.

**If team and faculty agree on scope, if PM agrees there are adequate resources to complete project as defined, and Dean gives approval, project moves to Phase 3.**

- In attendance are:
  1. PM
  2. Faculty
  3. Designer
  4. Technical lead
  5. Mike
- Mike reviews project with Dean
- If team and faculty agree on scope, PM agrees there are adequate resources, and Dean gives approval, move to **phase 4.**

**Project team**

Who is available to work on the project? How much time can they commit? What will their roles be?

<u>Roles</u>	<u>Person</u>	<u>Time commitment</u>
Project Manager/Producer		
Subject Matter Expert		
Graphic Designer		
Digitization		
Animation		
3D-Modeler		
Programmer		
Database Designer		
Evaluator		
Metadata creator		
Librarian		
Technical lead		
Student assistant		



## Communications

How will the project team communicate?

How will documents be shared?

How will deadlines be established?

## Scope of work

The following table will help to define the boundaries of the project and the work that everyone agrees to perform. Add to or expand the table as needed.

<b>Project component or major tasks</b>	<b>Quantity</b>	<b>Hours to complete</b>	<b>Who will do this</b>
Video shooting			
Video editing			
Audio recoding			
Audio editing			
Illustration			
Digitization of images			
Digitization of audio/video			
Graphics			
Animation			
3D Modeling			
HTML pages			
Map			
Database design/program			
Search engine			
Text writing/editing			
Documentation			
Library and/or web research			
Copyright clearance/licensing			
	<b>Total hours</b>		

## Scope of work comments

Add any clarification needed to the above table.

## Risks

List risks which may interrupt or delay the project. For example, faculty sabbatical or leave, use of new technology, refusal of request for critical copyrighted material.

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### **Design concepts**

Enter notes from designer's concept presentation at Review Session Two.

What techniques will be used to develop the prototype:

- Site Map
- Wireframe
- Storyboard
- Narrative Specification
- Use cases (description of learning activities)

Include URLs/scans/screenshots

### **Tools and technologies**

List the tools and technologies that will be used.

Flash
Html
Javascript
Perl
Database (oracle, mysql, etc.)
Cold fusion
Maya/3D studio max
Photoshop
Illustrator
Other?

Are these well understood and supported?

Will there be training needed for any of the team members?

Are there costs involved for software, hardware or training? If so, who will pay?

### **Testing and Usability**

Bug testing will be done by:

Browsers/platforms to be tested:

Describe testing method:

How results will be reported:

Usability testing will be done by:

Browsers/platforms to be tested:



Describe testing method:  
How results will be reported:

Is the LO accessible to people with disabilities?  
Are you using Priority 1 or Priority 2 guidelines <http://www.w3.org/TR/WCAG10/full-checklist.html> from the web accessibility initiative?

### **Metadata**

Metadata will be recorded by:

Metadata will be recorded in:

LoLa:

Merlot:

GEM:

Other:

How will the uses of the learning object in a particular course be recorded?

### **Evaluation**

Who is doing the evaluation?

To whom are the results being reported?

What quantitative data will be collected?

Server logs:

Test scores:

Other:

What qualitative data will be collected?

Focus groups:

Surveys:

Interviews:

How will evaluation results be integrated into future designs?

### **Archive and Maintenance**

What documentation is necessary?

If documentation is needed, who will write it?

Where will the source files for the project be stored?

Who will review project files to make sure that work can be re-started if there is a reason to do so?

Where do ideas for future enhancements/improvements get recorded?

## PHASE 4: PROJECT SCHEDULE/PRODUCTION

Deliverable: Project schedule

STEPS:

- Team and faculty agree on scope
- PM agrees there are adequate resources to complete project as defined
- Dean gives approval
- Project moves into production

### Project Schedule

The project schedule should be constructed in a way that best serves the needs of the project team. A simple spreadsheet, as given in example below, may be all that is needed to track a simple project. It is up to the project manager to come up with a method that is appropriate for project. Most important is that the schedule be kept up to date!

Task	Start Date	Task Duration /Hrs	End Date	Status x=done	Task assignmet /resource
<b>Analysis, Planning and strategy</b>					
Review proposal with faculty	4/8	3	4/30	x	MC, AL,DS
Library research	4/30	1	5/4	x	DS, MC
Draft LO Proposal	5/2	5	5/31	x	DS, MC, AL
Submit proposal to NMC	6/2	1	6/2	x	DS
Acquire 3D panorama equipment, software	6/2	5	6/16	x	DS, AL
Plan trip to Palenque	6/2	3	6/10	x	AL, MC
Ascertain materials are / can be licensed	9/27	1	9/28	x	DS, SJ
Draft Project Schedule	12-Oct	2	10/12	x	DS
Review Session 1	8-Oct	5	8-Oct	x	DS, AL, WK, LH, MC
<b>Interface design</b>					
Develop sketches	2-Sep	3	2-Oct	x	AL
Plan content needs for design	2-Sep	3	15-Oct	x	AL
Collect content for design	15-Sep	4	30-Oct	x	MC
Review content for design	30-Oct	1	30-Oct	x	MC, AL
Revise design	11/04/04	3	11/4/04		AL
<b>3D models</b>					
Temple of the Sun	10/2/04	20	10/30	x	
Temple of the Foliated Cross	10/2/04	18	10/30/	x	

An alternative to having the PM define and track all tasks is to define and track only milestones, or higher level tasks which comprise a number of subtasks assigned to a single team member, who defines and reports his own subtasks. This method can be particularly useful if the team member is working with a technology of which only he has full command.

For example, the following spreadsheet is a tabbed worksheet attached to the project spreadsheet above. The 3D models in the project schedule are all the responsibility of one team member, Luis Henao, who defined his own subtasks and reported his progress.

PROJECT NAME: Palenque					
Developer/Designer: Luis Henao					
Task	Subtask	Start date	Task duration /hrs	End date	Status X=done
<b>3D model of Temples -SunTemple</b>		<b>2-Oct</b>		<b>30-Oct</b>	
	Construct Temple Base		3	2-Oct	X
	Construct Ritual Rooms		3	16-Oct	X
	Construct Detail		3	30-Oct	X
	Design Map for Base		4	15-Oct	X
	Design Map for Ritual Rooms		3	23-Oct	X
	Design Map for Details		2	23-Oct	X
	Finalize		2	30-Oct	X
<b>3D model of Temples -Foliated CrossTemple</b>		<b>2-Oct</b>		<b>30-Oct</b>	
	Construct Temple Base		3	2-Oct	X
	Construct Ritual Rooms		3	16-Oct	X

### Meetings

#### Phase 1 Request

1. PM and faculty meet to discuss initial request in Portfolio.

#### Phase 2 Proposal

1. PM and faculty meet to refine and develop the request into a formal proposal using the workbook as a guide.
2. Review Session One – the following people meet to review the proposal

PM  
 Faculty  
 Designer  
 Technical lead  
 Mike  
 Librarian

#### Phase 3 Project Specification

1. Review Session Two — the following people meet to review the project specification, and discuss how the proposed learning object supports educational goals.

**If team and faculty agree on scope, if PM agrees there are adequate resources to complete project as defined, and Dean gives approval, project moves to Phase 3.**

PM

Faculty  
Designer  
Technical lead  
Mike

#### **Phase 4 – Project schedule and production**

1. Project team meets to review project schedule and kick off production
2. Production review meetings are scheduled on a regular basis throughout the timeline to verify status and provide opportunities for feedback. The frequency of these meetings should be agreed upon by the team.

#### **Postmortem**

A meeting is called after the LO is launched to review performance and process. This can also be the time to collect /review good ideas that fell outside the scope, but might be considered for a second phase of development at a later time.