

Project Management Essentials for Instructional Designers

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Abstract

Instructional Designers require the knowledge of project management skills. Research has shown Bachelor and Master degree programs do not offer project management courses. The goal of this quantitative research study was to examine the impact of the e-learning module's effectiveness on Instructional Designers' understanding of the project life cycle and how to implement the Planning and Monitoring and Control tools. Test participants, who were Instructional Designers, completed an online pre-module self-assessment and online summative self-assessment to determine their pre-existing knowledge and knowledge learned in the e-learning module. The interactive e-learning module was designed in Articulate Storyline 360 and embedded into Canvas LMS. Analysis of the data determined the e-learning module was more effective as increasing the knowledge related to the second research question than the first one. The results indicate that with modifications, the e-learning module could provide essential project management skills to Instructional Designers.

Table of Contents

Chapter 1: Introduction	5
Instructional Problem	5
Research Problem	5
Research Purpose	6
Research Question(s)	6
Chapter 2: Literature Review	7
Introduction to the Literature Review	7
Learning project management skills	7
Soft skills required of instructional designers	9
Higher education offering cross-discipline courses	11
Conclusion	13
Chapter 3: Research Methodology	14
Instructional Problem Overview	14
Potential Solutions	14
E-Learning Unit of Instruction Description	16
Research Methodology	20
Method	20
Participants/Stakeholders	20
Data Collection Instrument(s)	21
Data Analysis Technique(s)	22
Expected Timeline	22
Data Security and Confidentiality	22
Conclusion	22
Chapter 4: Results	24
Summary of Research	24
Summary of Results	24
Proposed Iteration(s) of E-Learning Solution	33
Chapter 5: Discussion	35

Conclusion(s) Based on Results	35
Limitations	36
Implications of Research on Educational Practice	36
References	38
Appendix A	42
Appendix B	56
Appendix C	58

Chapter 1: Introduction

Instructional Problem

Instructional Designers with either a Bachelor's or Master's degree possess the ability to use technology and have a variety of technical and design skills. They need a basic level of project management essentials knowledge. Because degree programs do not offer project management courses, they lack the necessary skills needed to efficiently manage instructional design projects.

Research Problem

There is a disconnect between what an Instructional Designer can do and the process of how they create the final product. They lack Planning and Monitoring and Control skills for project management. This problem is important to address because Instructional Designers require a more effective skill set with managing instructional design projects. A possible root cause for Instructional Designers lacking project management skills is due to universities not offering or requiring project management courses within the College of Education.

Everything an Instructional Designer creates is a project. Shahron Williams van Rooij with George Mason University acknowledges, "Courses in project management are often absent from the higher educational instructional design curriculum, creating a gap between what is learned in instructional design programmes and real-world practice." (Williams van Rooij, 2010b). The impact on learners is that Instructional Designers are going into the real-world unable to adequately manage projects, which could lead to missed deadlines, time management issues, below average employee evaluations, and lower job satisfaction.

Research Purpose

The purpose of the study is to explore the impact of the e-learning module on Instructional Designers' understanding of the project life cycle and to investigate the impact on Instructional Designers' understanding of how to implement the Planning and Monitoring and Control tools.

Research Question(s)

What is the e-learning module's impact on Instructional Designers' understanding of the project life cycle?

What is the e-learning module's impact on Instructional Designers' understanding of how to implement the Planning and Monitoring and Control tools?

Chapter 2: Literature Review

Introduction to the Literature Review

This literature review examines the topic of project management skills for Instructional Designers. Higher education does not offer project management courses in Instructional Design degree programs. As instructional designers transition into their careers, they lack fundamental soft skills associated with their job responsibilities. Instructional designers are required to create a project's final deliverable yet often find themselves with the inability to know how to manage projects. This literature review will explore the following themes: learning project management skills, soft skills required of instructional designers, and higher education offering cross-discipline courses.

Learning project management skills

Project management skills are applicable across multiple industries. Hadjinicolaou (2022) suggests that people who are not in a project manager role can gain invaluable professional skills from studying project management. He offers several benefits including working smarter, improving the chances of achieving the desired result, gaining competitive advantage and standing out from the crowd, and improving the quality of work. Novice instructional designers may understand the theory of what to design. The struggle often resides in the inability to understand how to achieve the final result. Shahron Williams van Rooij (2010a) posits, "...instructional designer positions require not only instructional design skills/competencies, but also project management skills, including the ability to lead a project team, estimate project requirements, and develop processes and standards for completion of educational/training product development projects." Instructional designers face aspects of project management, regardless if they are qualified to efficiently perform them.

Research performed by Rabel and Stefaniak (2018) reveals that instructional designers are expected to enter organizations with the required skills necessary to perform their jobs. Unlike certain industries where employees may start in an entry-level position to learn fundamental and professional development skills, instructional designers are expected to know how to take a project from conception to completion from the onset of employment. According to Gardner, et. al. (2021), managing the project is one of the five skills needed for instructional designers. Creating content is only one aspect of an instructional design project. Without the associated project management intricate skills, instructional designers are placed in situations for which they are incapable of achieving a successful outcome.

One key aspect of project management is operating within the constraints. Tracey, et. al. (2022) observe that an essential element to completing a design is interacting with design constraints, which include time, budget, technology, and human capital. Project management principles offer guidelines and tools to navigate within a project's constraints.

Project management influences the quality of the final product. Fullick-Jagiela, et. al. (2023) hypothesize implementing project management processes improves the development of well-designed courses. Construction of a product, physical or digital, requires adhering to processes and standards in pursuit of the highest quality outcome.

Low-quality management impacts the execution of instructional design projects. Allen and Gardner (2021) argue that instructional design is inherently complex and could be difficult to manage. Furthermore, they postulate that poor management of an instructional design project can have a negative impact on learning outcomes. If an e-learning curriculum is incomplete, lacks appeal and usability, or contains inaccurate information, it calls into question the integrity of the producers and creators. As the instructional design industry has advanced with the expansion of

e-learning solutions, there is an increasing need for instructional designers who specialize in project management. Sims and Koszalka (2016) discuss project management as one of the four roles emerging within the industry.

Soft skills required of instructional designers

Limited field experience may contribute to an instructional designer's unfamiliarity with the soft skills integrated into the job expectations. As part of Ritzhaupt and Kumar's (2015) study, they note, "When asked to describe responsibilities, several participants explained how they juggled multiple projects involving different stakeholders and deliverables at any given time. In this context, time management, project management, and the ability to problem solve or troubleshoot were taken for granted by participants as essential to their job roles." Assumptions and unexplored facets of employability skills may contribute to the expectations versus reality that some instructional designers initially experience.

There is an unspoken expectation that employers require instructional designers to know how to apply soft skills which are outside the scope of instructional design creation. Zaballero, Asino, and Briskin (2015), present the results of a survey with 1,381 respondents which reveals 31 percent of participants stated their job titled inaccurately reflected their job responsibilities. Perhaps contributing to instructional designers' opinions of misalignment between job title and responsibilities is diversity of the five current generations within the workforce (Kelly, 2023). These generations, the Silent Generation, Baby Boomers, Generation-X, Millennials, and Generation-Z, all have unique experiences, mindsets, and career expectations they bring into the work environment. The three older generations tend to have characteristics associated with a traditional work ethic. Javed (2021) describes an ethical worker as, "...loyal and committed to the goals of his organization by putting in their best efforts." Dependability, integrity, focus on

goals, dedication, and determination are some of the traits Javed lists. This is not to imply the younger two generations, Millennials and Generation-Z do not possess nor demonstrate these attributes. Instead, it is speculation that the older generations have a different interpretation of the expectations associated with these values. They are more inclined to lean towards compliance and acceptance of additional job responsibilities not listed on job descriptions or what goes beyond the technical skill requirements. According to an interview conducted by Gonzales (2023), older workers believe employment is a privilege and should strive to be the first person to arrive at the job and the last one to leave. Conversely, Generation Z workers aim for a work-life balance and consider emotional and mental health an important factor in their professional lives. As a result, they may look for job opportunities that allow them to maintain a healthy work-life balance and expect job postings and prospective employers to give a complete picture and list of job responsibilities. Thus, the two younger generations may not be as willing to engage in pursuing additional soft skills.

The increased demand within the instructional design field indicates the importance of instructional designers to consistently seek training in current trends and professional development of relatable soft skills. Exter and Ashby (2021) explore the idea of lifelong learning among instructional design professionals. The research indicates that participants sought learning opportunities to prepare for potential future projects or career advancements. In a field compromised of education, creativity, and design standards which result in unique products, staying abreast of current trends and expansion of skill sets must remain a constant for instructional designers.

The type of workplace may play a factor in the type of soft skills required of instructional designers. K-12 school systems, higher education, and corporate training vary in their structure

and approach to projects. If an instructional designer chooses to be an independent contractor, they will need to increase the breadth of their soft skills. Larson and Lockee (2007) discuss that studies of job announcements show differences in requirements between business and higher education jobs. Additionally, a company or organization's culture influences instructional design positions. There is a sliding scale of where companies value professional development and training opportunities. Within organizations with limited offerings, an instructional designer may find themselves in an environment that does not meet their needs and expectations.

Higher education offering cross-discipline courses

Higher education prepares instructional designers to create curriculum which is based on learning and curriculum theories and practices. They are taught how to interpret data and perform educational research. Consistently missing in higher education degree programs are courses from cross-disciplines that provide necessary skills applicable to the workplace. Cheng-Chang (2012) posits, "If project management is essential to the competencies of instructional designers, it makes sense to include project management as part of the core curriculum of graduate programs in instructional technology." Western Governors University currently offers nine courses and a capstone for the Master of Science, Curriculum and Instruction (WGU, 2023). However, none of these courses incorporate nor focus on project management. Florida State University, who states they are number four in the nation, does not offer project management for the Master of Science, Curriculum and Instruction per the list of core courses. (FSU, 2023). Additional universities with the same results are Cal State East Bay (2023), Purdue University (2023), The University of Kansas (2023), Ohio University (2023), and Texas A&M University (2023). According to Schwier and Wilson (2010), there are a number of skills not addressed in formal instructional design programs, which are not discovered until an instructional designer

enters the field and after formal education is completed. Further implication suggests there may be topics which are neglected but deserve attention within instructional design degree programs.

One aspect to consider is how project management complements instructional design. Williams van Rooij (2010) argues, “Project management is a distinct and evolving discipline, with its own methodology, body of knowledge, and professional standards and practices. Further, instructional designer positions require not only instructional design skills/competencies, but also project management skills, including the ability to lead a project team, estimate project requirements, and develop processes and standards for completions of educational/training product development projects.” This is further supported by Fullick-Jagiela, et. al. (2023), “The time has come to breakdown silos and expand curriculum access so students across majors can gain these critical skills that apply to all professions and industries.” While some skills and processes allow for on-the-job training, instructional designers are not afforded a grace period to gain enough experience to manage a project. The expectation is to exhibit these skills on their first project. Allen and Gardner’s (2021) idea that since project management could provide insight and strategies into effectively managing instructional design projects is supported with the recommendation that instructional design programs offer project management courses to better prepare instructional designers to manage projects. The offering of cross-discipline studies would further enhance a multitude of industries and it would increase the learner’s employable skill set. Incorporating project management into the instructional design course of study would generate an invaluable subset of instructional design project managers who understand the complexities and methodologies of instructional design and elevate the standards for quality e-learning curriculum.

Conclusion

In conclusion, the theme of learning project management skills relates to the problem being explored because it provides the researcher knowledge of why project management would be useful for instructional designers. The second theme, soft skills required for instructional designers, examines generational viewpoints and explains the impact of lacking soft skills for instructional designers. The final theme, higher education offering cross-discipline courses, examines higher education institutions lacking this option and the benefits learners would receive by having the option to study content outside of their degree program.

This research will expand on existing research by exploring the facets of project management applicable for instructional designers responsible for small projects. This qualitative research will be conducted with an e-learning module for instructional designers. The gaps in the current literature do not explore the aspect of instructional design project managers. Instead, the literature mainly focuses on instructional designers learning project management concepts. This research will explore how to make project management relevant to instructional designers.

Chapter 3: Research Methodology

Instructional Problem Overview

Instructional designers are not offered project management courses as part of their Bachelor's or Master's degree programs. They need training to learn essential project management skills. This instructional problem was based on conversations with various people in the industry. The most common response was instructional designers would like to learn project management to improve their understanding and efficiency with instructional design projects.

Potential Solutions

The first potential solution is an e-learning module on Project Management Essentials created in Articulate Storyline 360 (n.d.) and embedded into TalentLMS (n.d.). The module content would consist of relevant topic lessons with interactions such as flip cards, tabs, carousels, and hotspots. Each lesson would have a knowledge check in the form of multiple choice, column match, and sequence questions. The module would conclude with a summative assessment of multiple choice, column match, sequencing, and true or false questions. This solution would have two digital tools that could be implemented. The first digital tool would be embedded YouTube (n.d.) videos with industry experts discussing specific project management tools. The second digital tool would be embedded Camtasia (n.d.) videos with interactive hot spots and animation which would allow the learners to learn more about each stage of project management. One advantage of implementing this potential e-learning solution is that it is a well-known training format designed for self-paced learning. One challenge of implementing this potential e-learning solution is that some learners may find it monotonous. To address this

challenge, the e-learning solution would need interactive knowledge checks, chunk the learning topics, and be visually appealing with images and graphics.

The second potential solution is an instructional design project management gamified simulation training program. The content would be presented as scenario-based training where the learner would be given hypothetical situations to navigate. The scenarios would walk the learner through each phase of an instructional design project. The learning activities would be creating the different project elements. At the end of each phase, the learner would be given a formative assessment with short answer questions. At the end of the module, the learner would have a summative assessment in the form of multiple-choice questions. This solution would have two digital tools that could be utilized. The first digital tool option would be Attensi (n.d.) which allows learners to use any device to log into the portal to access the content. The second digital tool would be Central (n.d.), which would be accessed through an LMS or ERP platform. One advantage of this potential e-learning solution is that instructional designers would experience project management scenarios and gain experience learning how to navigate each stage of a project. One challenge of implementing this potential e-learning solution is that gamified simulations have a technology learning curve. To address this challenge, the learners would need to be provided access to technology training that teaches them how to use gamified simulation training.

The third potential solution is a collaboration project based on PMBOK methods (n.d.). The content would be presented through a discussion board. The learners would be given an instructional design project to manage as a group. Each learner would be given questions to individually answer as their weekly formative assessment and digitally submitted to the instructor. The summative assessment would be a combination of the completed project and a

supplemental report from the learner explaining their contribution at each phase. This solution would have two digital tools that could be utilized. The first digital tool option is Mural (n.d.), a digital environment for visual collaboration. The second digital tool option is Slack (n.d.) which is a team messaging app for collaboration. One advantage to implementing this potential e-learning solution is that learners would gain real-world experience working on a team project that incorporates PMBOK principles. One challenge to implementing this potential e-learning solution is that learners are dependent upon team members to equally contribute to the project. To address this challenge, the learners would be provided guidelines and expectations. There would need to be individual accountability with formative assessments that have learners provide specific details of their individual contributions and provide project details that would demonstrate project knowledge and participation.

The Articulate Storyline 360 e-learning module was chosen because it is a well-known training format. It would incorporate relevant videos and break the content into manageable chunks. A gamified simulation training creates a potential technology learning curve. This would require additional resources to create technology training. A collaboration training project requires learners to be dependent upon one another. While team collaboration is a key component to project management, this type of e-learning solution could potentially impede upon the learner's necessary project management education.

E-Learning Unit of Instruction Description

Module title: Project Management Essentials for Instructional Designers

Module description: This one-hour e-learning module teaches the learners a general understanding of project management with a primary focus on the Planning and Monitoring and

Control phases. The module includes diverse images, videos, interactive elements, original graphics, and text broken into chunks.

The target audience is instructional designers with at least a Bachelor's degree who are either recent graduates or have been in the field for any length of time. They will have either no experience or limited experience with project management and have not previously attended project management training nor have project management certification. They will be proficient in basic technology skills such as email, Microsoft Word or Google Docs, and Microsoft Excel or Google Sheets. The age range will be 21-55. Their motivation to learn is to gain knowledge about project management to improve their efficiency as an Instructional Designer. Additionally, since everything an Instructional Designer creates is essentially a project, it would be advantageous to learn the most effective way to project their creative projects.

The learning goals are as follows:

- The learner will recognize key project management phrases.
- The learner will memorize the project life cycle.
- The learner will demonstrate an understanding of the Project Management Triangle and the Work Breakdown Structure.
- The learner will demonstrate an understanding of Key Performance Indicators.

The objectives are as follows:

- The learner will be able to identify and match the correct definitions for key project management terms.
- The learner will be able to correctly list each of the project life cycle phases.

- The learner will be able to demonstrate an understanding of the Planning phase checklist items.
- The learner will be able to demonstrate an understanding of the Monitoring and Control phase Key Performance Indicator tools.

There are eight lessons with a knowledge check at the end of each lesson that reinforces the lesson content. A summative assessment is at the end of the module that is directly related to the objectives. Both the knowledge checks and summative assessments are comprised of multiple choice, drop boxes, rearrange the sequence, and true or false questions.

Because this will be a new topic for Instructional Designers, a list of terms will be provided to them and will be explained in the lesson content, as recommended in UDL guideline 2.1, clarify vocabulary and symbols (UDL Guidelines, n.d.). This will be useful as the participants learn the project life cycle phases, which are reflected in the goals and objectives of this module. The Project Life Cycle lesson describes each project management phase: Initiating, Planning, Executing, Monitoring and Control, and Closing. The lesson provides key project management phrases and provides a detailed explanation of each phase. This content is reinforced in the knowledge check and summative assessment.

This module will provide detailed information about the correct tools and items which are needed for the Planning and Monitoring and Control phases, as listed in the goals and objectives for this module. Six of the lessons focus on aspects related to these two phases. A specific example is lesson three provides the Planning phase checklist. Lessons 4-6 delve into Planning phase components. Lessons 7-8 focus directly on Monitoring and Control tools. The module will have accessibility options, which are recommended in UDL guideline checkpoint 1.2, offer

alternatives for auditory information. Specifically, embedded YouTube videos which reinforce the content will have transcripts as an alternative to the auditory information. Also, YouTube offers closed captioning for their videos.

There are two learning technology tools used in the module. The first technology tool is Articulate Storyline 360, which was used to design the module. By using Storyline 360, the lessons have interactive elements including flip cards, tabs, and carousels. Additionally, this technology tool offers various knowledge check tools which were incorporated into the module. As previously mentioned, the second technology tool is YouTube. There are four embedded YouTube videos throughout the module. The videos reinforce Statement of Work (lesson 4), Project Charter (lesson 5), Baselines (lesson 8), and Gantt charts (lesson 8).

This e-learning module addresses the instructional problem in multiple ways. First, it provides an overview of project management. Instructional designers are expected to create projects, but they lack the general understanding of the criteria of a project, which is addressed in the module. Secondly, Instructional Designers often face requests from clients which are not part of the original concept. There are tools such as the Project Scope, Statement of Work, and Change Request Guidelines that provide the boundaries of the project and proactively address how changes will be mitigated. These tools are discussed throughout the module. Project Scope details are taught in lesson 6 and Statement of Work details are taught in lesson 7.

Research Methodology

Method

This will be a quantitative research study. The research will answer two questions:

- What is the e-learning module's impact on Instructional Designers' understanding of the project life cycle?
- What is the e-learning module's impact on Instructional Designers' understanding of how to implement the Planning and Monitoring and Control tools?

The quantitative data from the pre-module self-assessment questions and the summative self-assessment questions will need to be collected to determine if the module successfully answers the research questions.

Participants/Stakeholders

There will likely be 8-12 participants. They will be Instructional Designers that work in an adult education setting, either higher education or corporate training, in the United States. Their education will be either a Bachelor's or Master's degree.

The researcher will post a notice on a private Facebook group, Instructional Design Discussion, for a non-random, convenient sampling of participants.

There are several potential stakeholders in this research. The first stakeholder is the researcher as this study contributes to her obtaining a Master of Science, Learning Experience Design and Educational Technology. The participants are stakeholders as they will be interested in obtaining project management knowledge. Other potential stakeholders will be present and future employers of the participants as their business will potentially benefit from the stakeholders understanding project management. Other potential stakeholders are higher

education institutions that offer Instructional Design degrees as this research may provide insight on instructional designers learning project management.

Data Collection Instrument(s)

The researcher will use a pre-module self-assessment and a summative self-assessment. Both will consist of the same questions to collect quantitative data.

The questions are as follows:

1. How many phases are in the Project Life Cycle?
2. Is the project sponsor an external stakeholder who is financially responsible for the project?
3. Is the Planning phase the foundation of a project?
4. What are the three components of the Project Management Triangle?
5. Is the purpose of the Work Breakdown Structure to determine the cost of the project?
6. How many Key Performance Indicator tools are commonly used on a project?

The first research question, “What is the e-learning module’s impact on Instructional Designers’ understanding of the project life cycle?”, will be answered by questions 1-3. The second research question, “What is the e-learning module’s impact on Instructional Designers’ understanding of how to implement the Planning and Monitoring and Control tools?”, will be answered by questions 4-6. The pre-module self-assessment and the summative self-assessment will allow the researcher to analyze the participant’s pre-existing knowledge and compare it to the participant’s knowledge retained from the module.

Data Analysis Technique(s)

Descriptive statistics will be used to analyze the quantitative data. The mean, mode, and range of the group's pre and post scores will be compared to see if there is a growth. The researcher will analyze the data from the five quantitative questions for overall results, each participant's percentage of improvement, and the percentage of improvement per self-assessment question.

Expected Timeline

The expected timeline of this research study is October 11 – November 3, 2023.

Data Security and Confidentiality

The participants will be assigned a participant code that will be referenced in the data analysis. The researcher will keep an identification log. The two online self-assessments are encrypted, and passcode protected. All digital records will be password protected. The digital records will be stored on the researcher's computer, which requires a passcode to access, and an encrypted USB drive. The USB drive and a paper copy of all records will be stored in a fireproof locked filing box and will be kept for a minimum of three years. The information collected will be used for the purpose of this research study only.

Conclusion

In summary, the instructional problem that instructional designers are not offered project management courses as part of their Bachelor's or Master's degree programs will be investigated by the research study. Participants will complete a one-hour e-learning module designed in Articulate Storyline 360 and embedded into Canvas LMS. The e-learning module will consist of eight lessons, eight formative assessments, and one summative self-assessment. The research study will answer the two research questions: What is the e-learning module's impact on

Instructional Designers' understanding of the project life cycle? What is the e-learning module's impact on Instructional Designers' understanding of how to implement the Planning and Monitoring and Control tools? The data to answer these two questions will be collected by one pre-module self-assessment which consists of five quantitative questions and one summative self-assessment with the same five quantitative questions. For the sake of confidentiality, the participants will be assigned a participant code. All digital records will be password protected and securely stored on a passcode protected computer and encrypted USB drive. All paper records will be in a fireproof, locked filing box.

Chapter 4: Results

Summary of Research

The research was conducted in an online e-learning instructional setting. Participants were enrolled as students in the Canvas LMS course to access the embedded Articulate Storyline 360 module. The research problem discusses the disconnect between what an Instructional Designer can do and the process of how they create the final product. Instructional Designers require a more effective skill set with managing instructional design projects, specifically Planning and Monitoring and Control skills.

The researcher was the sole member of the research team. She was responsible for researching and designing the module, recruiting participants, monitoring the testing results, and analyzing the data. The module test participants were Instructional Designers who are members of the private FB group Instructional Design Discussion. Due to this research being conducted in a private Facebook group of adults only, no stakeholders were involved.

Both the pre-module self-assessment and summative self-assessment data were collected via an online form. The data was downloaded into an Excel worksheet and cleaned to remove one participant who did not complete the module. The data was compiled to compare the pre-module self-assessment correct responses to the summative self-assessment correct responses.

Summary of Results

The quantitative data was collected via two online forms. First, learners filled out the pre-module self-assessment. At the conclusion of the module, the learners filled out the summative self-assessment. Learners were asked the following questions on both self-assessments:

1. How many phrases are in the Project Life Cycle?
2. Is the project sponsor an external stakeholder who is financially responsible for the project?
3. Is the Planning phase the foundation of the project?
4. What are the three components of the Project Management Triangle?
5. Is the purpose of the Work Breakdown Structure to determine the cost of the project?
6. How many Key Performance Indicator tools are commonly used on a project?

According to Houghton University (2023), when learners are answering true/false questions they should assume the statements are true. This is supported by the test taking tips by the University of Pittsburgh (n.d.) who advise there are usually more true answers than false on most tests. Due to this common assumption, two of the three true/false questions were written as false statements (questions two and five). On question two, three out of five participants guessed true on both the pre-module self-assessment and the summative self-assessment. On question five, one person guessed true on the pre-module self-assessment. All participants answered question five correctly on the summative self-assessment. Because the research did not consist of qualitative follow-up questions, only speculation and no definitive evidence could be presented to explain these results.

The Pre-Module Self-Assessment and Summative Self-Assessment Data

The Pre-Module Self-Assessment and Summative Self-Assessment Data Chart provides an overview of all participants' answers. The chart has each participant's answers in separate rows. The responses to the questions from both self-assessments are grouped together to give a side-by-side comparison of the participant's pre-module response and summative response.

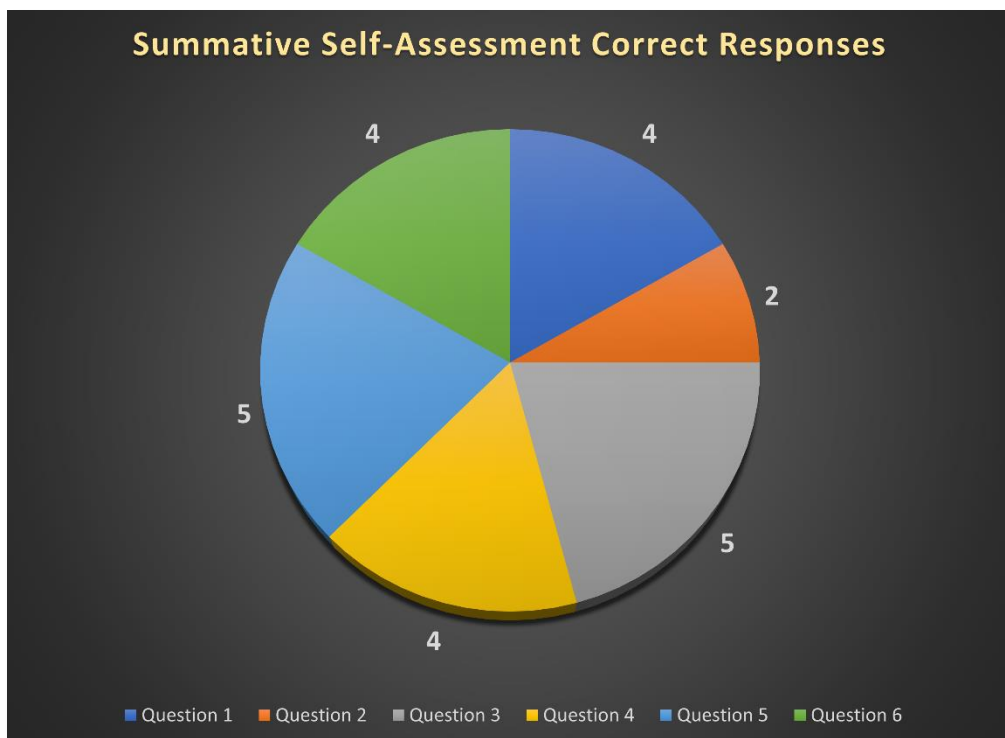
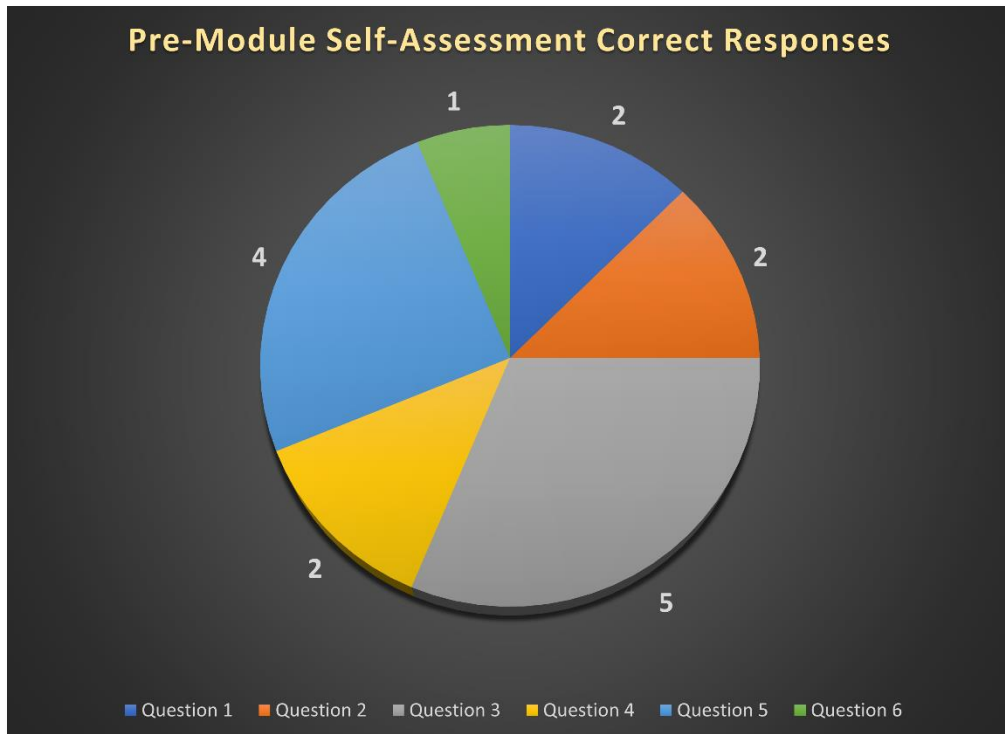
Pre-Module Self-Assessment and Summative Self-Assessment Data													
Question 1 Correct response 5		Question 2 Correct response False		Question 3 Correct response True		Question 4 Correct response Scope, Time, Cost		Question 5 Correct response False		Question 6 Correct response 4			
	Pre-Module Responses	Summative Responses	Pre-Module Responses	Summative Responses	Pre-Module Responses	Summative Responses	Pre-Module Responses	Summative Responses	Pre-Module Responses	Summative Responses	Pre-Module Responses	Summative Responses	
PM01	4	5	TRUE	TRUE	TRUE	TRUE	Scope Planning Work Breakdown Structure	Scope Time Cost	FALSE	FALSE	4	4	
PM02	5	5	FALSE	FALSE	TRUE	TRUE	Scope Work Breakdown Structure Cost	Scope Time Cost	FALSE	FALSE	5	4	
PM03	5	5	TRUE	FALSE	TRUE	TRUE	Scope Time Cost	Scope Time Cost	TRUE	FALSE	3	4	
PM04	4	3	FALSE	TRUE	TRUE	TRUE	Scope Planning Work Breakdown Structure	Scope Planning Work Breakdown Structure	FALSE	FALSE	5	3	
PM05	4	5	TRUE	TRUE	TRUE	TRUE	Scope Time Cost	Scope Time Cost	FALSE	FALSE	3	4	
	2	4	2	2	5	5	2	4	4	5	1	4	

Correct Responses

The Number of Correct Responses chart tallies the total number of correct responses per question. The chart also provides the mean, range, and mode of both the pre-module self-assessment and summative self-assessment number of correct responses.

Correct Responses											
Question 1		Question 2		Question 3		Question 4		Question 5		Question 6	
Pre-Module	Summative	Pre-Module	Summative	Pre-Module	Summative	Pre-Module	Summative	Pre-Module	Summative	Pre-Module	Summative
2	4	2	2	5	5	2	4	4	5	1	4
Pre-Module Self-Assessment Number of Correct Responses Mean 2.67		Summative Self-Assessment Number of Correct Responses Mean 4		Pre-Module Self-Assessment Number of Correct Responses Range 4		Summative Self-Assessment Number of Correct Responses Range 3		Pre-Module Self-Assessment Number of Correct Responses Mode 2		Summative Self-Assessment Number of Correct Responses Mode 4	

The following pie charts represent the pre-module and summative self-assessment correct responses:

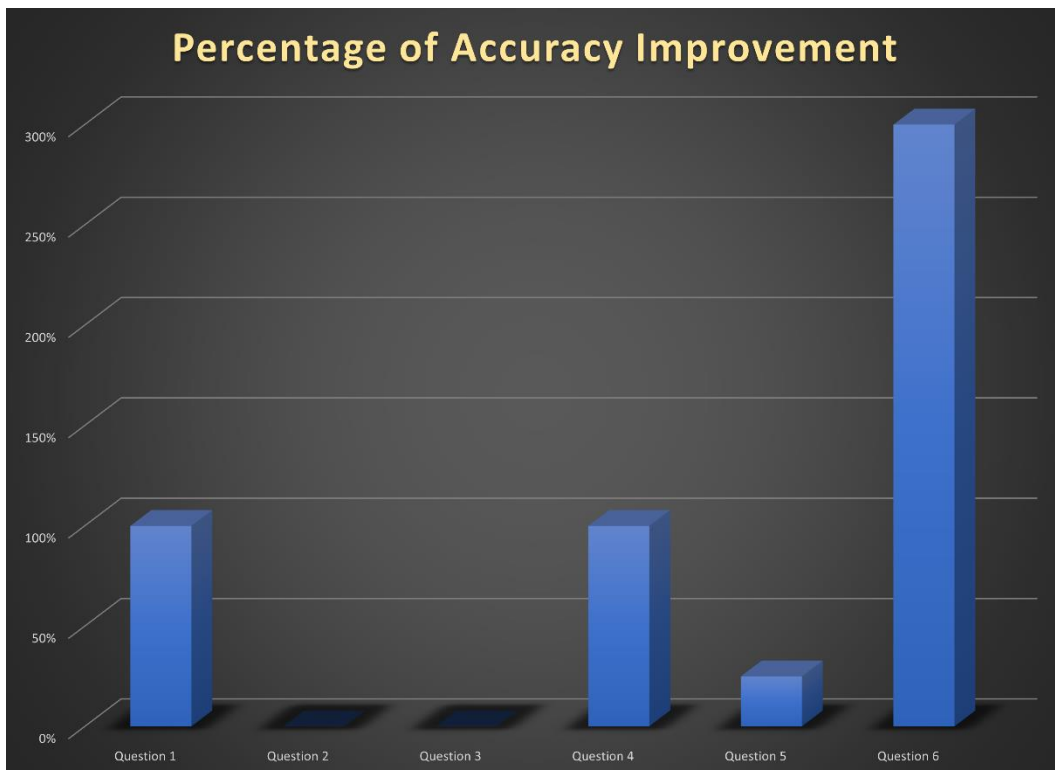


Accuracy Percentage Per Question

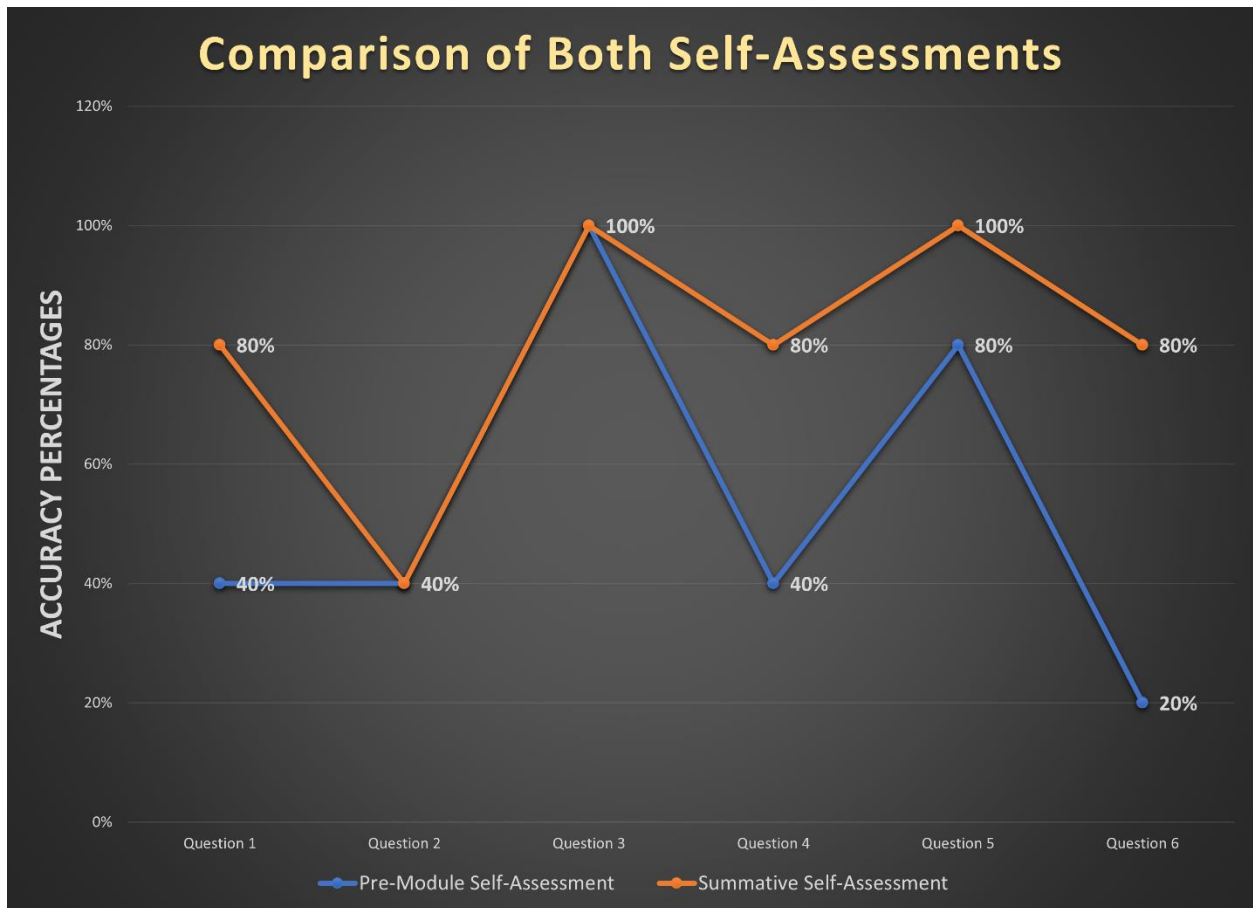
The Accuracy Percentage Per Question chart provides a side-by-side comparison of each question's accuracy percentages. The chart also provides the mean, range, and mode of both the pre-module self-assessment and summative self-assessment accuracy percentages.

Accuracy Percentage Per Question											
Question 1		Question 2		Question 3		Question 4		Question 5		Question 6	
Pre-Module	Summative	Pre-Module	Summative	Pre-Module	Summative	Pre-Module	Summative	Pre-Module	Summative	Pre-Module	Summative
40%	80%	40%	40%	100%	100%	40%	80%	80%	100%	20%	80%
Pre-Module Self-Assessment Accuracy Percentage		Summative Self-Assessment Accuracy Percentage		Pre-Module Self-Assessment Accuracy Percentage		Summative Self-Assessment Accuracy Percentage		Pre-Module Self-Assessment Accuracy Percentage		Summative Self-Assessment Accuracy Percentage	
Mean		Mean		Range		Range		Mode		Mode	
53%		80%		80%		60%		40%		80%	

Four of the six questions' responses showed an improvement in accuracy. Questions two and three maintained the same accuracy. There was an average 88% improvement in accuracy from the pre-module self-assessment to the summative self-assessment. The following chart shows the percentage of accuracy improvement per question.



The following chart shows a comparison of the percentage of correct answers on the pre-module self-assessment and the summative self-assessment.



Improvement in Self-Assessment Scores

The Improvement in Self-Assessment Scores chart and the Percentage of Accuracy Improvement bar graph display the percentage of improvement between the pre-module self-assessment responses and summative self-assessment responses per question. The chart also provides the mean, range, and mode of the percentage of improvement in self-assessment scores.

Improvement in Self-Assessment Scores

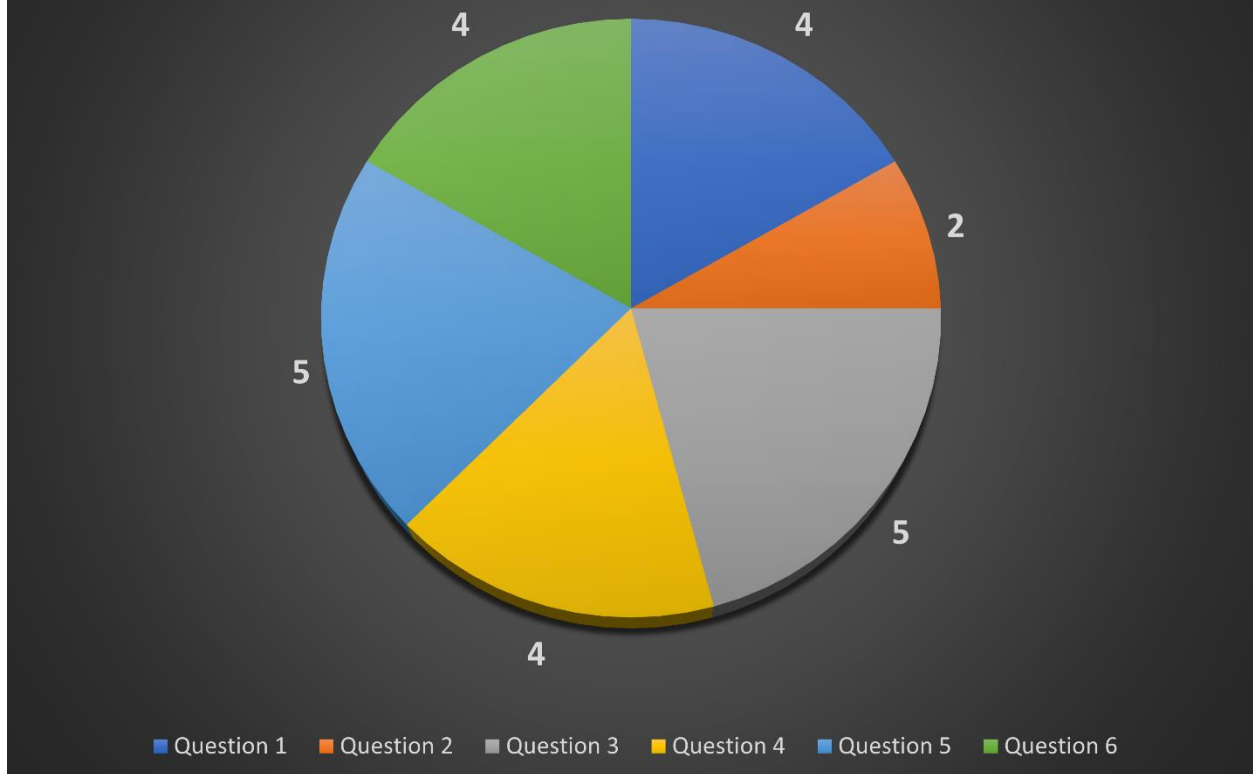
Question 1	Question 2	Question 3	Question 4	Question 5	Question 6
100%	0%	0%	100%	25%	300%
Percentage of Improvement Mean 88%		Percentage of Improvement Range 300%		Percentage of Improvement Mode 100%	

Pre-Module Self-Assessment Correct Responses



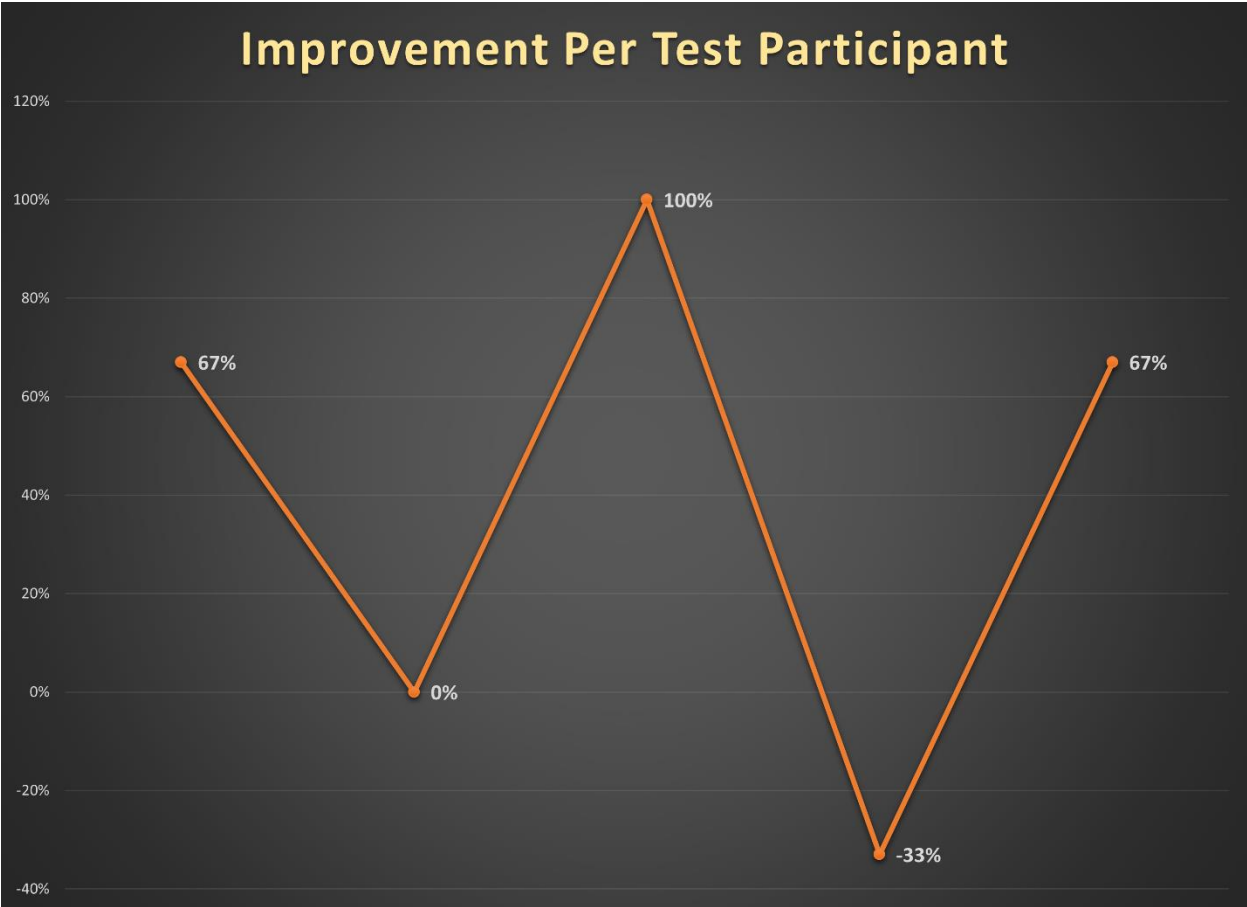
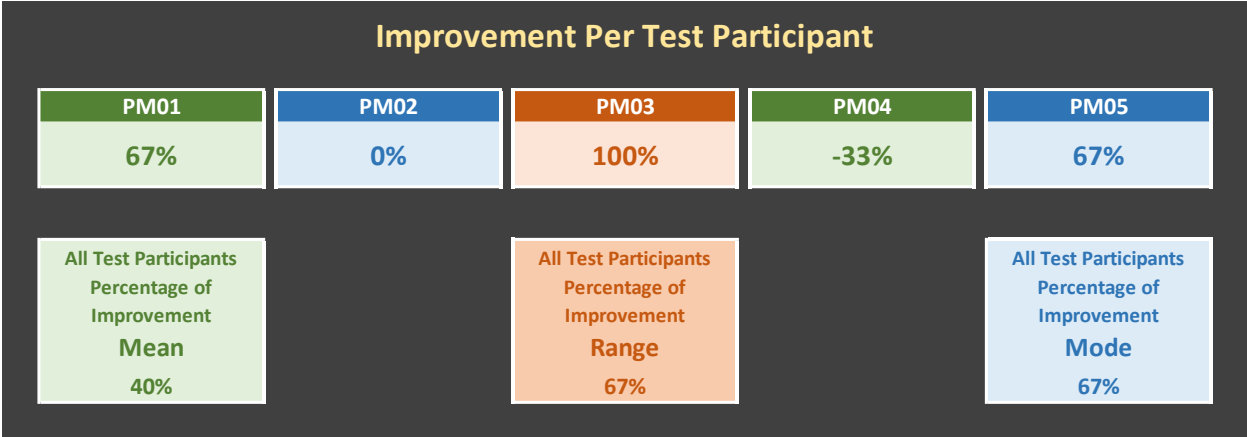
■ Question 1
 ■ Question 2
 ■ Question 3
 ■ Question 4
 ■ Question 5
 ■ Question 6

Summative Self-Assessment Correct Responses



Improvement Per Test Participant

The Improvement Per Test Participant chart displays each participant's percentage of improvement from the pre-module self-assessment to the summative self-assessment. It also calculates the mean, range, and mode of the percentage of improvement for all test participants. Three participants – PM01, PM03, and PM05 – showed an improvement. Participant PM02 had no improvement. Participant PM04 had a -33% decrease in improvement.



One criterion for participation was having a Bachelor’s or Master’s degree. The researcher recognized an assumption bias that Instructional Designers with a Doctorate degree would not benefit from the project management essentials module. To minimize bias in the

analysis of data about learners, the researchers did not include any demographic information, including age, in her data analysis of the pre-module self-assessment and summative self-assessment results.

Proposed Iteration(s) of E-Learning Solution

The overall results conclude that the Instructional Designer test participants' project management knowledge increased after participating in the e-learning module. Question two did not produce any improvement in accuracy. This suggests one improvement to the module would be to expand the content of the project life cycle. Specifically, the roles and responsibilities of team members should be discussed in greater detail. Question six had the highest percentage of improvement. Lessons seven and eight focused on the Key Performance Indicators, which correlates with question six. This suggests by discussing this topic in greater detail, students potentially had a higher retention rate.

The redesign and enhancement that would be made to the fully functioning e-learning module would be to add an additional lesson to further explore the Project Life Cycle. The appropriate research methodology for the new design would be mixed method. This would lead to refinements in the data collection tools. There would be additional quantitative questions related to the project life cycle. Additionally, qualitative questions would be added to ask follow-up questions of the participants to gain further insight to the impact of the e-learning module and how it specifically equipped them with adequate knowledge to correctly answer the quantitative self-assessment questions.

Stakeholders were not involved in this research. Tenny, Brannan, and Brannan (2022) suggest that qualitative research gathers participants' experiences, perceptions, and behavior. Further, they discuss one benefit of qualitative research is the ability to explain processes and

patterns of human behavior which can be difficult to quantify. By including qualitative data, the researcher could further explore the impact of Instructional Designers learning project management.

Chapter 5: Discussion

Conclusion(s) Based on Results

The data indicates that 60% of the test participants increased their project management knowledge. Only one of the true/false self-assessment question responses improved in accuracy. The greatest accuracy improvement of self-assessment question responses were multiple-choice responses. With additional research that includes qualitative data and modifications, the e-learning module could provide essential project management skills to Instructional Designers.

The researcher's goal of this research study was to answer the following questions:

1. What is the e-learning module's impact on Instructional Designers' understanding of the project life cycle?
2. What is the e-learning module's impact on Instructional Designers' understanding of how to implement the Planning and Monitoring and Control tools?

Self-assessment questions 1-3 were aligned with the first research question. Only one question had an accuracy improvement from the responses in the pre-module self-assessment and the summative self-assessment. The data further suggests the e-learning module would benefit from modifications to provide greater content depth, specifically regarding the lessons associated with research question one.

Self-assessment questions 4-6 were aligned with the second research question. All three questions had an accuracy improvement from the responses in the pre-module self-assessment and the summative self-assessment. This indicates that the e-learning module is on-target to answer the second research question.

Overall, there was a 67% increase in accuracy from the pre-module self-assessment question responses to the Summative Self-Assessment questions. The research concludes that the instructional setting of an embedded e-learning module in Canvas LMS was appropriate for this research study. Based on the results, the researcher concludes that additional research could be conducted with more variables to examine multiple facets within the topic of Instructional Designers learning essential project management skills.

Limitations

Since this was a quantitative only study, the researcher was limited in data analysis by not having qualitative data to further explore the impact of this research study. Due to a small number of test participants, the data does not provide enough breadth of information to ascertain if instructional designers benefit from learning project management skills. The researcher has limited access to the test participants due to recruitment from a social media group.

Implications of Research on Educational Practice

The module lessons associated the highest accuracy improvement of self-assessment question responses contained graphs and charts. The first design principle generated was to utilize visual aids to balance out text and provide visualization to content that could otherwise be text heavy. Implementing graphic elements into text-heavy content provided the test participants visual tools to assist with knowledge retention. This design principle correlates with the UDL Guidelines (n.d.) checkpoint 2.5, “Illustrate through multiple media.”

The e-learning module introduced project management terminology and tools which are not common phrases. Each lesson ended with a formative knowledge check. The second design principle generated was to reinforce newly learned phrases and ideas by incorporating interactive knowledge checks at the end of the lessons.

This was a design-based research study focused on an e-learning module that could be applied to future professional development learning experience modules. A possible implication from this study is that adult learners enjoy interactive learning experiences and may benefit from visual graphs and charts embedded throughout the e-learning module.

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Appendix A

The e-learning module was designed using Articulate Storyline 360. It started with an online pre-module self-assessment with the following six questions:

1. How many phrases are in the Project Life Cycle?
2. Is the project sponsor an external stakeholder who is financially responsible for the project?
3. Is the Planning phase the foundation of the project?
4. What are the three components of the Project Management Triangle?
5. Is the purpose of the Work Breakdown Structure to determine the cost of the project?
6. How many Key Performance Indicator tools are commonly used on a project?

The module consisted of eight interactive lessons:

Lesson	Formative Knowledge Check
1. What is Project Management? <ul style="list-style-type: none">• What is the benefit of Instructional Designers learning project management basic concepts?• What is a project?• What is project management?	<ul style="list-style-type: none">• Multiple choice question
2. Project Life Cycle <ul style="list-style-type: none">• Initiating• Planning• Executing• Monitoring and Control• Closing	<ul style="list-style-type: none">• Multiple choice question• Drag-and-drop question
3. Planning Phase Checklist <ul style="list-style-type: none">• Statement of Work• Project Charter• Project Management Triangle• Work Breakdown Structure• Team Members• Kick-off Meeting	<ul style="list-style-type: none">• Definition drop-menu question

<p>4. Statement of Work</p> <ul style="list-style-type: none"> • Embedded YouTube video • Deliverables • Goals • Objectives • Exclusions • Work Breakdown Structure • Assumptions • Constraints 	<ul style="list-style-type: none"> • Definition drop-menu question
<p>5. Project Charter</p> <ul style="list-style-type: none"> • Define the project • Budget Estimation • Identify the Stakeholders • Assign Roles and Responsibilities • Project Management Triangle • Project Risks • Change Request Guidelines • Project Approval 	<ul style="list-style-type: none"> • Multiple choice question
<p>6. Project Scope and Project Management Triangle</p> <ul style="list-style-type: none"> • Embedded YouTube video • Project Scope components • Project Management Triangle components 	<ul style="list-style-type: none"> • Two multiple choice questions
<p>7. Work Breakdown Structure</p> <ul style="list-style-type: none"> • Work Breakdown Structure components 	<ul style="list-style-type: none"> • Hot spot question • Sequence question
<p>8. Key Performance Indicators</p> <ul style="list-style-type: none"> • Work Breakdown Structure • Project Scope • Baselines • Gantt chart 	<ul style="list-style-type: none"> • Two multiple choice questions

There was a module summary after lesson eight. The final step was the summative self-assessment where the test participants answered the same six questions as listed on the pre-module self-assessment.

Project Life Cycle

1. Initiating

Meet with the project sponsor.
Gather the project details required for the Planning phase.

2. Planning

Foundation for a successful project.
Use the Planning Checklist.

3. Executing

Perform the project charter tasks.
Create the deliverable.

4. Monitoring and Control

Use **Key Performance Indicators**.
Follow **Change Request Guidelines**.

5. Closing

Deliverable completed and provided to the client.
Documentation signed, approved, and archived.

Project Sponsor Meeting Checklist

Steering Committee

Reason for doing project

Expectations

Timelines

Key Stakeholders

Team Members

Other specific details you need to know

Planning Checklist

Statement of Work

Project Charter

Project Management Triangle

Work Breakdown Structure

Team Members

Kick-Off Meeting Agenda and Packet

Project Management Essentials for Instructional Designers

Statement of Work

Deliverables

Goals

Objectives

Exclusions

Work Breakdown Structure

Assumptions

Constraints

Project Charter

Define the Project

Budget Estimation

Identify the Stakeholders

Assign Roles and Responsibilities

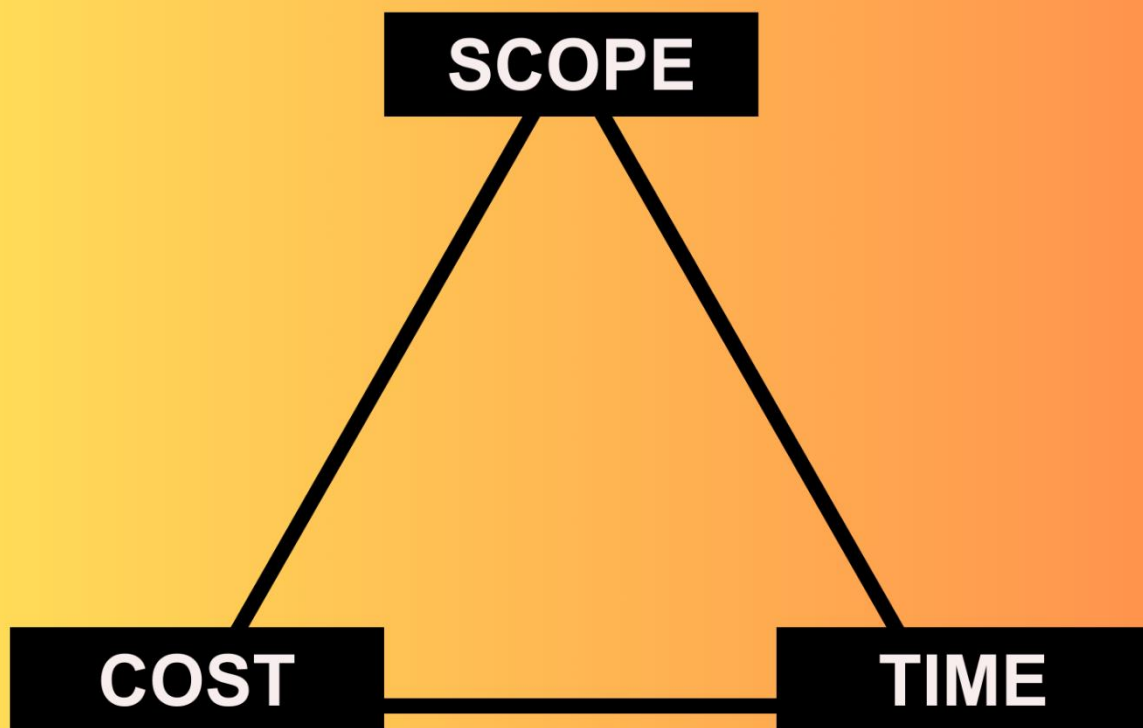
Project Management Triangle

Project Risks

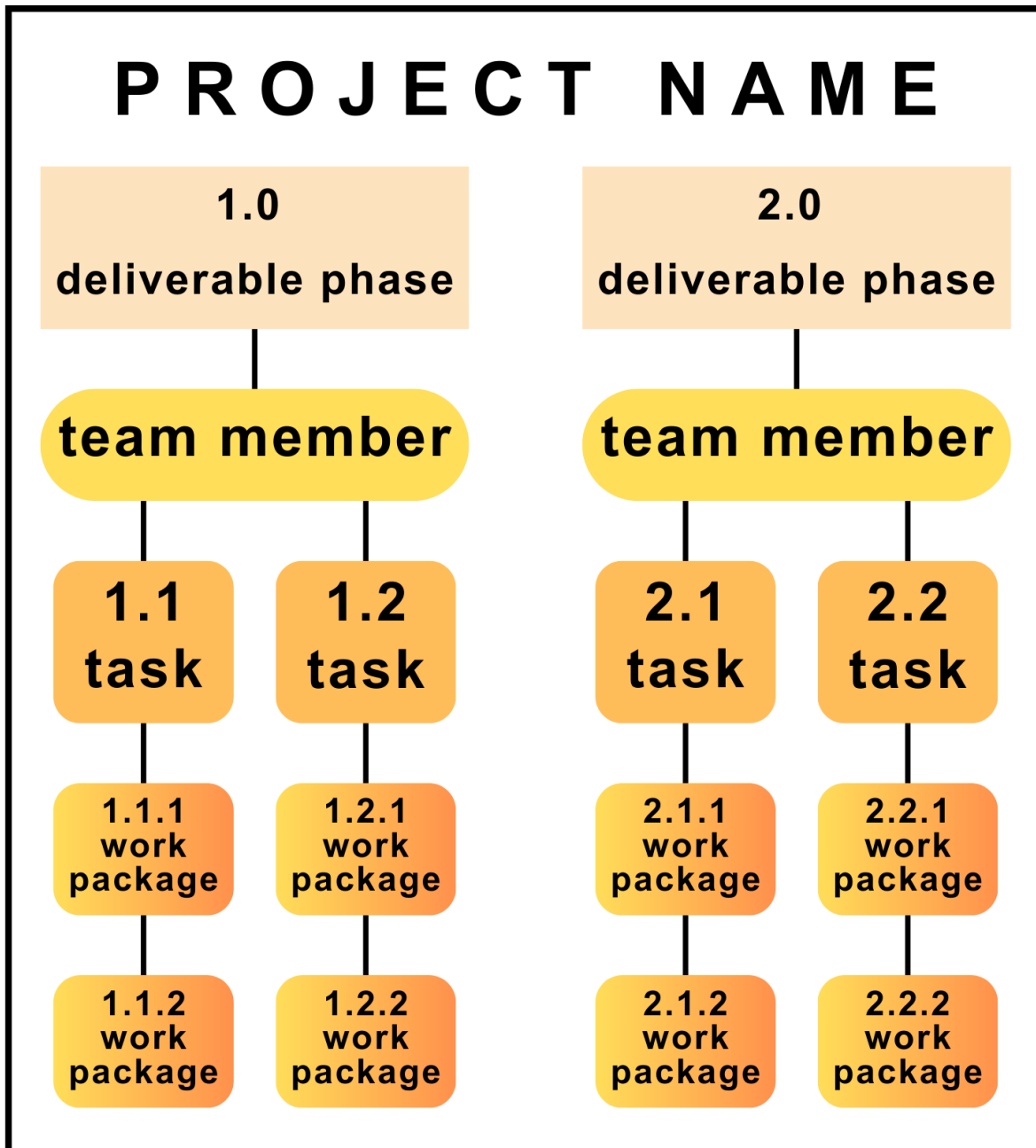
Change Request Guidelines

Project Approval

Project Management Triangle



Work Breakdown Structure



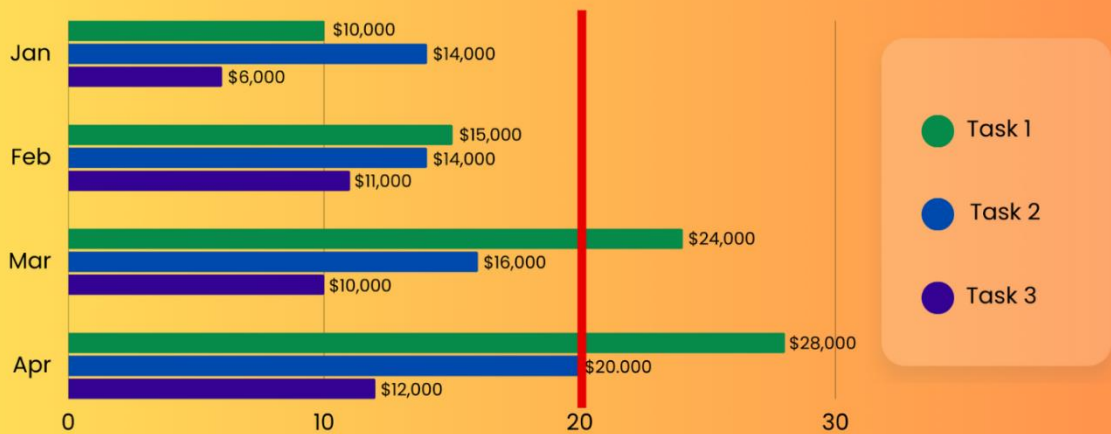
WORK BREAKDOWN STRUCTURE DICTIONARY

1.0 Deliverable Phase Name	Details	Assigned To	Start Date	End Date
1.1 Task Item	Details	Team Member	Start Date	End Date
1.1.1 Work Package	Details	Team Member	Start Date	End Date
1.1.2 Work Package	Details	Team Member	Start Date	End Date
1.2 Task Item	Details	Team Member	Start Date	End Date
1.2.1 Work Package	Details	Team Member	Start Date	End Date
1.2.2 Work Package	Details	Team Member	Start Date	End Date

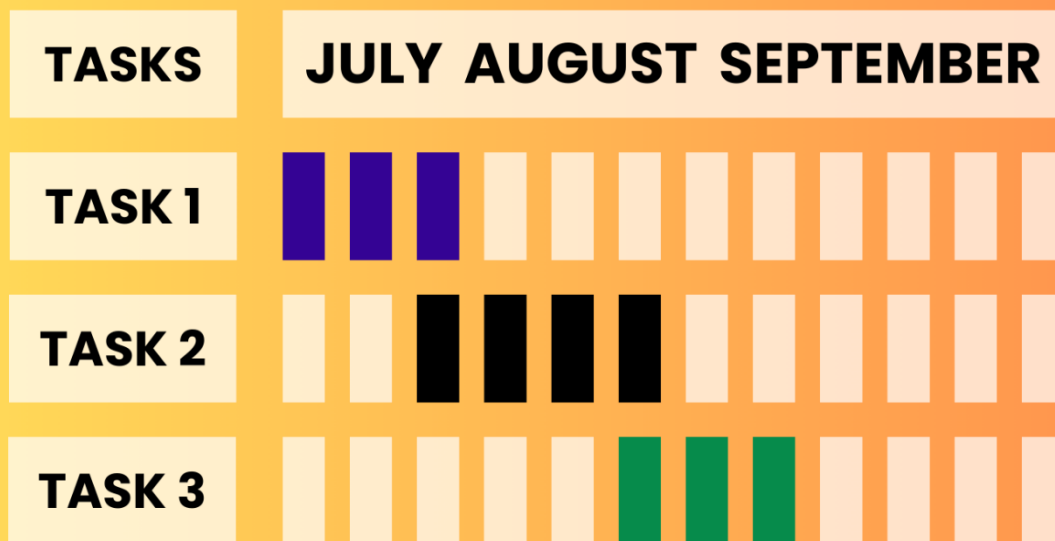
Baseline Chart Example



Baseline Chart Example



GANTT CHART GRAPH



Project Management Key Terms

Assumptions: Mutual expectations on which both parties agree so the work can be performed.

Baselines: Starting points determined by the Project Management Triangle.

Change Request Guidelines: A set of guidelines for formal request changes to minimize scope creep.

Constraints: Determine the limitations on what you can do. The six constraints are scope, cost, time, quality, risks, and resources.

Deliverable: Product, service, or result

Exclusions: Boundaries for tasks, items, and actions that will not be included as part of the deliverable.

Gantt chart: A bar chart used to monitor the project's progress.

Goals: Statements that explain the outcomes of the project.

In-Scope: Means a task, objective, cost, or deadline is part of the scope statement that leads to a final deliverable.

Key Performance Indicators (KPIs): Tools used to measure the goals to the performance targets. These include the Work Breakdown Structure, Project Scope, baselines, and a Gantt chart.

Kick-off Meeting: Transitions the project from the Planning phase to the Executing phase. The participants – the Steering Committee, Project Sponsors, Project Manager, and all team members – will review in detail the kick-off meeting packet items.

Living document: A document that is continuously edited and updated.

Objectives: Measurable actions to achieve the goals.

Out-of-Scope: Also referred to as scope creep. Refers to adding unauthorized additional components.

Project Management Key Terms

Project Charter: A live document that contains the project expectations and guidelines.

Project Management Triangle: Also referred to as the triple constraints or iron triangle. It consists of the scope, cost, and time.

Project Management: Applies to anyone responsible for an activity, product, or service with an end date.

Project Scope: A live document that serves as the project roadmap and focuses on the project's specific tasks which are connected to the goals.

Project Sponsors: A member or members of senior management with a high level of influence and authority (e.g., Managers, Directors, Vice-Presidents, and C-level executives).

Project: consists of three components – A start date, an end date, and objectives and tasks that lead to a final deliverable.

Scope creep: *see Out-of-Scope*

Stakeholders: Internal and external people with an interest in the project's outcomes.

Statement of Work: Outlines the elements of the project scope.

Steering Committee: An advisory board composed of experts, authority figures, and senior stakeholders.

Team Members: The people who directly contribute to the project.

Work Breakdown Structure (WBS): A visual tool designed to breakdown the project into multiple sections. Each section is separated into smaller components until you have a collection of work packages.

Work Breakdown Structure Dictionary: A detailed document that outlines each task for the WBS.

Work packages: The smallest unit of work a project can be broken down into when creating your WBS.

Appendix B

Pre-Module Self-Assessment

Project Management Essentials for Instructional Designers | Researcher Tina D.

Name

First Name

Last Name

Q1: How many phases are in the Project Life Cycle? *

- 2
- 3
- 4
- 5
- 6

Q2: Is the project sponsor an external stakeholder who is financially responsible for the project? *

- True
- False

Q3: Is the Planning phase the foundation of the project? *

- True
- False

Q4: What are the three components of the Project Management Triangle? *

- Scope
- Planning
- Work Breakdown Structure
- Time
- Cost

Q5: Is the purpose of the Work Breakdown Structure to determine the cost of the project? *

- True
- False

Q6: How many Key Performance Indicator tools are commonly used on a project?

- 2
- 3
- 4
- 5
- 6

Submit

Summative Self-Assessment

Project Management Essentials for Instructional Designers | Researcher Tina D.

Name

First Name

Last Name

Q1. How many phases are in the Project Life Cycle? *

- 2
- 3
- 4
- 5
- 6

Q2. Is the project sponsor an external stakeholder who is financially responsible for the project? *

- True
- False

Q3. Is the Planning phase the foundation of the project? *

- True
- False

Q4. What are the three components of the Project Management Triangle? *

- Scope
- Planning
- Work Breakdown Structure
- Time
- Cost

Q5. Is the purpose of the Work Breakdown Structure to determine the cost of the project? *

- True
- False

Q6. How many Key Performance Indicators tools are commonly used on a project?

- 2
- 3
- 4
- 5
- 6

Submit

Appendix C



<https://www.facebook.com/groups/InstructionalDesignDiscussion/members>

Dear Tina [REDACTED]

Our Facebook Group, Instructional Design Discussion, has reviewed your Capstone Research request for the study, titled “Project Management Essentials for Instructional Designers”, and we allow you to recruit participants in accordance with your description:

Participate requirements:

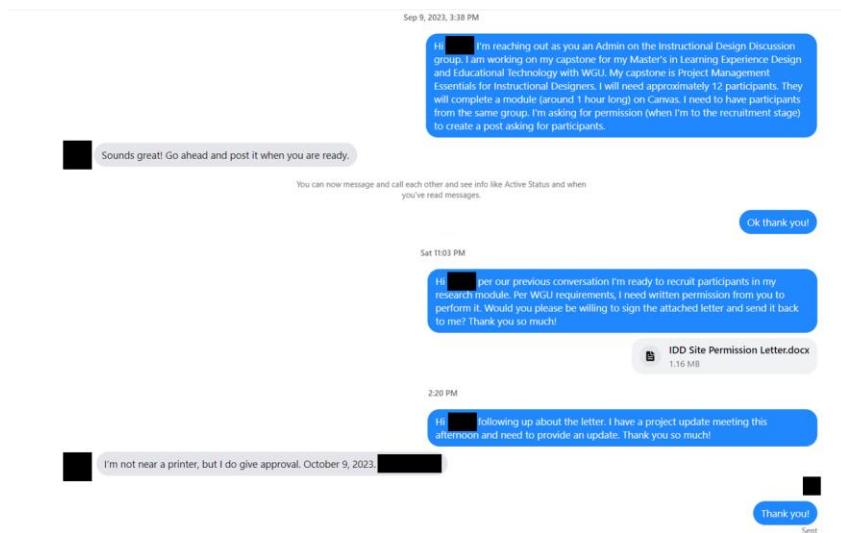
- Instructional Designers in an adult education setting, either higher education or corporate training
- Age: 21 to 60
- Education level: Bachelor's or Master's degree

Participation includes a pre-module self-assessment, a one-hour e-learning module, and a summative self-assessment.

The extended invitation to conduct the above-described study will occur between October 11, 2023 to November 3, 2023.

Sincerely,

[REDACTED]





Completion Date 04-Sep-2023
Expiration Date 04-Sep-2026
Record ID [REDACTED]

This is to certify that:

Tina [REDACTED]

Has completed the following CITI Program course:

Not valid for renewal of certification through CME.

Human Subjects Research (HSR)
(Curriculum Group)
Human Subjects Research SBE Comprehensive
(Course Learner Group)
1 - Basic Course
(Stage)

Under requirements set by:

Western Governors University



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