



Renaissance College

UNB's Leadership College



Thinking, writing, doing - Teaching and learning how to plan a student project

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Teaching and Learning

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Agenda

- (How) Do we do projects in the classroom?
- Why project management and what is needed?
- How do we motivate students to think and write before doing?
- How do we assess project management?
- How do we teach project management essentials?
- What is in it for you?



Why project management?...

- Emphasis on assignment/grades/due dates
- Many students do projects
- Help translate “products” into “steps”
- Plan: Think – Write - Do



"I feel that I need to slow things down in the future, and plan things out in greater detail, not only in my head, but also on paper so that I can achieve the goals that I set out for myself with greater efficiency and less stress. I need to start on projects early, especially when they are substantial endeavors such as this one. I think that this will give me more time to rest and think/plan things properly, it will allow others to fit time into their own busy schedules, and ultimately I will be much more productive, while at the same time being physically rested, and mentally stable."

(Student reflection, April 2007)



Why project management?...

- Emphasis on assignment/grades/due dates
- Many students do projects
- Help translate “products” into “steps”
- Plan: Think – Write – Do
- Introduce “milestone assignments”
- Project Management improves student success...
- ...and enhances life skills and employability



...and what is needed?

	Leading the project	Managing the project	Doing the project
Initiation	Strategy / Vision / Values	Constraints	Phase level planning
Planning		Risk Management	Structuring the work Scheduling activities
Execution			Report and present results
Controlling			Review progress Update & correct
Closing	Feedforward		document project & conduct lessons learned



How do we motivate students to think and write before doing?

- Assignment and due date structure
- "Just in time" project management teaching
- Projects as "cases-in-point" for teaching
- Feedback informs next assignments
- Seniors coaching juniors



How do we assess project management?

Learning Outcome:

Demonstrate the ability to undertake and complete the five (5) phases of managing a project.

Assignments:

Project proposal (Initiation and Planning)

Project plan (Planning and Control)

Project presentation (Execution and Control)

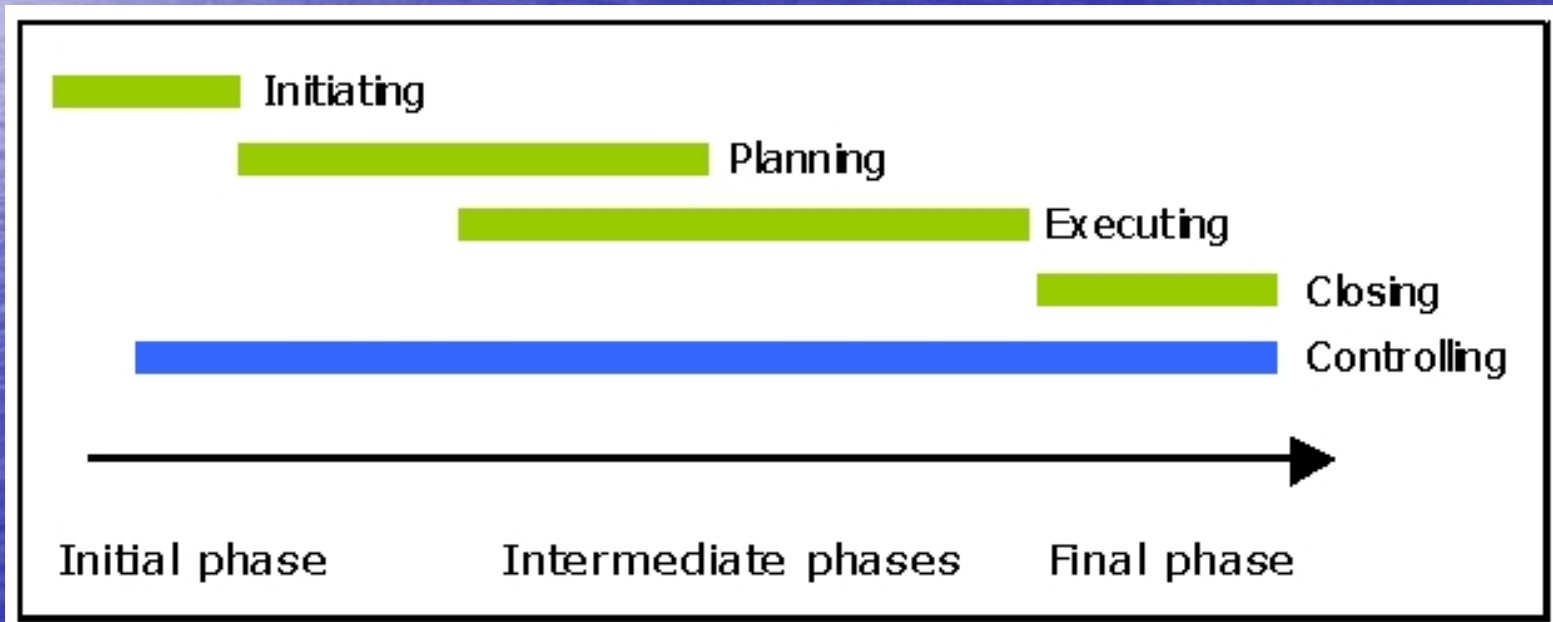
Project report (Control and Closure)

Criteria: Mastery of building blocks of phases



How do we teach project management essentials?

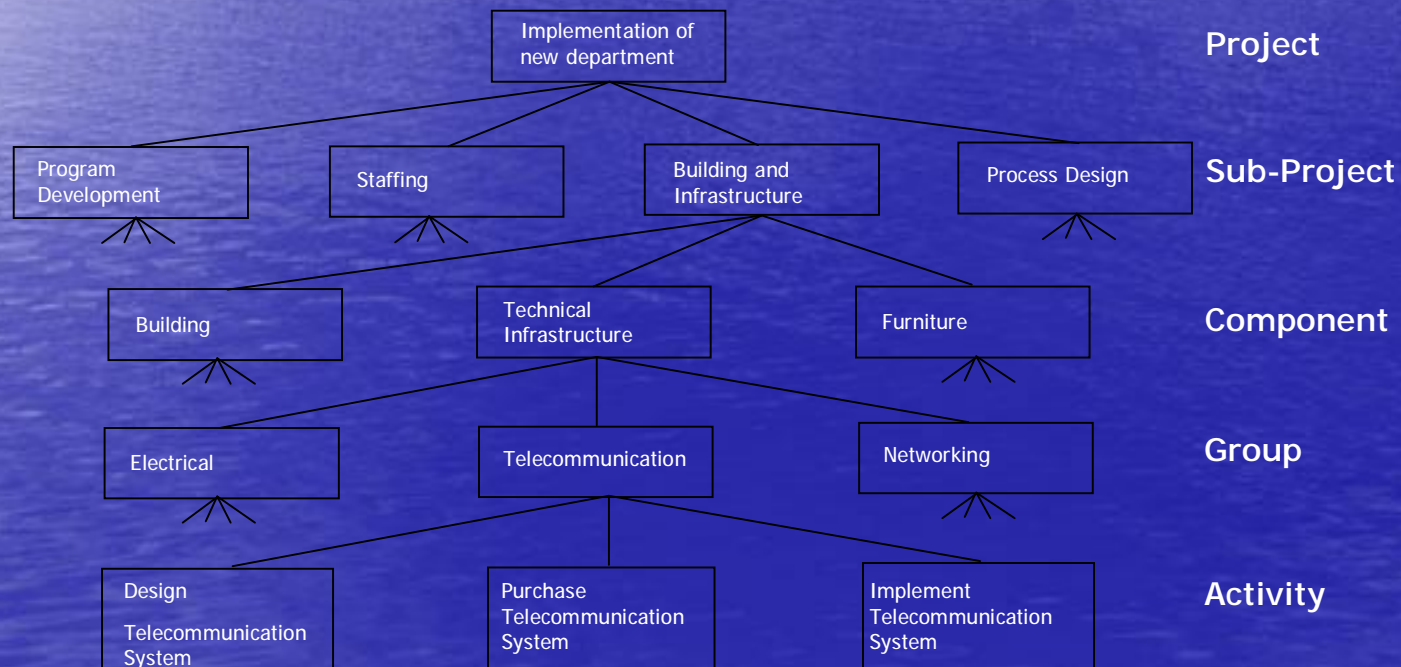
- Project Phases:





How do we teach project management essentials?

- Work breakdown structure:





How do we teach project management essentials?

- Numbered outline:

Implementation of new department

1. Program Development

1....

2....

2. Staffing

1....

2....

3. Building and Infrastructure

1. Building

1....

2....

2. Technical Infrastructure



How do we teach project management essentials?

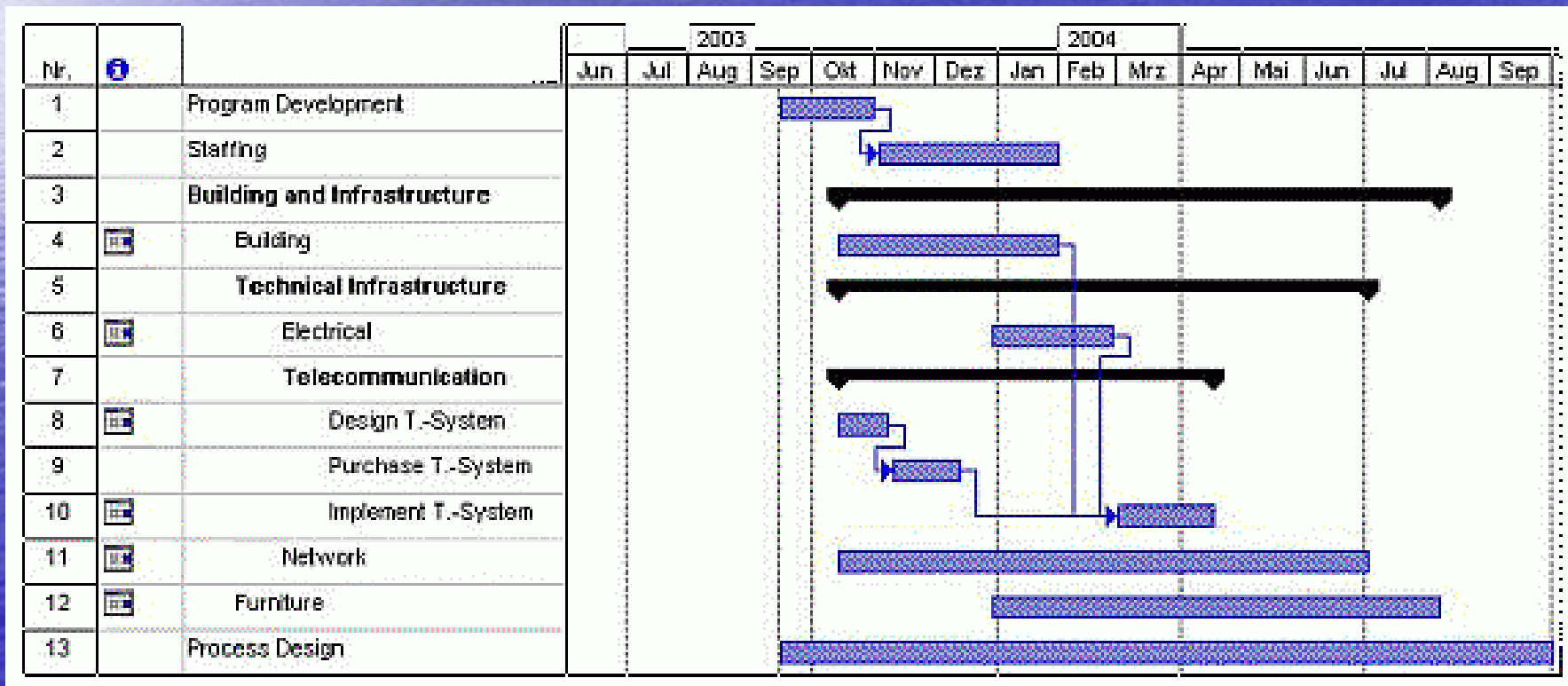
- Risk Management:

Risk	Probability	Impact	Priority	Measures
Equipment defect	High	High	High	Book backup



How do we teach project management essentials?

- Scheduling:





How do we teach project management essentials?

- Scheduling:

ACTIVITIES	1	2	3	4	5	6	7	8	9	10	11	12	Responsible
Program Development	X	X											Thomas M.
Staffing			X	X	X								Thomas M.
Building and Infrastructure		X	X	X	X	X	X	X	X	X	X		Richard S.
Building		X	X	X	X								Richard S.
Technical Infrastructure		X	X	X	X	X	X	X	X	X			Eamonn L.
Electrical					X	X							Eamonn L.
Telecommunication		X	X	X	X	X	X	X					Eamonn L.



What is in it for you?

- How can you envision yourself applying the project management teaching approach to your class?
 - teaching, assignments, assessment
 - challenges, solutions, benefits



What were looking at:

- how teaching and assessing project management may help achieve better teaching and learning results
- what basic project management skills and approaches are needed
- how to motivate students to learn basic project management skills and approaches
- how to teach and assess project planning in particular
- how you might apply this to your own teaching

Thinking, writing, doing - Teaching and learning how to plan a student project

What are the basic project management approaches and skills needed?

	Leading the project	Managing the project	Doing the project
Initiation	Strategy, Vision & Selection	Constraints & Responsibilities	Drafting a charter
Planning	Team & Communication Politics	Scope & Resources Time Management Risk Management Cost & Quality	Structuring the work Scheduling activities Responding to risks Update the plan
Execution	Feedback	Quality Assurance Information Management	Audit execution Report and present results
Controlling	Ethics	Change Management Risk Monitoring & Control	Review progress (schedule, cost & quality control) Update plan & apply corrective action
Closing	Strategy & Feedforward		document project & conduct lessons learned

primary topics (must)

secondary topics (should)

tertiary topics (could)

Examples on assignments and assessment:

Assignment 2: Project Plan (Updated Charter & Structure of the work, Schedule & Risk Management Plan)

This is an expanded version of your project proposal. You will be required to incorporate the feedback you receive as well as update your original charter and structure of work by indicating any changes (not the whole original charter and structure of work though).

In particular, you will present the results of the final steps of project planning (schedule and risk management plan). A typical proposal of this scope would be 3 to 6 pages long (you can refer back to the project proposal for references, unless there are new ones to refer to). While your project proposal could be your submission to a client in order to get their approval to spend their money, the project plan may be a “contract” on what to spend the money on in detail, on when the individual elements of work occur, and on what an appropriate risk management would be!

In this particular case, the project proposal is an intellectual contract between you and your instructors, stating in much more detail than the proposal who will do what when as

well as what risks might be involved and how to accommodate those. While even a plan may have to be changed – for instance when risks turn out to actually occur or when changes became necessary – a project management plan is your blueprint for what you are doing. Hence, the plan (including incorporated necessary changes during execution!) should be a true representation of your end result.

Please use APA style for your project plan; a summary of APA style requirements is available here: <http://www.lib.unb.ca/instruction/APAcitation.html>

In your project proposal you need to:

- Identify and explain changes regarding the project proposal
- Present the project schedule (who does what when)
- Present a risk management plan

Your project proposal is your major reference for the project plan; additional resources have to be listed as well.

Project Plan Assessment

Communication	
Presentation of convincing project plan	Changes regarding project proposal have been identified and convincingly explained
	Complete presentation of project schedule
	Complete presentation of risk management plan
Grammar and style	Substantial grammatical correctness (no more than 2 errors per page)
	Use of clear, economical diction
	Coherent sentences clearly linked
Mechanics of presentation	APA-style parenthetical and reference citations
	Substantially correct punctuation (no more than 2 errors per page)
	Correct treatment of titles, proper paragraph formatting,
Critical thinking	
	Logical connections between various elements
	Logical structure of overall plan
	Use of appropriate evidence
	Recognition of relative value of different types of evidence (e.g., expert opinion, statistical evidence, factual evidence)
	Recognition of limitations of plan