Final Project: Reinforcing Learning and Revising PTA 1106

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EDU 627

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Introduction/Opportunity

There is currently a "disconnect" in the course, "Introduction to Physical Therapy (PT)", that needs to be addressed. The competitive online course, which was converted from a face-to-face course, has facilitators work with students interested in learning about and enrolling in the Physical Therapist Assistant (PTA) program at a local community college. The course material covers all aspects of PT and utilizes the first 11 chapters of a text written specifically for PTAs.

However, the integration of the text, online lessons, learning resources, assignments and assessments is lacking as demonstrated by student feedback and low performance on assessments. It also suffers from the fact that face-to-face courses often do not translate well into online courses, especially if using passive instructional methods (Bishop, Hyclak, Yerk-zwickl, 2007). This project would address the "disconnect", integrate newer technologies into the revision, and would also allow for input from the PTA faculty and College in making this a better course.

Stakeholders

The stakeholders in this project are the course coordinator (1), the instructor/facilitators (2-4 on average for each semester) and the 100+ per semester students that take this competitive course. Also, the PTA faculty (approximately 20 full and part-time instructors) are stakeholders since this course educates the students on the demands/requirements of the PTA program. It is also the first class the students take with the PTA department, establishing a first impression to possible enrollees in the program. Other less-involved stakeholders are various staff members of the college itself (registrar, academic counselors, etc.).

Technology

The whole course could benefit from the addition and updating of the technology utilized. One of the tasks of the project will be research on what technologies will best support the learning objectives for the course. Once these technologies are identified, they would be integrated into the course to reinforce the learning and make the course more interactive and dynamic. This should, hopefully, increase student interest and enjoyment of the course, encouraging students to consider becoming a Physical Therapist Assistant.

<div align="center">Project Proposal</div>

Utilizing the Project Proposal (n.d) provided by the course website:

Project Goal - The purpose of this project is the revision of the course PTA 1106 with the integration of technolgy. It is hoped that the revision of this course will result in more student satisfaction with the course and with the PTA program.

Problem/Opportunity Definition - Originally a face-to-face course, it was converted about 5 years ago and is currently offered as a purely online course with many of the same original assignments, even though the textbook was changed two years ago. This has contributed to complaints and a "disconnect" between the text, online lessons, assignments and assessments, causing students to complain and do poorly on text-based exam.

Proposed Solution - An online course where textbook learning, online lessons, technology and learning activities coherently meet the learning objectives for the course and the assignments/assessments demonstrate accurately display the learning that has taken place.

Project Selection & Ranking Criteria

Project benefit category:

X Compliance/Regulatory ❑ Efficiency/Cost reduction ❑ Revenue increase

Portfolio fit and interdependencies – PTA1106 needs to fit as part of a curriculum

and learning objectives for the Physical Therapist Assistant (PTA) Program.

Project urgency – PTA Program is in the midst of a curriculum review and welcomes

the revision. This is considered a desired project but not considered urgent.

Cost/Benefit Analysis

Tangible Benefits

1) Instructor and student satisfaction enhanced

2) modernized course with integration of newest technology to enhance learning

Value & Probability – Good value to instructors, students and program. Probability of

success is high.

Assumptions Driving Value – Revision will make a difference in results on

assessments and in student satisfaction with course.

Intangible Benefits

Revision will make program more attractive to possible program enrollees.

Value & Probability – Of great value to program. Probability of success is poor to fair.

Assumptions Driving Value – There are many aspects that are part of the decision to

enroll in program. Although the revision may help, it will be difficult to quantify this

benefit.

	Amount
Cost Categories	
Internal Labor hours	140 hours
Internal Labor from IT department	20 hours

Financial Return – None anticipated

Business Requirements

1. Support of Sinclair Community College, especially PTA Program

2. For the course to reflect well on the community colleges program

Scope

The project includes revisions to 14 online lessons, learning activities and assignments and the integration of technology (if best practice) to connect to textbook learning and assessments, utilizing 14 weeks and 140 hours.

Out of scope activities that are critical to the success of the project –

1. Instructors use strategies, providing an effective online environment.

2. Students continue to be interested in this course and in the PTA program.

3. College requesting overhaul of PTA program may affect course.

Major Obstacles

Unsure of financial support for revision. If no financial support, donated time issues may slow delivery or decrease scope of project to only include selected lessons.

Risks

Lack of acceptance of changes made by either instructors or students or no perceived benefit.

Schedule Overview

Estimated Project Completion Date: 14 weeks after initiation of project. This is utilizing a revised format suggested by Li and Shearer (2005), who suggested a two-week cycle. As this course is a revision and not a new course, a one-week cycle could be utilized – 14 weeks of lessons with a one week cycle = 14 weeks. College IT support work would be integrated into these 14 weeks.

Major Milestones

First half of course done   7 weeks into project

Second half of course done   14 weeks into project

External Milestones Affecting the Project - Start of term is best time for implementation so will need to have done 2 weeks prior to dates listed below.

Start of summer term 05/11/15

Start of fall term   08/20/15

Impact of Late Delivery – delay of use of revision until next semester start date. It would be possible to implement individual modules one at a time so partial delivery is possible if complete.

<center>**Project Work Breakdown Structure**</center>

Below is presented the project work breakdown structure for the technology research and the first 3 modules of the project. It is based on the WBS Example (n.d.) provided. A similar format would be utilized for the rest of the project.

Project:	Final Project: Reinforcing Learning and Revising PTA 1106			
Name:	Abigail Snook			
Date:	27-2-15			
ID	**LEVEL 1 TASK**	**LEVEL 2 TASK**	**LEVEL 3 TASK**	**RESOURCE**
Pre	Research technologies			
Pre - 1		Consider learning objectives		
Pre - 1.1			Determine best fit	Abigail Snook
Pre - 2		Consider availability		
Pre - 2.1			Determine best fit	Abigail Snook
Pre - 3		Consider cost		
Pre - 3.1			Determine best fit	Abigail Snook
Pre - 4		determine best fit from Pre 1.1-3.1		
1	History of PT Profession			
1.1		write online lesson		
1.1.1			incorporate textbook info	Abigail Snook
1.1.2			integrate technology	Abigail Snook
1.1.3			Develop Slideshare	Abigail Snook
1.2		update learning activities		
1.2.1			update current resources	Abigail Snook
1.2.2			integrate technology	Abigail Snook
1.2.3			write new activities	Abigail Snook
1.3		develop assignment		
			write and link to all 1.1-1.2	Abigail Snook
2	PTA as member of health care team			
2.1		write online lesson		
2.1.1			incorporate textbook info	Abigail Snook
2.1.2			integrate technology	Abigail Snook
2.1.3			Develop Slideshare	Abigail Snook
2.2		update learning activities		
2.2.1			update current resources	Abigail Snook
2.2.2			integrate technology	Abigail Snook
2.2.3			write new activities	Abigail Snook
2.3		develop assignment		
2.4.1			write and link to all 2.1-2.2	Abigail Snook
3	Physical Therapy Clinical Practice			
3.1		write online lesson		
3.1.1			incorporate textbook info	Abigail Snook
3.1.2			integrate technology	Abigail Snook
3.1.3			Develop Slideshare	Abigail Snook
3.2		update learning activities		
3.2.1			update current resources	Abigail Snook
3.2.2			research links to text	Abigail Snook
3.2.3			write new activities	Abigail Snook
3.3		develop assignment		
			write and link to all 3.1-3.2	Abigail Snook

Three Important Components

As the project did not appear to require any outside resources, a procurement plan was

not deemed necessary (Cox. 2009). The schedule was fairly regular with the proposed one week

per module timing and the cost also was straight forward in that it only required labor hours so

schedule and budget components were not felt to be an issue. A quality plan was considered but

three other components were felt to be more important. The components felt to be of most

interest to this particular project were 1) stakeholder analysis - as recent developments have

indicated that this area may be more important than originally thought; 2) communication

planning – to facilitate communication with these stakeholders during the project before, during

and after implementation; and a 3) risk analysis – given the variable risks to the project success.

Stakeholder Analysis ("Blank Project Management Templates", n.d., p. 4)

Stakeholder	Their interest or requirement from the project	What the project needs from them	Perceived attitudes and/or risks	Actions to take
Coordinator/ Facilitator/ Project Manager (me)	High interest in producing good product- personal reflection on work as well as desire to see students satisfied with course	Provides man hours for all revisions	May have personal bias regarding what is 'quality' or what is necessary to improve course	Get feedback from all major stakeholders about the goals of this course and utilize other instructors for judging quality
Other instructors of course	Some interest – mostly when have issues with course or complaints from student	Their input into changes and their willingness to go along with changes	May have their own ideas of what would work and can feel powerless to make changes to course	Involve them from beginning by asking for suggestions for changes and utilize them to review major changes for their input
Students	Interest is in end result of revision - that course be informative, enjoyable and fair	Student feedback regarding course from regular surveys	May want to be "hand-fed" information but program desires independent learners.	Get feedback from other instructors/faculty on revisions regarding "hand-fed/independent" and monitor student surveys
PTA faculty	Distant – not aware of revision and have minimal interest in course	Support (financial backing) and input as to desires for student qualities	May not value course or students involved as not enrolled in program yet	Involve them in providing input for desired student qualities and educate them more regarding importance
Academic advisors	Distant – want to satisfy student requests for face-to-face option	Feedback	Want to satisfy student requests even if not best decision	Discuss with program director idea of hybrid course to meet student needs
College	None – just want good course	Support	Putting pressure on program to downsize	Good communication with program director regarding changes

Communication Plan ("Communication Plan.doc", n.d.)

Stakeholder	Information needs	Frequency	Medium	Response
Coordinator/ Facilitator/ Project Manager (me)	• information • command/instruction	daily	• email • phone	Expected to stay on schedule with course revision and deal with all issues brought forward by stakeholders
Other instructors of course	• information regarding changes	weekly	• email	Provide feedback to coordinator concerning course revision and make suggestions for changes and assure quality
Students	• course surveys	1/course	• survey	Take part in survey
PTA faculty	• course surveys • information regarding course and revision • opinions about PTA student desired qualities • persuasion	3 times over 6 month period – prior to start, once during revision and once at conclusion	• email	Provide input regarding student qualities desired, read survey summaries and course material and understand the importance of the course in determining who enters program and also first impression of program
Academic advisors	• information regarding course type offerings	1/semester	• email • registration	Give input for course type offerings Support department choices
College	• information through department head	As needed	• College communication	Support PTA program through changes

Risk Analysis ("Blank Project Management Templates", n.d., p. 8)

Nature of Risk or Uncertainty	Likelihood High (3)/ Medium (2)/ Low (1)	Impact High (3)/ Medium (2)/ Low (1)	Likelihood x Impact [Score](1-9)	Actions required and who will take responsibility to manage the risk
Lack of acceptance of changes by other instructors	Low - 1	High - 3	3	Regular communication with instructors regarding changes with request for feedback and ideas – coordinator responsible
Students continue to complain of lack of connection between text and lessons after revision	Low – 1	High – 3	3	Reassessment of surveys, more student feedback as to where 'disconnect' is, additional revisions to course – coordinator responsible
Lack of financial backing for revision of course	Medium – 2	Medium – 2	4	If not financially backed, decision may be made to limit scope of project depending on coordinator's time resources – coordinator responsible
Perception that course revisions are too much "hand-holding"	Low – 1	Medium – 2	2	Regular communication with other instructors and program director regarding changes with this focus – coordinator responsible

Conclusion

It is felt that this project would bring welcome change to the PTA program.

References

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  an online economics course. *Journal of Computing in Higher Education*, 18, 99-120.

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