

Mary Loder (00:02):

Welcome to course Stories produced by the instructional design and new media team of Ed Plus at Arizona State University. In this podcast, we tell an array of course, design stories alongside other ASU online designers and faculty. On today's course story, it

Meredith Savvides (00:18):

Looks like you are giving students a map. Is that intentional?

David Corlett (00:22):

It is. And the map reference here, I think is perfect for talking about this. All faculty want students to have a great experience, and they want them to get what is maybe locked in their mind. And the question we have is how do we get it out to students in a way that makes sense to them? And so in traditional classes, say in a classroom, it's not as hard, I would say, for them to create that map because they're engaging directly with the students constantly in, in a mutual creation of it. So they create the syllabus, which is the guide, but it's, it is like a map that's being painted in as they go. Whereas online, we have to have it created ahead of time. And, and that is something that's, that's a lot harder for us, going from a traditional class concept is like having, uh, like a century's old map that's more art than it is science versus a modern Rand McNally, which gets us to a place. And, and that's where the course design comes in.

Mary Loder (01:15):

Hi, I'm Mary Loder, an instructional designer from ASU Online. I'm

Ricardo Leon (01:19):

Ricardo Leon. I'm a media specialist at the same place.

Mary Loder (01:22):

Yeah, we work together.

Ricardo Leon (01:23):

Let's get on with the

Mary Loder (01:23):

Show. Okay.

Ricardo Leon (01:26):

Let me see. Hello, hello, hello.

Mary Loder (01:28):

Check, check, check in the ad deck. <laugh>. What's that mean? Check, check in the upper deck. You've never heard that before?

Ricardo Leon (01:36):

Never heard that. Oh my

Mary Loder (01:37):

God. I shouldn't, like a common thing. What? Maybe just in my world,

Ricardo Leon (01:42):

Check check in the upper deck. Yeah. What does that mean?

Mary Loder (01:44):

Uh, it's like a common thing that people say into a mic when they're checking it. Really?

Ricardo Leon (01:48):

Yeah.

Mary Loder (01:49):

Because of the hard K's and the check, check in the upper deck sounds.

Ricardo Leon (01:53):

It's more of the peas that are the problem. The paw the peas of the problem

Mary Loder (01:57):

Of you not hearing that is insane. Hey, Mary. Hi Ricardo. How

Ricardo Leon (02:01):

Are you

Mary Loder (02:02):

Today? I'm doing really well. Are you excited for this next episode of Season three?

Ricardo Leon (02:06):

Very excited for this next episode of season three. So who are we gonna hear today, Mary?

Mary Loder (02:10):

Oh, we are gonna hear from Meredith savis. Mm-hmm. And

Ricardo Leon (02:14):

David Corlett was in the studio, did some videos with us about project management, which I, I have some tangential knowledge of. I definitely understand it as a concept, but Sure. I know that it's also just like a school of thought, a field, you know? And like

Mary Loder (02:28):

With multiple certificates, I don't understand it, honestly.

Ricardo Leon (02:31):

Right. Well, why don't we have David Corlett himself, tell us what this is.

Mary Loder (02:35):

Perfect.

David Corlett (02:36):

As I talk about in class, project management is kind of a career is eons, old, eons millennia. There we go. More appropriate project management skills were used in creating the great pyramids in, uh, stone Hensch. Uh, so you can see evidence of that early on. What we're looking at, uh, here today is more the academic and professional discipline of it, which is really a 20th century creation. So second World War onward, uh, where these massive projects, Manhattan Project and others during the Cold War, all these technological projects, uh, that were being developed. And they had to have a means of doing it. And so if you go back and look through that period, you see the creation of things like the Gantt chart, the per method, the critical path, all of these things start appearing in kind of the middle to late 20th century. And then as a discipline, it really doesn't begin to develop until the late 1960s with the foundation of the Project Management Institute and other professional organizations. And in true disciplinary fashion with the creation say, of journals and professional writing. That's the 1980s, believe it or not. So this is a relatively young discipline that's still finding its feet in academia in a theoretical approach to things. So that's where we're speaking from. Uh, so as I tell students, it is a very, very practical profession and discipline with long roots, but we have an intellectual side to it that they are just beginning to enter into. I lectured on that last week, <laugh>

Ricardo Leon (04:01):

<laugh>. I knew I could. I get it. I do understand it quite a bit

Mary Loder (04:08):

More now. I still don't get it, but I'm gonna go to the show notes and I'm gonna go to the PMI site, and I'm gonna look

Ricardo Leon (04:13):

At that. And then you'll be right on your way to getting a certificate,

Mary Loder (04:15):

Maybe. We'll see. I mean, I could definitely use the help because our production schedule mm-hmm. <affirmative>, we work off of a spreadsheet, gosh. Just by the skin of our teeth. Are we able to get each episode out every second Tuesday or third Tuesday? Sometimes. Uh, last season's wrap up, so I mean,

Ricardo Leon (04:32):

You know.

Mary Loder (04:32):

Yeah. We're still dividing our critical path and we,

Ricardo Leon (04:35):

We, we appreciate your patience listener, uh, with us. But I, I think we do pretty good. But, but yes, definitely we could benefit from some project management, uh, knowledge.

Mary Loder (04:43):

In fact, if anyone wants to be our project manager, feel free to contact the show course stories@asu.edu.

Ricardo Leon (04:49):

<laugh>. Yeah, it's gonna be a contest. Tell us in 50 words or less why you deserve to be our project manager. Do

Mary Loder (04:54):

You like torture <laugh>?

Ricardo Leon (04:57):

Alrighty. So we're gonna be interjecting throughout the episode, and we hope you enjoy this.

Meredith Savvides (05:05):

All right, Dave, why don't you, uh, take it away.

David Corlett (05:07):

I'm David Corlett. I am, uh, with the Faculty of Leadership in Integrative Studies in the College of Integrative Sciences and Arts. And I teach primarily project management courses at asu. But my background is in history and broader liberal arts.

Meredith Savvides (05:22):

And thank you. I'm glad you're here with us. My name is Meredith Savvides, I'm an instructional designer with Ed Plus, and we are here today to talk about the course P M G 3 22 Project Time Management. This is a refresh of this course, and we're gonna talk a little bit about your experience and how you approached the revision of this course and course design in general.

David Corlett (05:48):

Yes. This, this is the same course that we teach, uh, within CISA, but it is being transported, I suppose, over to the new Universal Learner Initiative at ASU, where, uh, others will be taking our courses outside of our classroom settings. But it's the same approach, but we've had to do some redesign to fit, uh, new needs, a new audience, and, uh, and just generally refresh it and achieve best practices in online teaching. And we have a number of new tools that we get to experiment with as well, as well as going back in using newer versions of old technology friends that, uh, that are bringing new things to the

Meredith Savvides (06:24):

Table. Excellent.

Mary Loder (06:28):

We should definitely unpack U L C Universal Learner courses because though we do have another episode coming up later this season that mm-hmm. <affirmative> does a much better job than what I'm about to do. Our listeners probably don't know what Universal Learner courses are because it's very unique to ASU. Go for it. So it's one of the pieces of our portfolio. We have these different enterprises at ASU. Mm-hmm. <affirmative> one is the academic enterprise mm-hmm. <affirmative>, which most normal students, that's like what you belong to mm-hmm. <affirmative>. And then we have the learning enterprise, which actually comprises of Career Catalyst, which is like, after you're in industry and you wanna like bump up your knowledge or just generally enjoy learning. Mm-hmm. <affirmative>, you could go there. And then we have Universal Learner Courses, which I am a huge fan of for multiple reasons. Mm-hmm. <affirmative> one, it was birthed from Ed Plus and the instructional design new media team before it went over to Learning Enterprise. But also my own son is benefiting from their program. He just enrolled this last session. Oh, great. Check in. Yeah. Oh, universal first. Universal Learning forces are great for high school students who maybe are taking a non-traditional path mm-hmm. <affirmative> and need to earn credit before they come to college. And so we're very grateful that this pathway exists. Excellent.

Meredith Savvides (07:39):

Do you wanna give us a little, uh, summary of the course?

David Corlett (07:42):

Sure. Well, uh, project time management is a misnamed course. I'll say that from the start. People look at, uh, time management and they expect to come in thinking this is gonna help me manage my personal time. And it's not that that's important, but this course doesn't really address that. At the same time, if you look at this and say, project time management, it's like, well, how much can we talk about time and schedules and project management? Honestly, a lot. It, it might sound, if I can say a little of a snoozer, but it's not, if you like logic, if you like puzzles, then this is a class that would really appeal to an analytical mind. Um, because we, we talk about project scope is a big part of it, what goes into a project, and not just the big picture, but breaking it down into all the small chunks that you can then assign out or complete in a reasonable amount of time. And then we look at the relationships between these different tasks and the activities that go into them and come up with a logical order in which they have to be done. So I, I liken this really more to creating a three-dimensional puzzle where you have to understand that you have to build a base before you can get to the top, yet you still have to address all the pieces in the process.

Meredith Savvides (08:50):

And I don't know if this is gonna be pertinent, but within csa, was this an elective elective or was this a requirement?

David Corlett (08:56):

It is a requirement for, uh, students who are in the O G L project management concentration. Okay. And, and in future degrees it does have a prerequisite of p G three 20, uh, which is the foundation's course before taking it. But we get students from across the university and across disciplines that take it.

Meredith Savvides (09:13):

Can you tell us a little bit about the course? What excites you about it?

David Corlett (09:17):

Well, the, the excitement for me really is in the logic. And so my background is a historian, I believe in investigation and finding small pieces and then assembling them into something larger. That makes a lot of sense. And that's what appealed to me about project management when I was first brought into it. And so, in project time management, that's really what we do. We investigate a project. Uh, you, you have to think about all of its components, how they logically create a 100% of a project. And then again, you have to go back and think, what are the relationships between these? So you can't build a frame of a house before you have a foundation. And that's, that's a very simple example of this, but we do it with the smallest details in here to understand what must come before and after, what can be done concurrently, what can be done, uh, in an overlapping way all to achieve an overall purpose. So again, it's the logic and the puzzle aspect.

Meredith Savvides (10:11):

What does students come out with? You know, is there a final culminating project where they've, you know, put this puzzle piece together and what do they have?

David Corlett (10:20):

Well, they're given a half assembled puzzle. Okay. Uh, to put it this way, and this assignment was designed by Dr. Denise Bates originally, who, who created the first version of this course, and who's also a historian. So she approaches it very similarly, uh, to me. And she came up with a concept of having students come into a project halfway through. So they're part of a museum expansion team, and the previous project manager just up and left or was fired, we don't know. And they have to come in and make sense of this system. Okay. And they're given some basic parameters. They're given, uh, the list of tasks and relationships. They're given the critical path. So a, a portion of a network diagram. And then they have to figure out how to essentially reduce the project schedule by about eight or nine days using the techniques they learn in class. Oh, okay. And so again, it's investigating all the pieces, what can they do? Where can I make changes? How do I assemble this together? So again, in the end, what they're really addressing here, what they're exercising is critical thinking more than anything along with these very specific project management techniques. Very

Meredith Savvides (11:24):

Cool. Like, it's like escape the room

David Corlett (11:26):

<laugh>. It is, it

Meredith Savvides (11:28):

Is. All right. Can you tell us a little bit about the learning objectives besides just this project? What are students coming out with? Well,

David Corlett (11:35):

The ultimate objective that they'll get out of this is the ability to create a project schedule. But there are a lot of smaller objectives that all lead into this as we discussed. In other parts here, they'll, they'll learn how to define and, and categorize different approaches to project schedule management. They'll understand how it fits within the broader project lifecycle itself. They'll learn how to diagram project activity sequences. So this is not quite a flow chart, but creating multiple pathways through a project so that they can see where choke points are, where uh, there is no flexibility in time, and therefore focus their efforts if necessary on those. That's where they'll learn about critical path. Um, and then we'll apply a lot of this to a variety of case studies throughout. So individual objectives, they'll practice these and then they pull them together at the end in modifying and creating a project schedule for this museum expansion.

Meredith Savvides (12:28):

Cool. I've wanted to ask a little bit about group work. Is their group work in this course? Didn't work in a team

David Corlett (12:35):

In, uh, in live versions of this? I, I find that that works better. It is tricky to do teamwork across time zones and continents online. Sure. And so what I've, I've done with this is I've created instead kind of an advisory capacity that students have for each other. So, uh, as an example with the final project, they start thinking about it and in working on it in the module before, and the big discussion assignment they have for the week is to come up with options for that project and pitch them to smaller groups, say within Yellow Dig or discussion boards, and then receive peer feedback on their proposals that they can incorporate into the final

Meredith Savvides (13:15):

Work. Love it. So using their peers, like some pseudo groups, <laugh>.

David Corlett (13:20):

Absolutely.

Meredith Savvides (13:20):

And, um, but getting some feedback.

David Corlett (13:22):

I do the same thing in the other assignments too, that they post. And, and these are large scale classes, so I'm able to get them in groups of about 10 to 12 students. They're abouts and they

post, and then they're responsible for critiquing everyone else's work as well. So they get my feedback, plus they get pure feedback and then again, the applied version at

Meredith Savvides (13:40):

The end. Excellent. So this course has been taught for a couple years, originally developed by Denise. What is different about it now? If you had refreshed it for U L C courses and are now using this version for, you know, CSA students? What I, what is different?

David Corlett (13:57):

Well, I could kind of categorize it in three areas. First, I'll say from a technical and knowledge base, there's been a lot of refresh. So when Denise first developed this, uh, the pmbok, the Project Management Body of Knowledge was in its new sixth edition at that point. And so the course was structured around that. And a few years later, project Management Institute comes out with the seventh edition, which didn't quite throw out the sixth edition, but, but really changed it, it added more of a focus on, uh, the human element and value creation as opposed to a focus on processes. And now we just heard that there's an eighth edition coming out next year and trying to keep up with these changes is, is tricky. So while we use concepts that are still presented, say in the sixth edition, they're still valid because the methods that you use in project management don't necessarily change. It's how we apply them and probably the value that we put on different ones. And so part of that refresh has been somehow accounting for this change over time and shift the focus from understand how we do things to why we do things. So that's the, the, uh, probably the biggest change.

Mary Loder (15:07):

He said PMBOK, do you know what Pemba is? He said it a few times. No idea. Let's Google it. <laugh> right now. I mean Sure.

Ricardo Leon (15:15):

Pi Bach Project management.

Mary Loder (15:17):

It was Body of Knowledge. He did say that. Pi

Ricardo Leon (15:19):

Bach Project management Body of Knowledge. Oh, it's cuz Cuz it's

Mary Loder (15:22):

A K. Yeah, it's a book. It's the Body of Knowledge around project management. Okay. That makes sense. Now I get it. It's a standardized common sense book. Mm-hmm. <affirmative> <laugh> Standardizing common Sense through project management.

Ricardo Leon (15:34):

<laugh> remember when Common Sense came along with some folksy kind of wisdom? Now it's

Mary Loder (15:37):

Very standardized clinical Yeah. Process oriented. Yeah. You know, just have it <laugh>. It's not common <laugh>. Right, right. Okay. Back to the episode.

David Corlett (15:49):

The secondary of change has to do with best practices. We originally, when Denise originally designed this, and when I did my own first version of this, I was probably following an older model of lecture mode. And so, uh, we had wonderful presentations put together, good slides, good imagery, and then sit down and record it and have students watch it. Well, watching 30 ish minutes in that setting, uh, doesn't really allow for focus. And so what I did a lot with this was take it and chunk it down into smaller mini lectures and say, this is a point I'm covering in this today. So it might be, this is critical path or this is, uh, activity relationships. And while students watch a few more videos within each segment, they're able to focus in, hone in on one specific thing at a time, go back and review it easily, as opposed to having things getting lost in a big lecture as it might in the classroom. Uh, so different things like that. Yeah.

Meredith Savvides (16:46):

Can I ask you, how did you know to do that? Do you, did you get feedback from students about that? Or are you just going straight to what the research says?

David Corlett (16:55):

Uh, it's probably a variety of things. One is, is the research that's out there and the great guidance that we get from instructional designers ASU online is. So that information is very helpful. Part of it is, is is personal. Because if I'm teaching something, and frankly if I'm boring myself with something, I know the users are gonna feel the same way. So it's like, how do I change that? So I engage myself and I engage them during that time period. And then the other is I've, I've been fortunate to have a lot of in-house personal feedback because I have three kids, two of 'em are still in college, one is a graduate. And I would have them look at my stuff and I would add them to my class and say, from a student perspective, what do you see? And they were brutal <laugh>. And, and they would give me feedback and suggestions and it was very helpful. So it's, it's personal. It's in-house user experience and then it's the professional guidance that we, we get.

Meredith Savvides (17:49):

Awesome.

Mary Loder (17:54):

I personally love that he used his kids as consultants. Mm-hmm. <affirmative>.

Ricardo Leon (17:57):

Yeah. That's so great. Yes.

Mary Loder (17:59):

To get that, like get anybody you can to look at your course, but absolutely get the most honest, harsh critics of your life. Mm-hmm. <affirmative>, which are your children. Mm-hmm. <affirmative> to review your courses mm-hmm. <affirmative> and from their own college perspective. I'm sure that was a really good lens. Mm-hmm.

Ricardo Leon (18:12):

<affirmative>, do you think that we could start getting parenting certifications?

Mary Loder (18:15):

Oh my gosh. Like the children come and then they give the certificates to their parents. Yeah, I'm okay with that. Let's just leave my kids out of it. Okay.

Ricardo Leon (18:22):

<laugh>, you, are you worried

Mary Loder (18:24):

<laugh>, are you concerned? They're very honest already. I don't think I need any certification. They hear their honesty <laugh>.

Meredith Savvides (18:32):

So how might your experience in this course benefit others?

David Corlett (18:36):

The benefit for others? I say a lot of it is really for other instructors who are looking to design a new course or, uh, to redesign an older course. And that's in the process of going through this. So, uh, in, in 20 plus years of teaching, I've, I've designed a lot of classes and before I came into project management, I followed the path that most people do, which is, oh, I design a class. The first thing you do is you create a syllabus. Okay, well what is it that I want to teach? Uh, what are the readings I wanna assign? What are the topics each week? What are the assessments that I'm using? Boom classes done? And I know it's not that simple, but that's kind of the process, uh, that we tend to follow. And once I started really getting into project management and in particular the aspects of of time and schedule management, it really taught me to, again, break down a project into sub-components and really think through everything that I had to do. So rather than going through the process of creating a class and doing it by gut, gut feeling and uh, just making a decision, then realizing, oh, I have to do something else first. I go through now and I actually lay out that plan ahead of time and it's, it's helped me be a lot more efficient. So over the past two months, I've been able to follow this process in the complete redesign of three courses in the time that it would usually take me to do a portion of one.

Meredith Savvides (19:53):

Wow. Yeah. We need to package that up and <laugh> and, and sell that. So let's go back to students for a moment. How can students apply what they learn in this course to their life?

David Corlett (20:04):

Oh boy, that's actually a great one. And I, I tend to get a lot of emails from students both during and after the course. And in, in course evaluations where they see immediate use for these things. A lot of people taking this course and others work at the project management world already and they'll say, well, I never saw work breakdown structure or, I've seen a Gantt chart, but I don't know what it is. Or network diagramming, we don't do that. And a lot of these techniques that we teach and we use are things that are done automatically now in project management software. And so I like to say that we have to understand the magic behind the curtain before we can use the magic. And so students will say, well, we suddenly did this and I tried it. Or another student who did an applied project last spring used these materials to make a particular process in their organization more efficient. So I, I get a lot of feedback like that. And then I've even had some say, yeah, I've used this in, in family projects.

Meredith Savvides (20:59):

No, no, that's what I'm thinking about now. <laugh>. Like, how can I get my kids out the door? That's awesome. And you know, I, I heard you say you get some emails from them, but what other feedback do you get from students maybe at the end or during the course that gives you some idea of, you know, things are going the right way or I need to pivot,

David Corlett (21:17):

Oftentimes I'll get interpretive questions and, and you would think that might not be the case in project management where you've got the pen box seems like everything has a very direct answer to it, but the PMBOK is guidance and there are a lot of ways of doing things and ways of interpreting the language that's in there. And so, uh, for example, just on on quiz questions, students will say, well, I can see why the answer is this, but couldn't it also work in these situations? And for me, comments like that have helped me look at the course and, and approach it in using project management lingo more from, uh, an adaptive or, uh, I'll say agile without meaning it, but an adaptive, uh, approach where there isn't one size or one answer that fits all situations. And the tools that we provide are exactly that. You can use them in a variety of ways and come up with different results. I don't mean in terms of calculation, I mean numbers aren't gonna lie to us. Yeah. At least in this case. But there are a lot of ways of doing things and if they show me how they do it, I'll say that. That's great. Let me adjust how I approach the course based on that.

Meredith Savvides (22:19):

So let's dive a little bit deeper into the videos. You originally had some videos. You mentioned there were about 30 minutes long and you made some choices about cutting them down, going a little bit deeper into each topic. How did you make those decisions?

David Corlett (22:34):

Well, some of it, to be honest, was trimming the fat. You know, you think of like a normal lecture or talk, there's the, the usual format of tell 'em what you're gonna tell 'em, tell 'em, tell 'em what you told them. Nothing wrong without whatsoever, but a lot of it was kind of cutting down on the amount I was doing that today we're talking about this boom and we move into it. Some of it too was, was looking at what topics were inextricably linked and had to be presented

together or which were separate topics. Uh, sometimes it had to do with, uh, topics that might be presented in, uh, different media in the course. So whether covered tangentially or directly in another video from a different source, sometimes from the reading. So again, kind of trimming the fat. Probably the biggest tool for this, uh, was to think about what the students, what I thought and what the committee thought the students needed to get out of this course in the end, and what level of knowledge they're gonna have when they're done with us.

(23:29):

So when they finish PMG 3 22, they're not gonna be an expert scheduler. And uh, they're not gonna be like that with any undergraduate course. Uh, this is that, not quite introductory, but intermediate discussion of the materials and, and they're practicing these materials and then we have to say, say, well, they have the potential with this to go somewhere else with it. And so through more practice, through execution, through experience, they're really then gonna become the masters at a different level. So if I had concepts in there that I thought, well, this is a little bit above, let's focus on getting them to understand the core of this, that's where I would start to trim.

Meredith Savvides (24:02):

Awesome. And I mean the genius in that is you have these evergreen videos that you know, if in the next refresher, in the next revision, you, you think, you know what, it makes a lot more sense to focus on this topic in module one as opposed to module three. Right. You just move the video because it's not tied to everything that you have in module one or module three there, you know, it doesn't on, it's not all in the same place. It's very modularized, you

David Corlett (24:32):

Know, and, and, and that's a very project management approach too, uh, in a, in an adaptive approach. Uh, but it also means that when the next refresh comes along with <laugh> with eighth Edition, that I don't have to redo a 40 minute, 30 minute segment. I can do a five to 10 minute segment. And I can also use those if they are appropriately designed in different courses.

Meredith Savvides (24:52):

Yep. Love it. Everyone should be listening to this.

David Corlett (24:55):

I wish I had listened this like 20 years ago, <laugh>.

Meredith Savvides (24:59):

So Dave, I notice in looking at the different iterations of the course and you know, courses change, they evolve. But in this one, talk to me a little bit about the focus of the student experience. You know, it looks like you are giving students a map. Is that intentional?

David Corlett (25:16):

It is. And the, and the map reference here, I think is, is perfect for talking about this. To roll it back just a little bit, thinking of the, the faculty perspective on this. All faculty wants students to have a great experience and they want them to get what is maybe locked in their mind. And the question we have is how do we get it out to students in a way that makes sense to them? And so in tra uh, traditional classes, say in a classroom, it's not as hard, I would say, for them to create that map because they're engaging directly with the students constantly in, in a mutual creation of it. So they create the syllabus, which is the guide, but it's, it's like a map that's being painted in as they go. Whereas online we have to have it created ahead of time.

(25:55):

And, and that is something that's, that's a lot harder for us. So a couple of concepts going on there. We get guidance on it. There is, for example, uh, quality matters qm which, which is a wonderful way of thinking about what we need to do. But sometimes faculty will say, well that doesn't match up with, with how I wanna do this and this is how I envision it. And the struggle is pairing those together for not a unified student experience, cuz it's all unique, but an experience that is meeting the course objectives, we get them to where we want them to go. So it's going from a traditional class concept is like having, uh, like a centuries old map that's more art than it is science versus a modern RAND McNally, which gets us to a place. And and that's where the course design comes in.

(26:40):

And so how do we apply that to this experience yet maintain our academic freedom in the way we want to present. And so with this experience, I, so I've gone through a lot of course experiences with, with a lot of great feedback. This is the first time that I've really seen the map from a designer's perspective before I put content in. Because the way we divided this up is we did content and assessment in, in the videos and our instructional designer was doing the design element and then we merged them together. So it's really neat to see how this was done. It, it's signposts really start here, do this. And then, uh, you followed this pathway through and all of these extra design elements have created not a standard approach that the faculty won't like, but a standard map for students to follow. And I like it enough that I can use it and apply it in just about any class that I do. Now

Meredith Savvides (27:34):

Dave, I love what you talked about with a map.

David Corlett (27:36):

Cartography is one of my big historical topics. <laugh>.

Meredith Savvides (27:39):

Well, and you, so

David Corlett (27:39):

When you said that's like, oh

Meredith Savvides (27:40):

I can well, and you, you you dropped ran McNally <laugh> for those who dunno what that is. It's a map <laugh>. It's a map company. <laugh>, that's Google 1.0.

Mary Loder (27:55):

I do wanna give a nod to the instructional designer on the learning enterprise team within U L C. Mm-hmm. <affirmative>, DD Collins, uh, she actually moved to a different department. Our learning experience team. It gets confusing at ASU very quickly. Um, but she's a designer over in that world now. But she did great work working with David to refresh this course and to present it with the U L C um, ed tech technology and ed tech tools cuz ed tech technology is like redundant cuz that's what tech is, it's technology. Anyway, back to the episode. <laugh>,

Meredith Savvides (28:31):

Do you wanna talk just a little bit about the third party tools that you use and you know how you use them in your course? You did mention Yellow Dig. Sure.

David Corlett (28:39):

So, uh, again, the challenge with asynchronous classes is achieving the, that same sort of interactive experience that students could have in a classroom. And Yellow Dig is one of the best tools that I've found for that. Where students find that in this less formal atmosphere, they're able to go back and forth and make a statement and get quick replies. It's, it's social media. Like without being social media, it is also not focused on formal writing. If students and instructors understand that it is there to replicate a conversation like they might have in small groups in class, it's a wonderful tool. So I use that, I use that in graduate level too. Perusal is the other large tool, and this is one that's been evolving in changing for the better over many years. Uh, originally I looked at it to, so you plug your ratings into it, students read and they have to annotate. And originally that was all that pril did. Uh, so students had to engage with the reading, you knew they were doing it, but now students are able to have conversations back and forth. So someone comments, well, they can comment on that. So again, it's another forum for classroom conversation. So those are the two big ones I use. And, uh, with great success,

Mary Loder (29:51):

I just want everyone to know PRLs free. Mm-hmm. <affirmative>. So use it, it's online, you can use it with your course materials. What

Ricardo Leon (29:57):

Is it exactly?

Mary Loder (29:58):

Well, it creates discussions around materials. Mm-hmm. <affirmative>, I think you can do websites too, but I've never done it. But basically PDFs, books. Mm-hmm. <affirmative>, you can even get permission from the publishers to use the books inside Perusal. And then the whole class can have a conversation highlighting, annotating, and actually having a discussion on the side.

Ricardo Leon (30:15):

So it's kind of a, an app that runs on top of whatever you're looking at, a PDF or a video or whatnot. And then you can make comments

Mary Loder (30:22):

On it basically. And if you wanna integrate it with your um, L M S, you can, it's still free and it will actually pass back the participation of your students with a strange algorithm. I don't understand. Uh, and that you can adjust back to your grade book. Oh. So it will auto grade the participation. It's pretty great. Awesome.

Meredith Savvides (30:40):

So tell me, how does this course story end for students?

David Corlett (30:43):

Well, in some ways I hope it doesn't end. Project management is again, an evolving field and there's always more education more that students can learn. So just within a s u of course, and, and the degree programs, we have other very specific courses within project management that'll all add to their knowledge. Now, hopefully they take this in a professional direction. And so again, I, I have students from all sorts of majors, uh, which fits with project management, which is a universally applicable concept or, or field. And so many of these students will end up as labeled project managers or they'll be defacto project managers in their place of work. And so to help them with this, if they continue their education and if they join organizations like the Project Management Institute, they can have opportunities to, uh, earn different certifications that will help them professionally.

(31:34):

So like within p m i, the, the gold standard of this is the P M P, the project management professional, which requires, you know, a number of years of project leadership, uh, taking a, a very challenging exam. And then you can have those PMP initials after your name, which will open a lot of doors. There are a lot of other ways of doing it too. A lot of people are using these more modern methods of project management or alternative versions such as Agile or Scrum, which is, uh, falls underneath the agile world. And so they can earn certifications like I have, I'm a certified scrum master, y'all should look that one up from Scrum Alliance. Uh, you can become a disciplined agile Scrum MA master through pmi or a certified associate of project management through pmi. So there are a lot of different levels you can achieve that'll help you professionally. But again, the goal behind this is to continue your education because new concepts are always coming

Meredith Savvides (32:27):

Out. Dave, anything else you would like to share with our

David Corlett (32:30):

Audience? Sure. I would encourage anyone that listens to this to consider doing some form of project management education at asu. You can do it in an individual class as a minor, as a certificate or as a degree. And whether you are a historian like me or you are in aerospace industry or whatever, you'll be able to use this where you go. And I would encourage you to think about this or even our masters in project management, where our approach to this is not just about management, we're more about project leadership because it's associated with our organizational leadership program. And so we look at that as a very serious and central component to project management. And that gives our version of it a very different spin than other universities.

Meredith Savvides (33:10):
That's a great answer.

David Corlett (33:12):
<laugh>. See all in my class and B session. Yeah.

Meredith Savvides (33:14):
<laugh>. No, I'm thinking of ways. I mean, I think it's like beyond career, that's like life and I legitimately think about how to get my kids out of the house in the morning and I need to be more of a leader. Task Master <laugh>, scrum master. David, this was very informative. I hope our listeners take something away from this. I love what you shared about the refresh, the revisions very important for students, their experience.

David Corlett (33:38):
My pleasure.

Ricardo Leon (33:42):
Well,

Ricardo Leon (33:43):
That was a very informative interview. I'm really excited that we got this episode in to record when we did because now I have time to get it out for the next one. And we'll be ahead of the game for the following one.

Mary Loder (33:55):
Right. Whichever one that is and

Ricardo Leon (33:58):
Whichever one that

Mary Loder (33:58):
Is, we do know that we have another episode coming up that does dive deeper into the Universal learner courses. Meredith will be back, you'll be hearing her throughout the season and, uh, we'll also be unpacking a little bit around a new project that's with U L C. So stay

tuned. I think that's gonna be like episode five or six. Who knows? Someone needs to get on our spreadsheet and help

Ricardo Leon (34:20):

Us look at season two. I mean season four. Yeah. Look at look to season. What,

Mary Loder (34:24):

What season are we even in? <laugh>.

Ricardo Leon (34:26):

<laugh>, <laugh>. Well, Mary, what, what do we want the uh, listeners to do?

Mary Loder (34:31):

Subscribe. Listen, like tell your friends and family. Mm-hmm. <affirmative>, we're around.

We're still here. Mm-hmm. <affirmative>, we'll be back in a couple weeks. Yeah.

Ricardo Leon (34:37):

Yeah. We got so many things going on this year. It's very exciting.

Mary Loder (34:40):

Feel free to email us course_stories@asu.edu and follow us on our socials at Course Stories. Yeah,

Ricardo Leon (34:51):

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