

Project Proposal

Event Management Program

DETC 620 [9040]

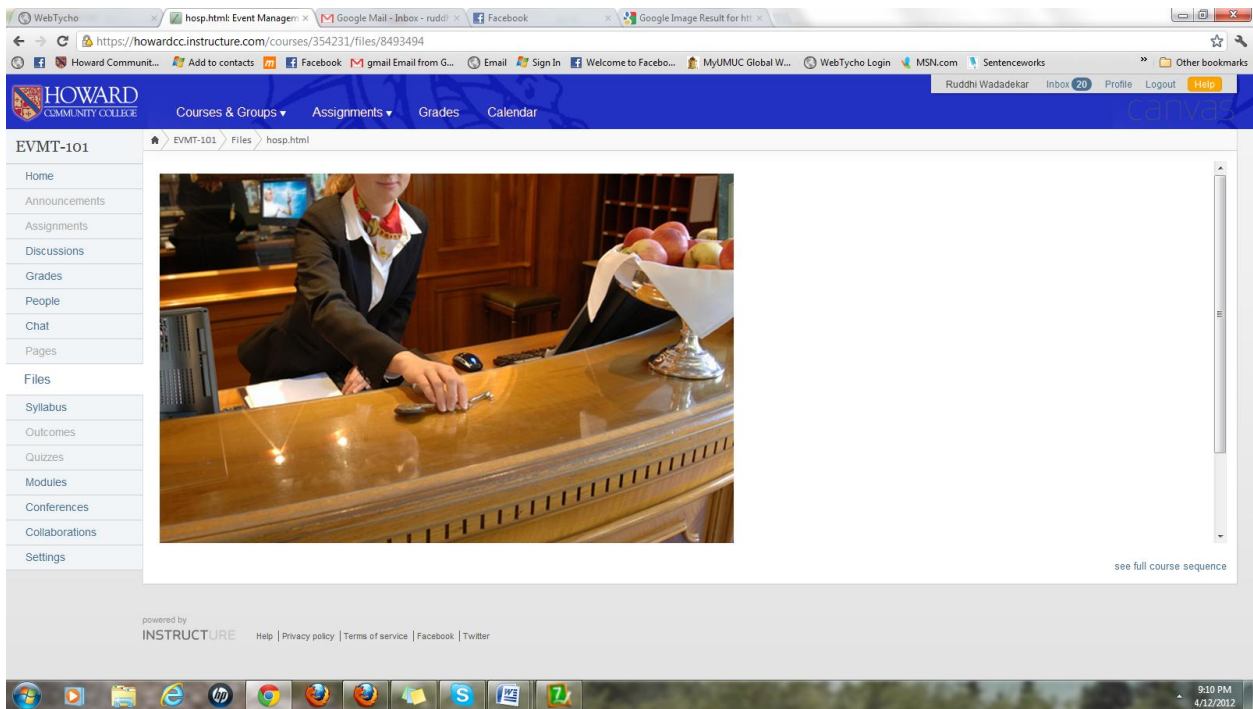
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The project proposal is for the Event Management Certificate program, offered by Howard Community College (HCC) in Columbia, Maryland. The program offers four face-to-face courses, and a 240-hour internship in Hospitality industry. The proposal is about converting some of the text modules from existing face-to-face courses into interactive modules using HCC's learning management system, Canvas (<http://www.instructure.com>) and audio, video and interactive short lessons and quizzes.



The screenshot shows a web browser window displaying a Canvas LMS course page for EVMT-101 at Howard Community College. The browser's address bar shows the URL <https://howardcc.instructure.com/courses/354231/files/8493494>. The page features a blue header with the Howard Community College logo and navigation tabs for Courses & Groups, Assignments, Grades, and Calendar. A user profile for 'Ruddhi Wadadekar' is visible in the top right corner. The main content area is titled 'EVMT-101' and includes a sidebar with navigation options such as Home, Announcements, Assignments, Discussions, Grades, People, Chat, Pages, Files, Syllabus, Outcomes, Quizzes, Modules, Conferences, Collaborations, and Settings. The central content area displays a photograph of a woman in a black blazer and red scarf standing behind a wooden bar counter, with a silver bowl of fruit on the counter. The footer of the page indicates it is powered by INSTRUCTURE and includes links for Help, Privacy policy, Terms of service, Facebook, and Twitter. The system tray at the bottom shows the time as 9:10 PM on 4/12/2012.

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Learning with multimedia

According to Clark (1983), it does not matter if the education is face-to-face or online, media offer alternative and effective features. Media helps enhance the learning experience.

Rationale for using multimedia in the Event Management Certificate Program

The Event Management Certificate Program consists of five different courses as

- Introduction to the Hospitality industry
- Introduction to Travel and Tourism
- Introduction to Meetings, Conventions, and Expositions
- Event Management
- Hospitality Management Internship

The Hospitality Management Internship requires 240 hours of on-site training in the hospitality industry. The students will find it convenient and motivational, if some of the modules from the remaining courses are offered online. Online interactive software Active Worlds™ (<http://www.activeworlds.com/>) and cvent (<http://www.cvent.com>) are used for hands on training for teaching different modules such as meetings, conferences, conversations, managing front desk, meeting and greeting customers, etc. The students will be able to balance the required work training and studies if some of the modules are offered online and will be able to practice the hospitality and management skills via interactive educational software. In addition to the above

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external programs, some of the modules will be offered via interactive lessons built using Softchalk program (<http://www.softchalk.com>). The Softchalk lessons are easily embedded into Canvas.

Advantages of using multimedia

- The students can access HCC's learning management system Canvas, anytime, anywhere with the Internet access. Canvas is a browser based program, hence students do not need to install any additional software.
- The students can also access Active Worlds™ and cvent from anywhere with Internet access.
- The students will be able to learn, practice and assess at their own pace.
- The students will be able to create different avatars in Active Worlds™ and will be able to practice the conversation, management skills.

Disadvantages of using multimedia

- The students are required to have a computer and Internet access.
- The students need to have a basic knowledge of Canvas, cvent and Active Worlds™.

Instructional design model

The instructional design model ADDIE is used for the project development. Analysis, Design, Development, Implementation and Evaluation are the five stages of

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this model (Fresen & Boyd, 2004). ADDIE model provides a systematic approach to the project design by taking care of all the important aspects.

Target audience

The target group for this project is community college students. The project is designed for students who wish to start and or advance careers in the hospitality and the event management field. Most of the students will fall in the age group of 18-30 with few exceptions in the range of 30-45. Majority of the students are familiar with technology and are able to adapt to technological changes easily. The students are expected to have the basic knowledge in the following areas:

- Intermediate to advance level knowledge of computers and audio/ video systems.
- Intermediate to advance level knowledge of the Internet.
- Ability to self-learn new software programs available on the Internet
- Working knowledge of Canvas.

Project teams

The project is divided into several sub-categories and each team is assigned with a specific task as outlined in Table 1.1.

	Category	Responsibilities
1.	Research and Analysis Team	<ol style="list-style-type: none"> 1. Thoroughly study the Event Management Program. 2. Gather summative and formative feedback from the faculty and students. 3. Analyze the loop-holes and the drawbacks in the current program. 4. Write a report with suggestions.
2.	Design Team	<ol style="list-style-type: none"> 1. Collect and study data from different feedbacks. 2. Analyze and discuss the suggestions put forth by the Research team. 3. Create a theoretical framework for the improved program and choose appropriate multimedia application for desired modules. 4. Write a detail report on how to edit different modules. 5. Summarize and document the whole program.
3.	Development Team	<ol style="list-style-type: none"> 1. Select appropriate media based on pedagogical and usability criteria. 2. Create a course site in Canvas. 3. Build lesson plans using Softchalk, include audio/ videos, as suggested by the Design team and integrate in Canvas.

		4. Provide links to the external programs such as Active Worlds™ and cvent.
4.	Implementation Team	<ol style="list-style-type: none"> 1. Tests Canvas site and related software. 2. Makes sure the new program meets course objectives and goals. 3. Trains the faculty and students. 4. Provides supports and feedback.
5.	Evaluation Team	<ol style="list-style-type: none"> 1. Creates summative and formative evaluation surveys. 2. Evaluates the overall course based on the feedback and suggestions provided by the faculty. 3. Writes a detail report on suggestions and submits to the Research and Analysis team.

1.1

Media selection criteria

The project utilizes a variety of media such as audio, video and interactive lessons and tutorials. The primary platform for this project is Canvas and the use of Softchalk is for building interactive lessons and tutorials. The project team members have selected the media based on the learner-centered approach. The learner-centered approach focuses on the lesson design based on the learner's ability to process information (Mayer, 2001). External websites such as cvent and Active Worlds™ offers hands on training in the hospitality field. The multimedia is selected

based on the rubric created by Group 1 of DETC 620 course (Appendix A). The rubric is based on the Qualitative Weight and Sum (QWS) method (Baumgartner, P. & Payr, S., 1997). The rubric describes various pedagogical and usability criteria such as instructional and conceptual design, interface and graphic design, user attitude and effects (Kennedy et al., 1998).

The multimedia product selection was based on the following essential and important usability and pedagogical standards

Usability standards

- Navigation and Orientation: The product should be easily accessible and should have smooth navigation.
- Interface and Graphic Design: The product should support graphics and interactive information required to meet course objectives.
- Ease of use: The product should be easy to learn and use.
- Adaptability and recovery: The product should be able to run on multiple platforms and should be free of any glitches.

In addition, the Design team makes sure that the product is free of any grammatical errors and the font style, size and color matches the overall presentation.

Pedagogical standards

- Course goals and Objectives: The product supports the course goals by providing interactive training and lessons.
- Dialogue and Content: The product is capable of delivering the intended content through suitable delivery method.
- Suitability for learning: The product is appropriate for completing the given task.

Moreover, the Design team ensures that the product delivers feedback and assessments in timely manner.

Presentation modes

The Event Management Certificate Program will be offered on campus with supporting online elements. The project plan proposes different media types such as audio, video and interactive multimedia. The basic platform will be Canvas with several supporting software. Table 1.2 summarizes the presentation modes.

	Text	Audio	Video	Interactive multimedia
Canvas	-Lessons built using Softchalk.	-Audio Assignments -Voice Over PowerPoint	-YouTube videos -Private videos by the faculty	-external links to cvent and Active Worlds™ for hand on trainings.

				-Short lesson plans and tutorials created using Softchalk.
Text		-Audio lessons	-	-
Book CD				
Training material	-Useful charts, tables, graphs	-	-	-

1.2

The project team members

Table 1.3 describes various members of the team and respective responsibilities.

Member(s)	Responsibilities
Program Director	Oversees the whole project and manages all the teams. Ensures with smooth flow between the tasks and manages the timeframe, budget and other technical issues.
Project Manager (2)	Research and develop a curriculum with the help of research team and assigns duties to different teams. Conduct meetings and maintain communication within team members.
Instructors (5)	One instructor from each course, gather and summarizes the course content to be converted into online modules. Provide

	further research.
Instructional designers (5)	With the help of instructors, convert traditional course into interactive online course maintaining course goals and objectives.
Librarians (2)	Research in the subject area and provide the material. Update the reference list and the readings. Make sure the information is accurate and up -to-date.
Graphic Designers (2)	Create actual multimedia software using the content provided by other teams.
Testers (3)	Test the final product for quality check. Make sure the product meets the criteria mentioned in the rubric.
Support Team (3)	Supports students and faculty for any technical issues.
Technology Trainers (2)	Train faculty and the students on how to use the product effectively.
Assessment specialists (2)	Create surveys and assess learning outcomes. Write a detail report on improvements

1.3

Project Roll-out plan.

Once approved, the project will require eight months for completion. The tentative dates and the roll-out plan is as follows (Table1.4)

Task		
Analysis (Phase 1)	Initial meeting	The program manager will discuss the proposal with the program director and other team members and will agree upon a timeframe and a budget
	Research Meeting	The research team in collaboration with the faculty and the instructional designers will research in the subject area.
	Analysis and Documentation	After a thorough analysis, a blueprint will be made and documented.
Design (Phase 2)	Brainstorming	The design team members will brainstorm and discuss the content with the faculty members and the instructional designers.
	Lesson plan development	The content will be broken down into small lessons and quizzes.
	Other material	The design team will discuss external links, software, and material with the faculty
	Finalization of the content	Finalize and document content.

Development (Phase 3)	Building a lesson plan and other material	Create small interactive lesson plans using Softchalk. Create voiceover PowerPoint.
	Integration with canvas	Upload lessons, material, and video links in Canvas.
Implementation (Phase 4)	Review	The team will test the product for quality check and any errors and glitches will be fixed.
	Training	The faculty will be trained for how to use the product.
Evaluation (Phase 5)	Support	Technical team will provide support to the faculty and students
	Feedback	Learning outcomes assessment team will create formative and summative surveys, evaluate faculty and students and will submit reports to the Program Director.

2012									
June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March
Phase 1									
	Phase 2								
			Phase 3						
					Phase 4				
							Phase 5 Ongoing		

Conclusion

Multimedia application in the existing Event Management Program helps it become more interesting and fun to learn. As the students are required to go through the internship training, accessing some of the modules off campus is a convenient option. By studying interactive lessons online, students can prepare for the class in advance and be able to learn better. Although there are some disadvantages of using multimedia, the project will enhance the overall program.

Appendix A

Criteria		Weight of Criteria
Usability		
Navigation and Orientation	User can easily access and locate information	E
	User can easily move between the related information	*
	User can establish their current position in the program	*
Interface and Graphic design	Information is presented within frames with little or no scrolling needed	#
	The use of animations and graphics support the learning objectives	*
	Sounds are appropriate to the learning and not a distraction	#
	Integration and degree of use of multiple media is carefully considered.	*
	The overall presentation is consistent in appearance (font sizes, spacing, styles)	*
	Appropriate font and background colors are used.	*
Ease of use	Program can be run on multiple platforms.	*
	The user can be actively involved and engaged in the program.	#
	The program is cohesive and well-structured.	#
Feedback	Feedback is provided in a timely manner so retention of information is increased and misunderstood material is corrected.	#
	Feedback is available upon	#

	learners' request	
Adaptability and recovery	The program easily recovers from technical glitches and "freeze" situations	#
	Program can be easily updated and changed to reflect current information	*
Presentation	The program is free of grammatical and spelling errors	E
	The program has appropriate font and colors	*
Support	Online help is available for both users initiated and system initiated requests.	*
	Pedagogical	
Objectives and directions	Introductory directions make the goals of instruction and expectations clear.	*
	Provides clear goals and objectives for the intended audience	E
Dialogue	The program supports user in completing the task.	*
	Dialogue is consistent and corresponds to the user's characteristics.	*
	Dialogue can be modified to suit task, preferences, or user skill.	+
	Instructional sequencing aligns with course objectives	*
Content	The amount of material presented is appropriate (i.e., not overloaded).	*
	The information is accurate and clear	E
Suitability for learning	The information is conveyed quickly and accurately.	E
	The information can be distinguished accurately	*
	The meaning is clear and easily comprehended.	*

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Assessment	The program offers timely assessments on user's progress	*
	The program offers pre-assessment	#
	Feedback is accurate	*

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