

**2017 Fostering Innovation in Teaching with Technology (FITT) Academy
Full Project Charter**

Project Charter

Faculty Name: Jill M. Gradwell

Project Team Lead: (Kari D'Amico) Team lead will schedule and convene meetings, keep timeline and communicate to stakeholders

Project Team Members:

Mike DiFonzo

Matthew Amerosa

Jeanine Moyer

Project Name: Help! Hybrid Education Learning Potential

Project Scope: Develop a foundational understanding of the hybrid teaching method

Project goals:

- Develop a foundational understanding of the hybrid teaching method from team members as well as my own investigation of online resources through Blendkit available at <https://blended.online.ucf.edu/>

Specific – Who – myself; What – learn about online hybrid methods, ie., Blackboard, discussion boards, students assessing each other's work online, other; When – Week of June 5-9; Where – Butler Library and various campus technology labs as assigned; Why-more flexible scheduling for teacher candidates and modeling potential methods for teacher candidates to use with their own respective students; How – input from Team members as well as my own investigation of online resources through Blendkit available at <https://blended.online.ucf.edu/>

Measurable – Redesign of SSE 200 meeting the campus designation ([Campus designation](#)) for utilizing a hybrid instructional method

Achievable – Completing Blendkit activities that are assigned by team members; meeting with faculty, students and/or instructional designers who are familiar with hybrid courses

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Relevant – P-12 Teachers are using more online methods of instruction in today’s schools, therefore as a teacher educator, I need to model effective methods

Time-Bound – June 9 for strong draft of SSE 200 course revision and August 21 of final syllabus

Project Deliverable:

- Complete Blendkit activities as follows <https://blended.online.ucf.edu/blendkit-course-schedule/>
 1. Read Chapter 1 Understanding Blended Learning
 2. Complete the Blueprint & Mix Map
 3. Read Blended Interactions
 4. Complete Creating Course Document Drafts: Schedule, Syllabus, and Protocols & Module Interaction Worksheet
 5. Continue on with schedule at time permits
- Collect ideas and best practices from faculty, students and/or instructional designers who are familiar with hybrid courses through conversations, meetings and research
 1. Review Effective Practices
 - <https://blended.online.ucf.edu/effective-practices/design-delivery-principles/>
 - <https://blended.online.ucf.edu/effective-practices/student-success-strategies/>
 - <https://blended.online.ucf.edu/effective-practices/teaching-online-pedagogical-repository/>
- Redesign syllabus to meet the campus hybrid instructional method ([Campus designation](#))
 1. Complete the DIY activities per the schedule on Blend kit
 - <https://blended.online.ucf.edu/blendkit-course-schedule/>

Assessment Plan:

1. The syllabus will be peer reviewed from a member of my department who teaches hybrid courses using the Blended Course Peer Review Form found at https://blended.online.ucf.edu/files/2011/06/blended_course_peer_review.pdf
 - Likert scores of Promising to Exemplary will show that I have a foundational understanding of the hybrid teaching methodology
2. Complete the Blended Course Implementation Checklist before, during, and after the implementation of the course found at https://blended.online.ucf.edu/files/2011/06/implementation_checklist.pdf
 - Having all items check-marked will ensure ongoing assessment of the course

Charter Conditions: (Complete with Team)

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- Major changes in objectives and deliverables after the project has been agreed upon will be reported in writing and may change the status of the project and timeline.
- Any equipment funded by SUNY Buffalo State for the support of this grant is the property of the college and is governed by all equipment policies and procedures (loan of college property forms, business services inventory)

Name / Title	Signature	Date
Faculty	Jill M. Gradwell	4/21/2017
Team Lead		

Project Timeline and Milestones:

Define steps needed to complete the project. Each step should have actions and a person in an assigned role with responsibility.

<i>Task</i>	<i>Description</i>	<i>Responsible</i>	<i>Start date</i>	<i>Due date</i>	<i>Status</i>	<i>Comments</i>	<i>Check</i>
<i>Draft Project Charter</i>	E-mail/Submit draft Project Charter to Meghan Pereira (or OneDrive)	Faculty		March 13			
<i>Form Project Team</i>	Contact members of RITE to identify members of Project Support Team	Meghan Pereira	March 13	March 24			
<i>Team Meeting</i>	Faculty member will met with project team to discuss project and finalize charter	Full team	March 27	March 31			

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<i>Complete project charter</i>	Complete charter in entirety from scope to assessment	Full team		April 21			
<i>Identify and procure resources</i>	Determine cost of any resources (accts, tech, software, etc) - If needed	Full team		March 31			
<i>Develop Communication Plan</i>	Schedule, convene, locations, complete activity log/minutes & communicate with stakeholders	Team Lead	1 st Team meeting	May 6			
<i>Attend Academy</i>	All FITT Scholars must attend the full academy on June 5 – 9, 2017 from 9:00 am – 3:30 pm – in Bulger Library 316	Full team	June 5 9:00 am – 3:30 pm - Academy held on campus	June 9 9:00 am – 3:30 pm - Academy held on campus			
<i>Implement deliverable into class</i>	When will deliverables be used within the Fall 2017 course?	Faculty	Fall 2017 (Specify date)				
<i>Assess deliverable</i>	How will you assess the innovation that is being implemented in the course?	Faculty	Fall 2017 (Specify date)				
<i>Present at Annual Faculty and Staff Research and Creativity Fall Forum</i>	FITT Scholars will present their project goal, deliverable and overall progress (Recommended)	Faculty (Team Optional)	October 2017 (Date TBD)				

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<i>Project debrief / Lessons learned</i>	Meeting with full team to discuss project.	Full team	Fall 2017 (Specify date)				
<i>Present at spring symposium</i>	FITT Scholars will present their project goals and findings – what successes did you achieve, how has the course, student engagement, etc improve with this new innovation?	Faculty	Spring 2018 (Date TBD)				