

Bringing All Components Together

EDCI 627

Purdue University

A Garifuna Studies Curriculum

Hector Zapata

### Preface

There are two reasons that I want to develop a Garifuna Studies curriculum. One, in my research, I have not found one. A class may be found within the context of Caribbean studies within higher education academies. To my knowledge a complete curriculum does not exist either in the United States nor in Honduras; the latter being a nation integral to the existence of Garifuna people for the past 221 years. The United States, specifically The Bronx, is now home to the largest Garifuna population outside of Honduras.

The Honduras Basic National Curriculum calls for middle grade students to be knowledgeable of the true history of the country and capacitated to in its transformation in a united Central America and Latin America.

To my awareness, a curriculum related to the history of Garifuna people has not been developed. More books have been written about Garifuna people than on any indigenous Caribbean people. The New York City Public Library's online search generates a list of one-hundred fifty items when using the search term "Garifuna." In the future, I would like to develop and complete this project and close what I see is a gap in the development of the resources required to influence this idea. Additionally, the Sub-Directorate General of Education for Indigenous and Afro-Honduran Peoples within the Honduran Education Secretary has a lot literature, written in Spanish, that will serve as resource for this project.

Hector Zapata

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► Initiating/Planning

**Project Definition and Scope Development**

Project Scope				
<p><b>Scope:</b> Design and develop online digital content for 5-6 grade students in Honduras’ education system under the Secretary of Education organized around one or more of the following themes:</p> <ul style="list-style-type: none"> <li>● Origin of Garifuna people before 1797</li> <li>● Arrival of Garifuna people to Honduras in 1797</li> <li>● Contributions to Honduras</li> <li>● Challenges faced by Garifuna people in Honduras</li> <li>● Migration of Garifuna people</li> <li>● Current issues facing Garifuna people</li> </ul>				
<p><b>Project Objectives:</b></p> <ul style="list-style-type: none"> <li>● Learners will be knowledgeable of the true history of Honduras and capacitated to in its transformation in a united Central America and Latin America.</li> <li>● Learners will gain knowledge of a segment of Honduran society within historical and contemporary social contexts and determine believed contributions to create a desired future state.</li> <li>● Investigate interconnecting social, cultural, ecological and economic systems, political and ethical issues, and alternative worldview.</li> <li>● Develop values, understandings, skills, dispositions, and behavior associated with civic decision-making and with principles of the democratic process, sustainable futures, and social justice.</li> </ul>				
Good		Fair		Poor
Specific	Measurable	Agreed-to	Realistic	Time-Based
<p>Specific Elements</p> <ul style="list-style-type: none"> <li>● Specifically developed for Honduran students to meet national curricular needs</li> <li>● Identify standards</li> <li>● Identify pedagogy                             <ul style="list-style-type: none"> <li>○ Constructivist?</li> <li>○ Behaviorist?</li> </ul> </li> <li>● Develop storylines</li> <li>● Develop clear project objectives and clearly outlined project focus</li> <li>● Determine delivery method (flash)</li> <li>● Keep learning objectives to a minimum</li> </ul>				
Specific	Measurable	Agreed-to	Realistic	Time-Based
<p>Measurable Elements</p> <ul style="list-style-type: none"> <li>● A specific number of storylines will be selected for further development</li> <li>● Objectives should be executable within Flash</li> </ul> <p>Vague</p> <ul style="list-style-type: none"> <li>● Constructivism doesn’t support binary “right” and “wrong” answers, typically having multiple outcomes</li> </ul>				
Specific	Measurable	Agreed-to	Realistic	Time-Based
<p>Agreed-to Elements</p> <ul style="list-style-type: none"> <li>● Develop project strategy and present to stakeholders for</li> </ul>				

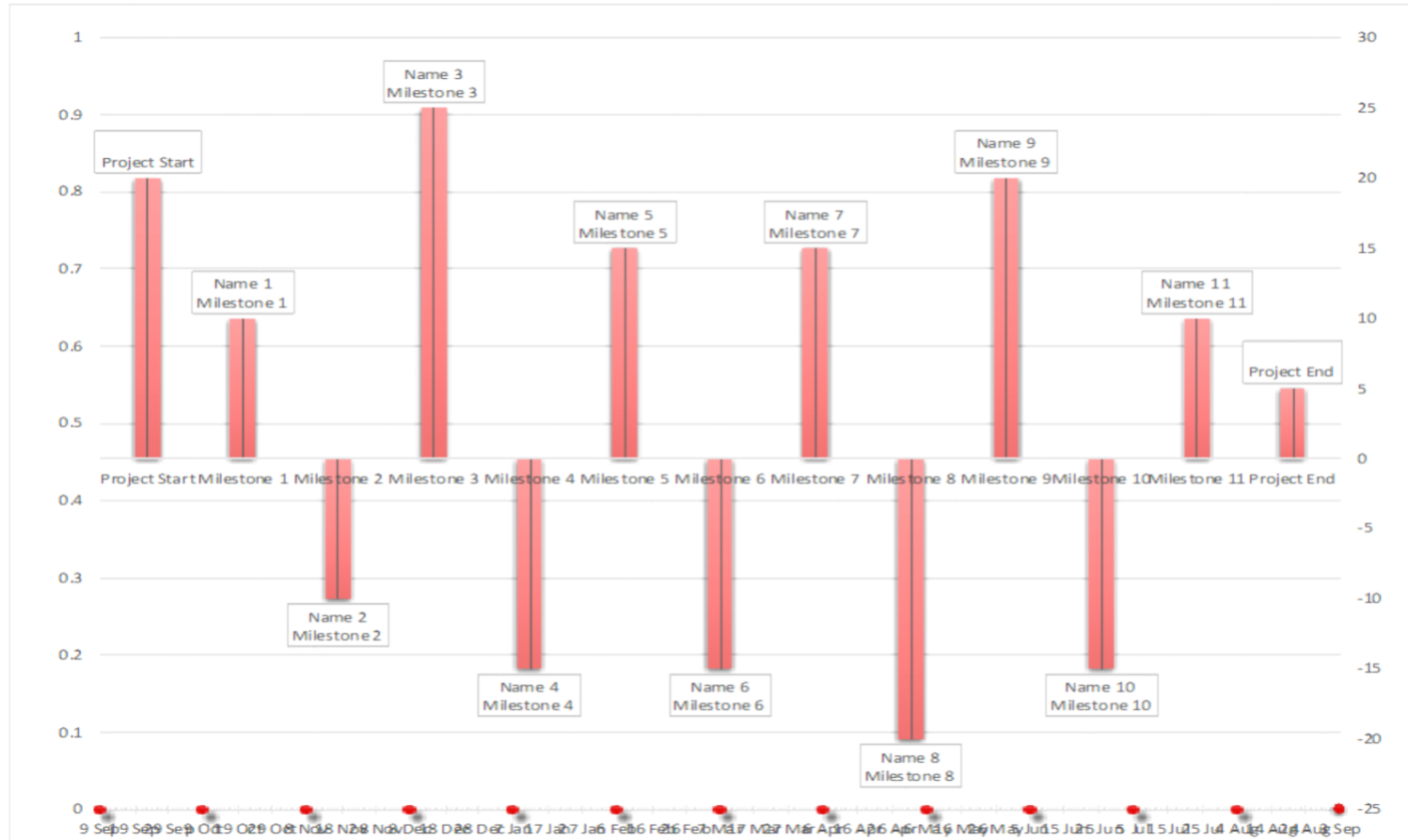
Specific	Measurable	Agreed-to	Realistic	Time-Based
<b>Realistic Elements</b> <ul style="list-style-type: none"> <li>• Develop a sample learning objective as a proof-of-concept</li> <li>• Technology already exists to support the proposed delivery method</li> <li>• There are subject matter experts to join develop a writing team.</li> <li>• Design team and development team will have to be created</li> </ul>				
Specific	Measurable	Agreed-to	Realistic	Time-Based
<b>Time-Based Elements</b> <ul style="list-style-type: none"> <li>• Place time constraint (a clearly established deadline here)</li> <li>• I am looking at a year-long project.</li> </ul>				

Stakeholder Involvement and Expectation Identification		
Name	Position	Characteristic
Hector Zapata (ID)	Project Manager / Instructional Designer	<ul style="list-style-type: none"> <li>• Determine and develop project strategy, communications. Member of steering committee.</li> </ul>
Secretaria de Educación (Sub-dirección General de Educación para Pueblos Indígenas y Afro-hondureños)	Client	<ul style="list-style-type: none"> <li>• Provides teaching material to strengthen children's reading and writing in Honduras. Member of steering committee</li> </ul>
Dr. Rony Castillo Dr. Luther Harry Castillo	Review Panel	<ul style="list-style-type: none"> <li>• Review panel will be selected from the Garifuna community and academic scholars to determine accuracy of information and suggest changes.</li> <li>• Member of steering committee.</li> </ul>
Design Team	Design Team	<ul style="list-style-type: none"> <li>• Instructional design team that will conduct related analysis and produce design documents and assessment materials.</li> </ul>
Jorge Garifuna	Development Team	<ul style="list-style-type: none"> <li>• Will design interface and program software as per specifications of design team.</li> </ul>
Unidentified person	Writing Team	<ul style="list-style-type: none"> <li>• Will develop curriculum guide, instructional blueprint, and teacher's handbook.</li> <li>• Member of steering committee.</li> <li>• Ensure that materials are age-appropriate.</li> </ul>
	Steering Committee	<ul style="list-style-type: none"> <li>• Ensure that national standards are being adhered to in the project.</li> <li>• Integral to close out process</li> </ul>

Work and Cost Estimation		
Level 1	Level 2	Level 3
<b>Steering Committee</b>	1. Initiation/ Planning	1.1 Create Project Charter 1.2 Establish Project Manager 1.3 Establish Responsibilities Matrix between Teams 1.4 Establish Learning Object Approval Process
	2. Execution	2.1 Project Kickoff Meeting
	3. Control	3.1 Learning Object Design Approval
	4. Closeout	4.1 Chosen Close-out Processes
<b>Review Panel</b>	1. Initiation	1.1 Develop <b>x number of</b> Topic Briefs
	2. Planning	2.1 Determine Content review process with Design Team
	3. Execution	3.1 Review & Expand <b>x number of</b> Chosen Briefs with Design Team
	4. Closeout	4.1 Develop Post-project review documents
<b>Design Team</b>	1. Initiation/ PM Planning	1.1 Develop Project Responsibility Matrix 1.2 Develop Requirement Document with Review Panel 1.3 Determine Design Team Responsibility Matrix Determine Project Schedule 1.4 Coordinate Working Group with Development Team 1.5 Develop Project Definitions Document 1.6 Coordination Meeting with Writing Team 1.7 Determine Constraint Matrix 1.8 Develop Project Repository 1.9 Overall Review of Planning Phase

	2. Initiation/ Instructional Planning	Review Project Objectives Learner & Topic Analysis Submit <b>x number of</b> Topic Designs to Review Panel for Review, Revision, & Approval Closeout Review
	3. Execution	3.1 Design Learning elements for 15 Topics 3.2 Select <b>x number of</b> Topic Briefs for Development 3.3 Align Topic objectives with Project Objectives 3.4 Align Authenticity Level 3.5 Determine Instructional Strategies 3.6 Send Topic Content to Writing Team (Inter-Team Connection) 3.7 Receive Expanded Content from Writing Team 3.8 Create Supplemental & Expansion Material 3.9 Develop Interactive Activities 2.10 Submit 15 Topic Designs to Review Panel for Review, Revision, & Approval
	4. Monitor & Control	4.1 Review and Revise with Writing Team 4.2 Review and Revise with Review Panel 4.3 Complete Steering Committee Approval
	5. Closeout	4.4 Handoff to development team for closeout review
<b>Development Team</b>	1. Project Planning	1.1 Develop <b>x number of</b> Learning Objects in Flash from 1.2 Approved Design Specifications 1.3 Determine Any Review Process with PM

Project Milestones, Tasks, and Schedule Development





Project Milestones									
Date	Milestone	Assigned To	Position		Project Timeline Tip				
9/9/19	Project Start	Hector Zapata	20		Use the Position field in the Project Milestones table to place the milestone labels where you want! Use positive numbers to position them above the timeline and negative numbers to position them below.				
10/9/19	Research Existent Materials	Hector Zapata	10						
11/8/19	Milestone 2	Name 2	-10						
12/8/19	Milestone 3	Name 3	25						
1/7/19	Milestone 4	Name 4	-15						
2/6/19	Milestone 5	Name 5	15						
3/7/19	Milestone 6	Name 6	-15						
4/6/19	Milestone 7	Name 7	15						
5/6/19	Milestone 8	Name 8	-20						
6/5/19	Milestone 9	Name 9	20						
7/5/19	Milestone 10	Name 10	-15						
8/4/19	Milestone 11	Name 11	10						
9/3/19	Project End		5						

► Executing, Monitoring, and Controlling

**Intra/Inter-Communication Plan for Team/Stakeholders 1**

Stakeholder Group	Interest in the Project	Information to be Communicated	Method of Communicating Information	Communication Frequency
<b>Secretaria de Educación (Sub-dirección General de Educación para Pueblos Indígenas y Afro-hondureños)</b>	They have a desire to have Garifuna history in their curriculum	Milestone Achievements	Email, WhatsApp, Phone, F2F	Bi-weekly
<b>Review Panel</b>	Adherence to national standards		Email, WhatsApp, Phone, F2F	Monthly
<b>Steering Committee</b>	Adherence to national standards		Email, WhatsApp, Phone, F2F	Monthly
<b>Development Team</b>	Create digital interfaces		Email, WhatsApp, Phone, F2F	Weekly
<b>Writing Team</b>			Email, WhatsApp, Phone, F2F	Weekly

Leadership Considerations

The leader of this must:

- Have strong communication skills
- Have integrity
- Be ethical
- Be strong team builder
- Have the ability to prioritize
- Have the ability to delegate
- Be a critical thinker
- Be a problem solver
- Be trustworthy and a trust builder
- Have excellent subject knowledge
- Be a good listener

		Risk Assessment, Prioritization, and Management			
		Severity			
		INSIGNIFICANT Effect not likely to have a major impact on the successful completion of the project.	MARGINAL Minimal effect on the project. Will not affect the successful completion of the project.	CRITICAL Serious; Will have a negative impact on the successful completion of the project.	CATASTROPHIC maximum importance; WILL affect the project in a major way. WILL affect the successful completion of the project.
Probability	LOW Hasn't been a problem and not likely to occur	LOW (1)	MEDIUM (4)	MEDIUM (6)	HIGH (10)
	MEDIUM Hasn't happened in the past, but has a HIGH LIKELIHOOD of occurring	LOW (2)	MEDIUM (5)	HIGH (8)	EXTREME (11)
	HIGH Has been a problem in the past and will probably occur again	MEDIUM (3)	HIGH (7)	HIGH (9)	EXTREME (12)

Explanation of Risk Assessment Matrix Ranking		
LOW	MEDIUM	LOW / MEDIUM risks mean that the project should move forward. It is OK to proceed with the process. Upon reaching the MEDIUM category, risk mitigation should be initiated.
HIGH		HIGH ranking means that more planning should go into the project prior to moving into the design phase. This could take on the form of clarifying goals, developing positive relationships, forming obtainable learning objectives. (list more)
EXTREME		At the EXTREME level, seek consultation with Risk Management prior to moving forward with the project.

Risk Assessment Table

List All Activities <i>Your activity name</i>	Associated Risk(s) <i>Risk(s) associated with the activity</i>	Severity <i>Level of impact on the project</i>	Probability <i>The chances of that risk happening</i>	Risk Score <i>Risk score, found by combining impact and probability on the risk matrix</i>	Risk Management Method(s) <i>A list of methods you will use to minimize the chances of the risk happening and/or the resulting damages of the risk</i>
Lack of budget	High	9	10	19	Seek outside funding or fund it privately
Non-application of national laws & politics	Medium	5	6	11	Lobby legislatures in Honduras
Inadequate Planning Time	Low	1	1	2	
Honduran government bureaucracy	Medium	5	7	12	Lobby legislatures in Honduras
Honduran political environment	Extreme	7	10	17	Lobby legislatures in Honduras

**Quality Management**

Quality Assurance & Quality Control Management		
QA & QC Manager <ul style="list-style-type: none"> <li>• Plans project quality management</li> <li>• Directs and manages department’s activities</li> <li>• Coordinates inter-disciplinary activities</li> <li>• Reviews department’s outputs</li> <li>• Proposes and implements process improvements</li> </ul>		
Quality Control	Quality Assurance	Document Control
Review Panel <ul style="list-style-type: none"> <li>• Inspects materials for accuracy</li> <li>• Verifies compliance with methodologies and learning standards</li> <li>• Produces checklists, forms and records</li> <li>• Develops project review</li> </ul>	Project Manager <ul style="list-style-type: none"> <li>• Reviews material submittals</li> <li>• Verifies compliance with quality criteria</li> <li>• Evaluates project records</li> <li>• Audits project procedures</li> </ul>	Project Manager <ul style="list-style-type: none"> <li>• Updates project records and registers</li> <li>• Compiles the quality file</li> <li>• Receives and register relevant documents from other departments etc.</li> <li>• Distributes documents to other departments</li> </ul>

The undersigned acknowledge they have reviewed the Garifuna History Curriculum Project Quality Management Plan and agree with the approach it presents. Changes to this Project Quality Management Plan will be coordinated with and approved by the undersigned or their designated representatives.

*[List the individuals whose signatures are desired.]*

Print Name: \_\_\_\_\_

Title: \_\_\_\_\_

Role: \_\_\_\_\_

Print Name: \_\_\_\_\_

Title: \_\_\_\_\_

Role: \_\_\_\_\_

Print Name: \_\_\_\_\_

Title: \_\_\_\_\_

Role: \_\_\_\_\_

**Scope and Constraint Management**

Scope and Constraint Management		
Planning the scope		
Gathering requirements		
Defining the scope		
Create WBS		
Validate Scope		
Scope Control		
Needs Assessment What is the Need?		
Concept What is the Concept?		
Design? Who will develop the design		

**Conflict Management**

Participants		
<b>1. Who are the participants in the conflict? what resolution is expected to be achieved?</b>		
<b>Conflict Participants</b>	<b>Name:</b>	<b>Name:</b>
	<b>Role:</b>	<b>Role:</b>
<b>Problem</b>		
<b>Preferred State</b>		
<b>Common Ground</b>		
Resolution Options		
<b>2. Think of and list possible options to resolve the conflict and identify a lasting consequence for each option.</b>		
<b>Options for Resolution:</b>	<b>Option:</b>	<b>Consequence:</b>
Withdraw/Avoid Conflict		
Smooth/Accommodate Conflict		
Compromise/Reconcile Conflict		
Force/Direct Conflict Management		
Collaborate/Problem Solve Conflict		
Best Options for Resolution		
<b>3. Prioritize each option how each will be implemented.</b>		
<b>Implementation Plan</b>		

Priority	Description	Team Member Responsible	Status/Follow-Up	Due Date
<b>Options for Resolution</b>				
4. Always get document signatures. This is useful input for audit trails and historical data.				
<b>Project Name:</b>				
<b>Project Manager:</b>				
<b>Name</b>	<b>Role</b>	<b>Signature</b>	<b>Date</b>	



► Closing

**Post-Project Review**

Evaluate how successfully the project objectives have been met and how effective the project management practices were in keeping the project on track.

Project Manager’s Overview: (A brief summary of project; objectives, achievement of success criteria, project objectives.

Post Project Review		
<b>Owner</b>	<b>Name of Reviewer</b>	
<b>Author</b>		
<b>Version #</b>	<b>Date</b>	<b>Summary of Changes</b>
<b>Reviewed by:</b>	<b>This document has been reviewed by:</b>	
<b>Name:</b>	<b>Title:</b>	<b>Date:</b>

Post Review Meeting Times	
<b>Meeting Date &amp; Time</b>	
<b>Purpose</b>	
<b>Venue</b>	
<b>Invitees</b>	
<b>Attendees</b>	
<b>Apologies</b>	

Project Objectives and Metrics		
<b>Metric</b>	<b>Planned</b>	<b>Actual</b>
<b>Time</b>		
<b>Costs</b>		
<b>Quality</b>		
<b>Risks</b>		
<b>Other</b>		

Project Delivery		
Review Items	Yes / No	Comments / Lesson Learned
Project enables a S.M.A.R.T decision?		
Project Governance was effective with regular meeting with the steering group?		
Project was well-structured, managed, and resourced?		
Project adhered to approved project framework?		
Project established effective communications with steering committee, client, internal and external stakeholders?		
Project change control was in place?		
Project scope and schedule changes have been approved by the steering committee?		
The project followed effective change management practices?		
Other		

Project Deliverables Review		
Review Items	Yes / No	Comments / Lesson Learned

**Lessons Learned**

<b>Identify lessons learned.</b>		
<b>How well were the projects deliverables assessed, and how well were timescales and costs assessed?</b>	Interviews with Stakeholders	Include Scope lessons
<b>What went wrong, why did these things go wrong, and how could these problems be avoided next time?</b>	Review key project documents.	Time/Schedule lesson
<b>What went well, and needs to be learned from?</b>	Consider Independent Reviewers for objective perspective.	Cost/Resources Lessons

**Data Collection and Consideration**

<b>Topic</b>	<b>Data Collection Methods</b>
<b>GAP Analysis</b>	
<b>How closely do project deliverables match the original objectives for the project?</b>	
<b>If there are gaps, how will these be closed?</b>	
<b>Were Project goals achieved?</b>	
<b>Do the training materials function as expected?</b>	
<b>What routine activities are needed to support the project's success?</b>	
<b>If there are problems here, how will these be addressed?</b>	
<b>Is it functioning well, and in a way that will adjust smoothly to future operating demands?</b>	

<b>Does the instructional material adequately train users?</b>	
<b>Are the necessary controls and systems in place, and are they working properly?</b>	
<b>How does the end result compare with the original project plan, in terms of quality, schedule and budget?</b>	
<b>Stakeholder Evaluation</b>	
<b>Were the end users' needs met?</b>	
<b>Is the project sponsor satisfied?</b>	
<b>What are the effects on the client or end user?</b>	
<b>If key individuals aren't satisfied, how should this be addressed?</b>	
<b>Determine the project's costs and benefits.</b>	
<b>What were the final costs?</b>	
<b>What will it cost to operate the solution?</b>	
<b>What will it cost to support the solution in the future?</b>	
<b>How do the costs compare with the benefits achieved?</b>	
<b>If the project hasn't delivered a sufficiently large return, how can this be improved?</b>	
<b>Further Development Needs</b>	
<b>Have all of the expected benefits been achieved? If not, what is needed to achieve them?</b>	

Are there opportunities for further training and coaching that will maximize results?	
Could you make further changes, which would deliver even more value?	
Are there any other additional benefits that can be achieved?	
<b>Report findings and recommendations.</b>	
What lessons have you learned that need to be carried forward to future projects?	
<b>GAP Analysis</b>	
If there are gaps, how will these be closed?	Documentation Review
	Formative Assessment
<b>Were project goals achieved</b>	
List goals of projects here?	Surveys and interviews
What type of ongoing support is needed?	Review panel will have an important role to play here
If there is are problems here, how will these be addressed?	
Have we developed the instructional materials?	
How does the end result compare with the original project plan, in terms of quality, schedule, and budget?	
<b>Stakeholder Evaluation</b>	
Were the end-user’s needs met?	Clarity objectives for the review so that intentions are clear
Is the client satisfied?	
What are the effects on the client or end user?	
If key individuals aren’t satisfied, how should this be addressed?	

<b>Scoring Guide</b>	
<b>Content Completeness</b>	
<ul style="list-style-type: none"> <li>■ All required components are included in the template</li> <li>■ For each section, content provided is in-depth, and details, strategies, examples, etc. are provided in a thorough, thoughtful way to support future project completion</li> <li>■ Application of project management and instructional design knowledge, concepts, techniques, and ideas are apparent</li> </ul>	10
<b>Feasibility and Effectiveness of Ideas</b>	
<ul style="list-style-type: none"> <li>■ The ideas shared in the template are reasonable and appropriate for a future ID project</li> <li>■ The strategies suggested for the template represent an effective way to approach a project</li> </ul>	10
<b>Organization and Presentation of Ideas</b>	
<ul style="list-style-type: none"> <li>■ Message design is clear and polished</li> <li>■ Proper grammar and spelling are used</li> <li>■ Organizational and flow techniques are used effectively</li> <li>■ Formatting is utilized to create a professional appearance</li> </ul>	5
<b>Total</b>	<b>25</b>