

# Preface

## INTRODUCTION

This book is a collection of case studies of educational technology projects conducted in K-12, higher education, healthcare, industry, government, and military settings. The projects are presented using the lens of project management, which includes the five phases of initiating, planning, executing, monitoring and controlling, and closing. The cases vary widely in the degree to which formal project management processes and tools are used. The book showcases this disparity in project management usage as a way of shedding light on the value the process can bring to educational technology projects.

This book is aimed at practitioners and academics. For practitioners in K-12, higher education, healthcare, industry, government, and military settings, the cases provide models for planning and implementing educational technology projects. Because of the richness of the case descriptions, practitioners will be able to see what practices contribute to successful educational technology projects and what practices result in unsuccessful projects. For instructors and students in educational technology and project management courses, the cases highlight a variety of educational technology projects and settings and the disparate ways project management methodologies are applied to those projects. Supplemental materials are provided to instructors to assist them in bringing out the richness of each case for their students. These materials include questions and answers about the project activity in each case, a list of lessons learned and a list of resources for further study.

The editors of this book hope that the cases presented will enhance the readers' understanding of educational technology project management as well as provide tips, techniques, and innovative ideas for advancing formal project management to the implementation of educational technology in their own organizations.

## CONTENT AND ORGANIZATION

This book consists of 18 cases written by authors representing several countries, including Australia, England, New Zealand, Scotland, South Africa, and the United States. For ease of reading, each case follows a common structure that includes the following elements:

- **Executive Summary:** Synopsis of the case and the issues addressed.
- **Organization Background:** History of the organization in which the educational technology project was undertaken.
- **Setting the Stage:** Context of the organization's decision-making process for undertaking the project, the steps involved prior to implementation, and the key players.
- **Case Description:** Introduction of technology, management, and organizational concerns related to the project; description of the project's movement through the five phases of the traditional project management process (initiating, planning, executing, monitoring and controlling, and closing).
- **Current Challenges Facing the Organization:** Current status of the project, listing of on-going challenges and problems.
- **Implications for Project Management:** Identification of the project management implementation maturity level of the organization undertaking the project.
- **Solutions and Recommendations:** Solutions and recommendations for the challenges facing the organization undertaking the project and organizations who are undertaking similar projects.

The cases are organized into four sections. The first section of cases (second section in the book, after "Introduction") focuses on educational technology projects in the K-12 sector. Rice, Camp, Darroch, and FitzGerald discuss the challenges of educational technology implementation without formal project management methods and processes during a pilot project to provide elementary school students with e-readers. Lamont provides an international perspective in highlighting the importance of stakeholder identification as well as project management tools when implementing a project in the South African educational system. Benson and Tettegah's discussion of the implementation of a course management system in a religious school cooperative suggests that private schools may not differ from their public counterparts when it comes to evolving project management maturity, while Rice and Bain focus on how project management expertise and tools contribute to success in a project to implement a 21<sup>st</sup> Century classroom.

The second section presents educational technology project cases from the higher education sector. Looking at what did and did not work in the implementation of an active learning studio project, Means, Olson, and Spooner emphasize the need for and the value of project management processes, along with committing the right level of leadership support to apply those processes. McGee and Anderson underscore the importance of a solid infrastructure to support project management, while Drabier and Burgard highlight the importance of continuous collaboration with stakeholders to the successful transformation of a traditional library to a digital learning commons. Tawfik, Reiseck, and Richter discuss how project management methods can be used to implement an online faculty development course, while Caines emphasizes the importance of piloting as a mechanism for introducing change management and project management methods to an organization. Thomas and Hollis's case illustrates how the application of a formal project management methodology helped a New Zealand institution implement a new automated lecture capture system following devastating earthquake losses and highlights the importance of flexibility as well as collaboration in educational technology project implementation. Boyd and Fresen illustrate the synergy between formal project management methods and quality management methods in their discussion of a British university's education technology support unit, while Fisher discusses the challenges associated with implementing online instruction initiatives in the absence of formal project management processes.

The third section examines educational technology project implementation in the healthcare sector. Tawfik, Belden, and Moore continue some of the themes emphasized in the other sections of this book when discussing the value of communication within and across organizations, and the importance of flexibility in the application of project management methods to the implementation of a mobile application for surgeon workflows. Dobrovolny, Horner, Kane, Miller, and Chillemi highlight the importance of the project team when they discuss team motivation and project manager-Subject Matter Expert (SME) collaboration in an e-learning development project to support nursing education. Providing an international perspective, El-Faragy illustrates how well developed project management practices contributed to the success of an online continuing professional development module in clinical psychology supervision.

The fourth section of cases and last section of this book focuses on educational technology projects in industry, government, and the military. Rodriguez and Thorp offer a provider's perspective as they discuss how consistent and sustained project management processes, practices, and expertise contribute to educational technology project success. Dickson-Deane and Deane continue the themes of expertise and

stakeholder buy-in in their discussion of an educational technology infrastructure project in a developing country, while Bland-Williams's discussion of a simulator project for the military emphasizes the synergy between organization culture, project management implementation maturity, and project success.

*Angela D. Benson*  
*The University of Alabama, USA*

*Joi L. Moore*  
*University of Missouri, USA*

*Shahron Williams van Rooij*  
*George Mason University, USA*