



Co-funded by the  
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**Establishing Modern Master-level Studies in Information Systems  
561592-EPP-1-2015-1- FR-EPPKA2-CBHE-JP**

**WP3**

**3.1. Pilot teaching MSc**

**Piloting Report of the MASTIS course**

**Management of IS Project (IS PM)**

**S. Kuznets KhNUE**

*Piloting reports track and summarize the key takeaways from MASTIS program. PC use these reports to evaluate what is working and what isn't and to develop recommendations for improvement some components within MASTIS courses*

## **1. Please provide shot description**

The MASTIS course Information Systems Project Management (IS PM) was organised in training format. Training was based on modernized curriculum and combination of the lectures, workshops, project and team working.

All participants were united into 5 teams which received the task to develop a web page (Landing page) with an administrative panel on a specific topic. The process of software development management was built on the flexible SCRUM methodology. Each team realised the next practise tasks:

1. To create a team and communication plan, the training track to ensure individual and team development. To arrange Scrum meetings.

2. To develop project brief, analyse and discuss of existing prototypes using a CoDesine. io. tool.

3. To use Moqups tool to create and collaborate on wireframes, mockups, diagrams and prototypes.

4. To develop Product backlog and Users' story.

5. To estimate of users' story based on poker system (pokerinonline.com)

6. Development of the cards (Product Backlog and Users' story) in Trello.

7. To use the Trello for Scrum tool to estimate project tasks and distribute responsibility between team members for project tasks implementation.

8. To develop project reporting documentation and project workflow implementation

Each students' team took responsibility for analysing of customer requirements, designing a web page, writing code, testing, conducting meetings within the team and with the customer, presenting the finished software product to the customer.

Despite the fact that the most of students did not have practical experience in real IT projects and lack of time, each team has shown great results both in the web application developed and in interpersonal communications.

21 students passed this course using materials developed by ERASMUS+ MASTIS consortium and by teachers of Simon Kuznets KhNUE.

## 2. How were the courses delivered?

<b>Who led the Piloting of the course</b>	Olena Plokha (KhNUE) Serhii Znakhur (KhNUE)
<b>Who were the lecturers who delivered the course</b>	Olena Plokha (KhNUE) Serhii Znakhur (KhNUE)
<b>What was the Piloting period</b>	29/09/2018 – 22/11/2018
<b>How many students were enrolled and who were they</b>	21 Master students of MBA Business-Informatics (1st year students)

## 3. Please provide a table which containing the names of the students who were involved in the piloting of the IDP courses

#	Name
1.	BIELICHENKO Daria
2.	BRANYTSKYI Vladyslav
3.	CHUIKOV Illia
4.	HOLUBNYCHA Anastasiia
5.	HORKOVENKO Maksym
6.	HRUBA Alona
7.	KHAUSTOV Mykyta
8.	KOVTUN Yevhenii
9.	KRIUCHKOVA Daria
10.	KULESHOVA Veronika
11.	KUZENKO Viacheslav
12.	KUZMIN Oleksii
13.	MARCHENKO Daria
14.	MOROZOVA Kateryna
15.	PLOKHA Anastasiia
16.	POLNIKOVA Anastasiia
17.	PRYKHODKO Anastasiia
18.	SHPAKOVA Valeriia
19.	SHYIAN Oksana
20.	SLYNKO Oleksandr

21. ZAKHAROVA Anastasiia

#### 4. What were the E-learning materials used?

- Provide links to the Platform used to pilot the IDP courses

<http://www.ikt.hneu.edu.ua/course/view.php?id=2186>

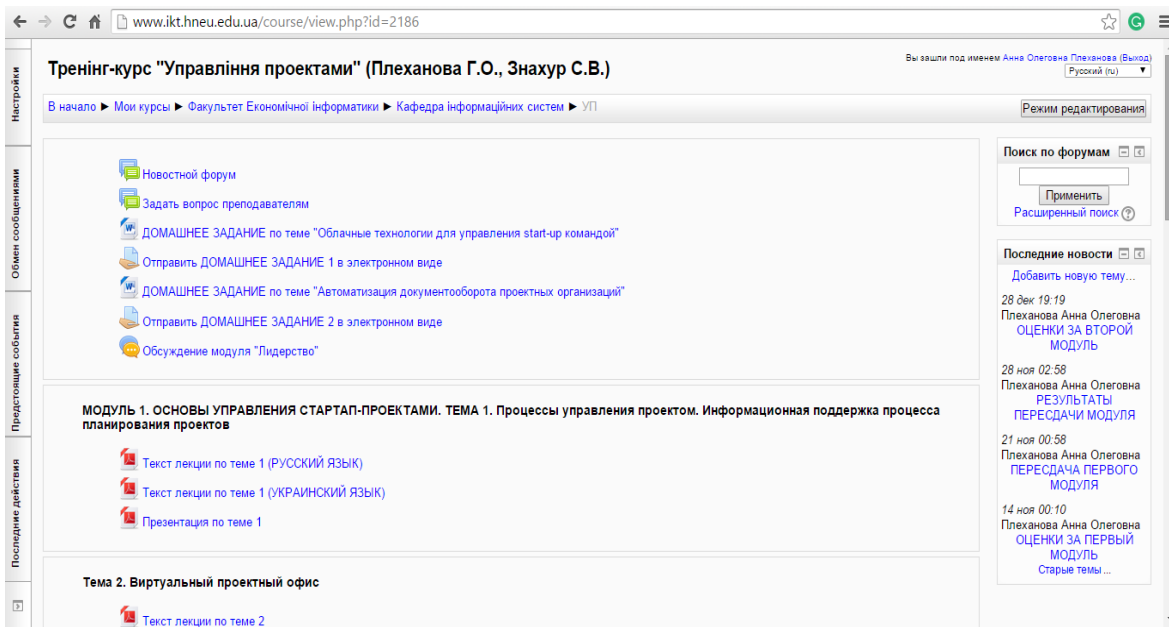


Figure 1 - E-learning Materials for Module “Leadership and Start-up Team Management” (in the Frame of Course “Project Management”)

#### 4.1. Please explain very briefly how these were made available to students

The course was posted at the e-learning portal of KhNUE (<http://www.ikt.hneu.edu.ua/>). This portal is available for all KhNUE students (to get access students use their personal logins and passwords).

## 5. How was delivery organised?

<b>Level of course unit</b>	Masters level
<b>Number of ECTS credits allocated</b>	<b>Credit weighting: 5 ECTS</b> <b>Lecture hours: 8</b> <b>Workshop hours: 22</b> <b>Independent study hours: 118</b> <b>Examination (final test): 2</b> <b>Total Student Effort: 150 hours</b>
<b>What kind of the training methods and activities were used</b>	<p>A lot of facilitation techniques were used within training which includes project briefings; peer learning; self and peer assessment; group discussions, reviews, and critiques; working on live projects; case study discussions and practical implementation of some of the topics by trainees. The multitude of training methodologies was utilized in order to make sure all the participants get the whole concepts and they practice what they learn</p>

### 5.1. Course content

List of the main topics of the course.

#### **Topic 1. Basic Project Management**

- 1.1. The essence of the project and project management
- 1.2. Project life cycle
- 1.3. Project Management Standards
- 1.4. Project manager: roles and responsibilities

**Practical component:** Using Mind Map as a tool for understanding the concept of project management

**Teaching method:** training

#### **Topic 2. Management process**

- 2.1. Project Launch (Initiation)
- 2.2. Project risks and their management
- 2.3. Project planning
- 2.4. Control and management of project implementation

## 2.5. Documentation and completion

**Practical component:** Using MSF project for projects distribution for traditional methodologies (PMBok standard)

**Teaching method:** training

## Topic 3. Agile fundamentals, agile methods

3.1. Agile Manifesto and Principles

3.2. Agile Methods

3.3. Team working in Agile

**Practical component:** Create a team and communication plan, the training track to ensure individual and team development

**Teaching method:** training

## Topic 4. Scrum model

4.1. Scrum models

4.2. Scrum: rituals and artefacts

4.3. Comparative characteristics of traditional and agile IT-project management methods

**Practical component:** Development Brief. Analysis and discussion of existing prototypes using a tool CoDesine. io. (Sketch - outline the main elements). Scrum meeting organising

**Teaching method:** training

## Topic 5. Envisioning, Speculating

5.1. Vision and Constraints of the project

5.2. Formalizing requirements (development product backlog)

**Practical component:** Using Moqups to create and collaborate on wireframes, mockups, diagrams and prototypes. Product backlog development and users' story creation

**Teaching method:** training

## Topic 6. Planning, estimating

- 6.1. Planning presses organisation
- 6.2. Planning methods (Sprint determination)
- 6.3. IT Project Estimation. How to estimate IT project timescales and costs. Comparative analysis of different approaches to evaluation
- 6.4. Defining project team performance

**Practical component:** Estimation of users' story-based on poker system (pokerinonline.com)/ Development of the cards (users' story) in Trello (decomposition to the story point) Control of the first users' story

**Teaching method:** training

### **Topic 7. Exploring, adapting, presentation**

- 7.1. Control tools of the project implementation, burndownchat
- 7.2. Change Management Project
- 7.3. Sprint Presentation
- 7.4. Assessment of the quality of the software development process

**Practical component:** Using the tool Trello for Scrum to define of the planned tasks estimation and distribution of responsibility between team members for project tasks implementation. Project reporting documentation development. Project workflow implementation

**Teaching method:** training

## **6. Online support offered by teachers during piloting**

During the piloting process, students could contact tutors with questions via e-mail and internal forum and chat of KhNUE e-learning portal.

*The forum module* of KhNUE e-learning portal is an activity where students and teachers can exchange ideas by posting comments. Forum posts can be graded by the teacher or other students. The forum contributed significantly to successful communication and community building in an online environment during the piloting period.

The tutor set-up two discussion streams for students:

1. News forum. It was used for publication of news, such as the assessment's results etc.

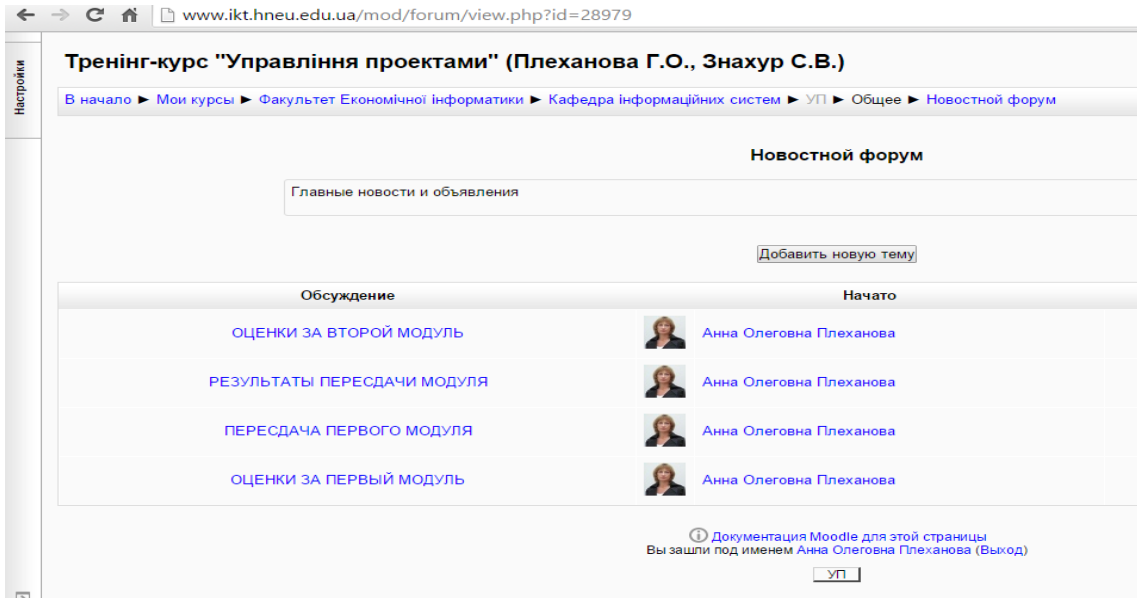


Figure 2 - News Forum

2. Discussions & questions forum. It was used for encouraging discussion of leadership and project management issues.

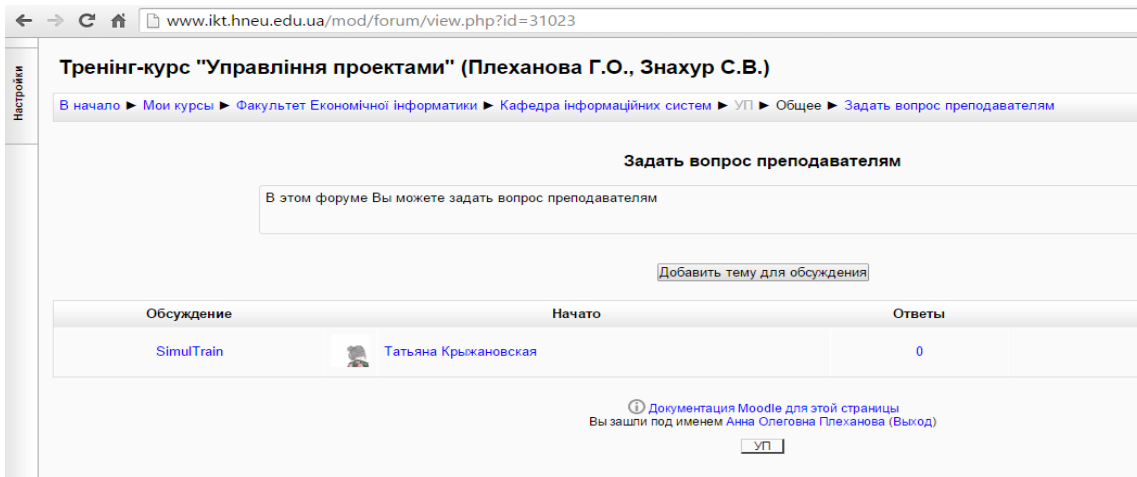


Figure 3 – Discussions & Questions Forum

*The chat activity module* allowed participants to have a real-time synchronous discussion in e-learning course. This was a useful way to get a different understanding of each other and the topic being discussed.

The mode of using a chat room is quite different from the asynchronous forums. Chat has an advantage over a forum in that it takes place in real time. During piloting period it was especially beneficial when the group chatting was



not able to meet face to face. The chat regular meetings enabled students to share experiences with others on the same course.

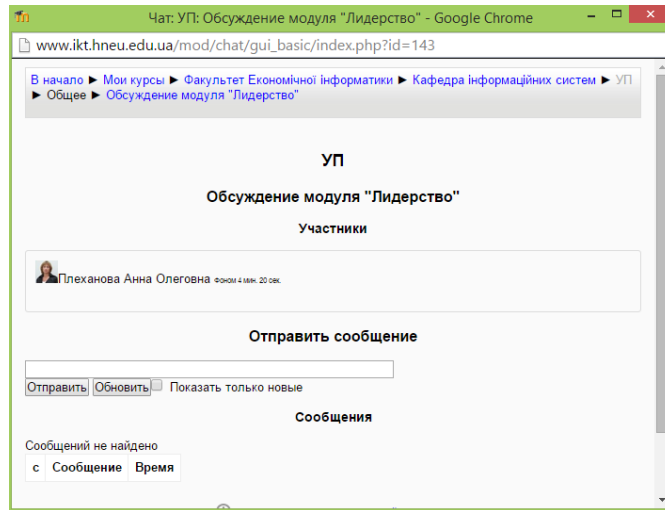


Figure 4 – The Chat Activity Module

In order to encourage learning lecturer also used online interactive element *the Assignment Module*. The assignment module allowed teachers to collect work from students, reviewed it and provided feedback including grades. The submitted students' work were visible only to the teacher and not to the other students.

Students could submit any digital content (files), including, for example, word-processed documents, spreadsheets, images, audio and video clips. An assignment had an 'available from' date before which no students could submit anything, and a due date, after which teachers could choose not to accept submissions any more. After submission the tutor could give students feedback in the form of text or uploaded files.

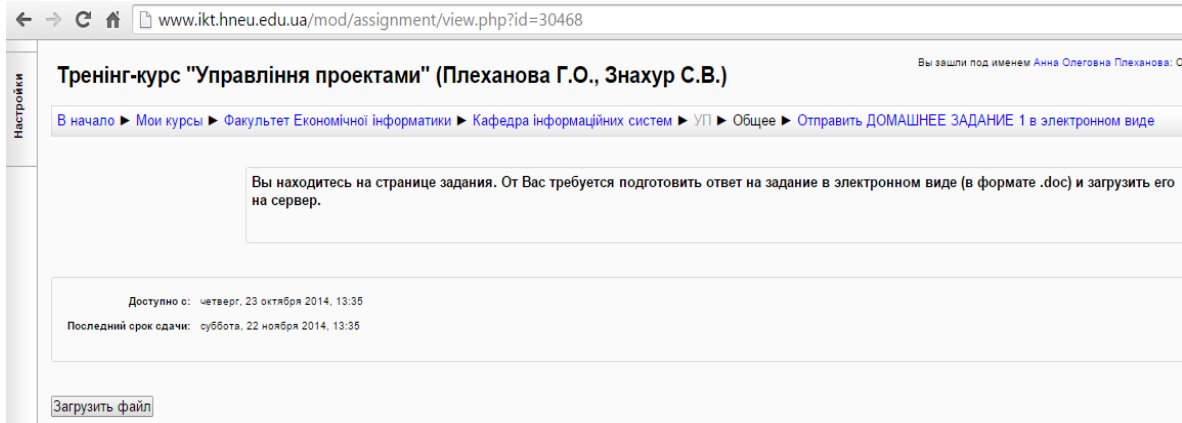


Figure 5 – The Assignment Module

## 7. Evaluation of student knowledge and competences

An assessment regime allows students to develop skills and knowledge and apply them through a formative/summative coursework assessment. All learning outcomes are assessed in relation to differing substantive areas in both course-works and examination. The examination tests a range of the substantive areas and the skills relevant. Progress and learning was assessed not only at the end but throughout the entire course. Students' grades were determined by individual and group assignments:

1. Current assessment of group work – 40%
2. Project presentation – 20%
3. Continuous Assessment 20% (final project report (15–18 pages) with presentation)
4. Final assessment (individual test) – 20%

Students' results:

ECTS	Percentage
A	23,8%
B	42,9%
C	28,6%
D	4,7%
E	-

## **8. Students' evaluation of the Piloting of the courses**

The results of the anonymous questionnaire showed that the most of students put the highest evaluation of the training. They were satisfied with training content, learning materials, teaching methods, atmosphere. Participants mentioned that knowledge and skills, which were obtained within training will be used in further professional life.

## **9. Lessons learned from Piloting**

In order to enhance the content, structure and mode of delivery of the MASTIS courses we should take into consideration the following recommendations:

1. To conduct meetings with entrepreneurs or business excursion in the frame of this course;

2. To use as more types of e-learning activities which are available at the e-learning platform as possible (not only forums, chats and assignment module); it could be:

- wiki (a collection of web pages that anyone can add to or edit),  
workshop module (enables peer assessment),

- quiz (allows the teacher to design and set quiz tests, which may be automatically marked and feedback and/or to correct answers shown),

- survey (for gathering data from students to help teachers learn about their class and reflect on their own teaching);

3. To encourage in the early stages discussions in an e-learning environment, because in this case students feel there is a reason to participate and they will gain something from the experience;

Based on a students' feedback and informal assessment by the trainers, we present the following recommendations:

1. To make it a point to conduct a learning needs assessment before the training, to gauge the participants' level of awareness and understanding of IS Project Management.

2. To revise the PowerPoint presentations to make them less text-heavy and more engaging.

3. To add more practical based examples to the PowerPoint presentations.

## 1 Appendices

Photos of course piloting



