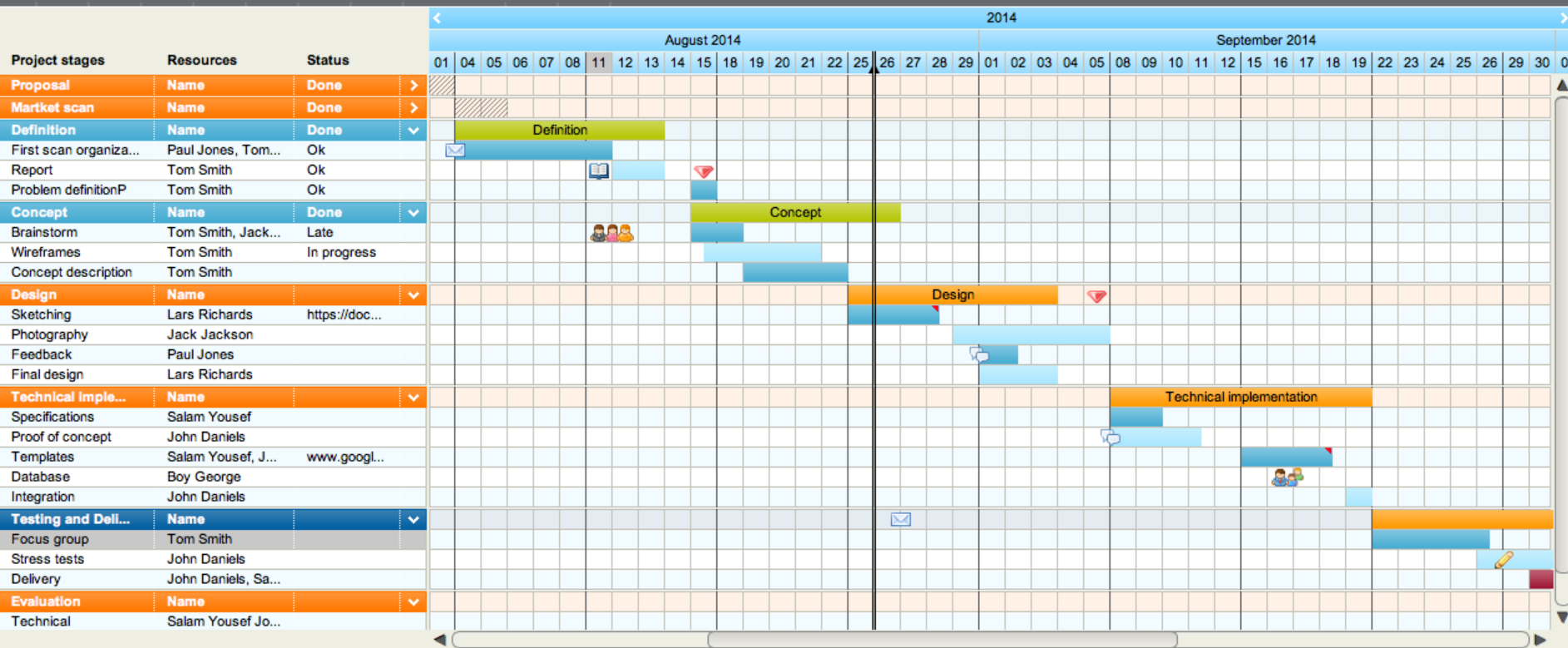


Managing Your Time, Labor, and Expectations

Annie Valk

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Agenda:

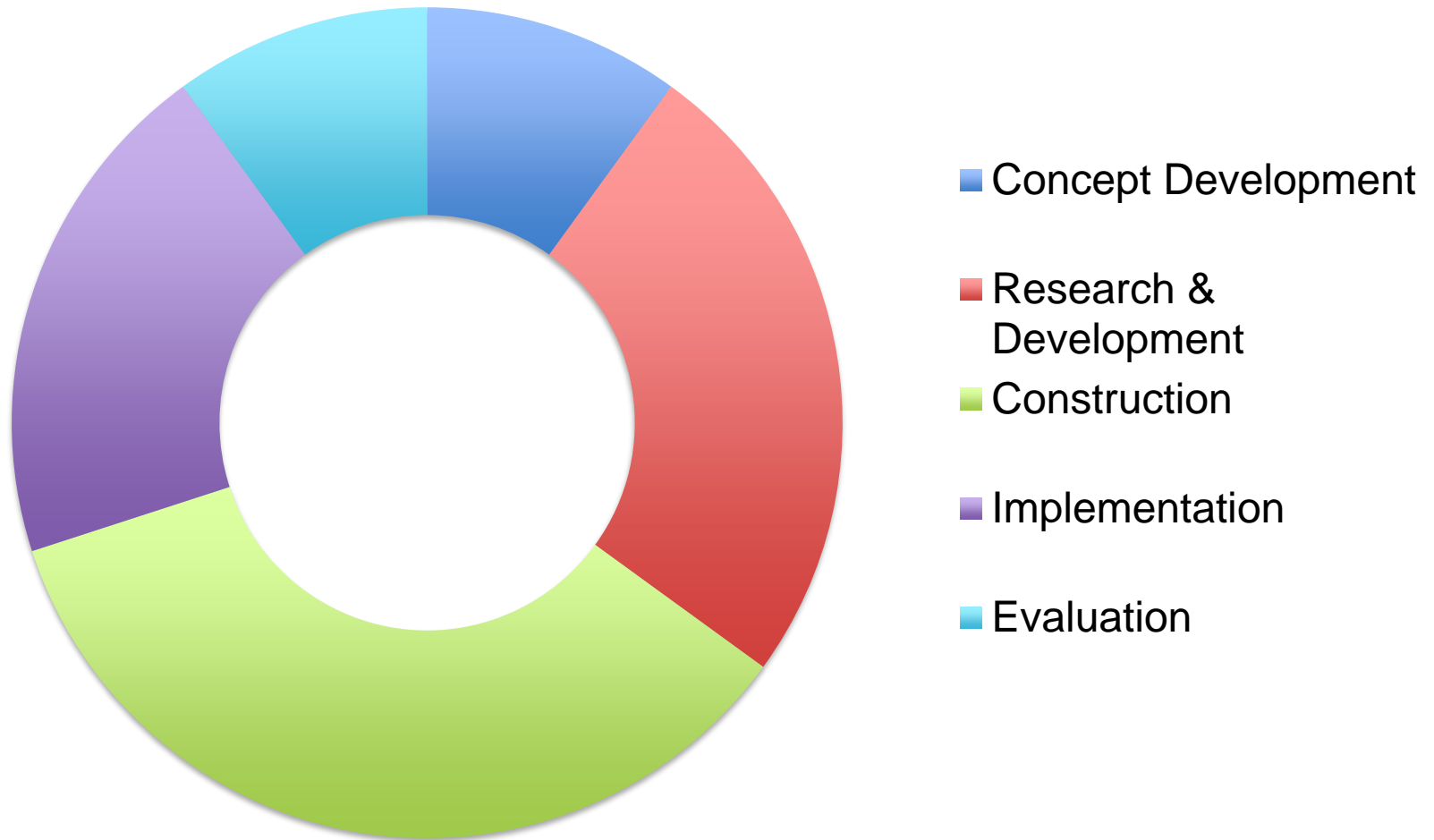
- Lifecycle of a project
- Students – structures and scaffolding
- Developing your workplan
- Planning for collaboration
 - Communication
 - Sharing files, resources, tasks

PROJECT MANAGEMENT LESSONS

1. **Get organized.** It's not enough to have an idea in your head. You need a plan to make it happen.
 - And then you need to convey that plan to other participants (esp. students)
2. **Projects differ...** but the method remains the same (pretty much).
3. **Value process AND products...**and sometimes they are the same
 - these are educational/pedagogical projects first

The Lifecycle of a Project

Solicit Feedback + Adapt Plans Throughout



CONCEPT DEVELOPMENT

- Brainstorming stage to develop idea
 - Potential topics and formats
 - Goals and outcomes -- for students, partners, college, etc. What does success look like?
 - how will student work be assessed/evaluated?
- Identify potential team, collaborators, funders, issues/concerns, sites/dates
- Estimate project budget

RESEARCH + DEVELOPMENT

- Planning documents, schedule, communications
 - Work plan / timeline
 - Projected budget
 - Communication plan -- internal/external
- Refine content – establish goals, themes, resources, artifacts
 - special collections research
- Secure dates/locations
- Determine roles + responsibilities –
 - separate timelines for different collaborators
 - student workplan meshed with academic calendar and/or syllabus

CONSTRUCTION

- Implement plans
- Writing and editing/peer review and revisions
- Promotion and publicity
- Manage deliverable schedule – students, faculty, etc.
- Content/design/fabricate/print
- Hospitality/event planning and publicity

IMPLEMENTATION / OPERATION

Installation / Opening / Operations

- Continue to monitor experience against plans
 - Adapt schedules, communications as needed
- **Documentation - throughout**

EVALUATION + DOCUMENTATION

Wrap Up / Shut Down / Archive

- Assess feedback + evaluations from participants, sponsors, audiences
- Thanks and follow ups
- Debrief and discuss next steps
- Deinstallation – decide what do with objects/props, website, etc.
 - share files, etc.
- **Final report & archive**

Now that you have the concept...

HOW IS THIS GOING TO HAPPEN?

Student roles

Don't assume what they know –

writing/creating/presenting
for public audiences
requires different
preparation than academic
research papers





- Interpretive skills
 - Developing themes and understanding; reading and selecting content; using archives to tell a story, etc.
- Technical skills
 - Writing exhibit labels; oral history interviewing; Audacity; writing press release; WordPress; Creative Commons; google docs/file sharing, etc.
- Interpersonal skills
 - Working in groups; etiquette and culturally appropriate behavior; problem solving, etc.
- Time management

1. Clarify expectations
2. Establish due dates and deadlines

Class teams:

Audio tour team: coordinate production and installation of tour

- oversee narrative composition/create framework of tour, based on input of class
- identify locations for tour (in consultation with parks dept., etc.)
- seek permissions for posting tour signs
- collect edited audio from classmates
- final editing of all audio content
- troubleshoot editing or production problems
- upload audio to Guide by Cell platform

Design and outreach team: create, produce, and distribute visual materials

- design flyer to announce opening
- design signs marking tour sites and coordinate production
- draft publicity materials (press release, posters, flyers) and coordinate publicity for May 4 opening and tour
- visually document May 4 opening and share photos/documents at last class meeting

Evaluation and engagement team: encourage engagement with tour and measure project impact

- produce list of project goals gleaned from class discussions
- develop and implement evaluation plan
- capture and present tour use statistics (via Guide by Cell)
- conceptualize and coordinate engagement activities for opening
- present evaluation outcomes at final class meeting in format suitable for dissemination to other interested parties

Sophia Academy team: teach middle-school students to conduct and analyze interviews

- develop and implement four oral history sessions at local middle-school
- work with teacher to devise lesson plans
- help students prepare for and conduct two interview sessions
- transcribe students' interviews
- work with students to interpret their interviews
- connect work of Sophia students to audio tour and opening

Digital tour team: Creatively present tour's audio content online

- design and create online site to accompany tour
- research exemplary projects; propose concept and collect feedback from class
- working with audio tour team, collect edited materials from class for content
- work with design team to incorporate visual elements into website

All students:

- participate in and constructively advance the work of at least one team
- propose audio content based on interviews
- produce rough cut of audio for tour segments
- attend May 4 opening and assist in day's activities

3. Monitor work/progress regularly

4. Build in time for multiple drafts, outside review, etc.

Mashapaug tour – complete and **post to Canvas by end of class, 4/4**

1. What does your team **need to do** to accomplish your primary responsibilities?

2. **Allocate tasks/responsibilities** within your group, including a **Team liaison/contact**:

3. Establish **schedule** of completion – calendar with deadlines (post to Canvas calendar)

4. What do you **need from the class**? From other partners?

5. What other **resources** (materials, skills, etc.) do you need?

6. What **expenses**, if any, do you anticipate?

Build the Work Plan

1. Set and meet deadlines (work backward from the end)
2. Determine resources (financial and human)
3. Think it through
4. Delegate responsibility

YOUR WORK PLAN

	Responsibility	Timeframe
PHASE I Concept Development		
DELIVERABLE:		
PHASE II Research + Development		
DELIVERABLE:		
PHASE III Construction		
DELIVERABLE:		
PHASE IV Implementation + Operations		
DELIVERABLE:		
PHASE V Evaluation / Documentation		
DELIVERABLE: Evaluation Report + Archive		

Tina Fey

Bossypants



“The show doesn’t go on
because it’s ready; it goes
on because it’s 11:30.”

- Lorne Michaels