**Proposal for SharePoint Designer Software**
**To:** Chamberlain School District
**Prepared by:** Mark Harming

**Introduction**In today’s educational setting, the use of technology in the classroom has become essential. In Chamberlain High School all students have been issued a laptop for school use for the past five years. One of the most basic, and crucial needs of the educational staff is to have a working website in which the students can access information. According to a survey, half of the instructors on staff at Chamberlain High School do not have such a website. Many instructors have turned to using “wikispaces” or “kia” to do this for them. Some have done nothing. While these are fine programs, they do not allow you the total control you can have by maintaining your own website on the space provided by the State of South Dakota. In a survey of staff, most (75%) replied that the reason they did not build their own website was that “they don’t know how”. In addition, those that have had website training were trained using Microsoft Front Page, which has been discontinued.

The purpose of this proposal is to introduce staff members to the program SharePoint Designer. This program is available on all the staff’s laptops at work, and is available as a free download, if they would want to use it at home. Staff members will learn how to create and maintain web pages using SharePoint Designer, and enhance their instruction, and the accessibility of their students to materials.

**Project Definition**The goal of this project is to increase the staff’s knowledge and ability to create and maintain their own website. By providing the staff with training on SharePoint Designer, the district will be giving them the opportunity to build some new skills, and increase their staff’s technological knowledge.

The audience for the presentation will include the teachers and administrators of Chamberlain High and Middle Schools. Their experience in teaching ranges from first year to over forty years, so there is a wide range of experience. The staff is comfortable with technology in general, but uneasy with the idea of creating their own websites. This was confirmed in an earlier survey of the staff in which Instruction will be given during in service.

The SharePoint Designer instruction will be held in a large classroom with a projector. There will be a Power Point presentation, utilizing pictures and print materials to help them go through the procedure(s). This will be e-mailed to all staff before the presentation. Each staff member attending will need to bring their laptops and will follow the directions shown to them on the projector. The instruction will show staff how to create a webspace starting with a homepage. They will learn to how to make an additional page, and how to link it to the homepage. Staff members will be instructed how to upload the web pages to the internet. An important point to be emphasized to the staff is that they can “preview” their pages before they are uploaded to the internet, this should ease some of their fears.

In addition, this presentation can lead to additional trainings on advanced use of the program. The Power Point presentation will be saved on the school’s server for easy access by all staff.

**Schedule and Budget**The project will be completed by April 29, 2011, and documents delivered by April 22, 2011.  An example of the instruction will be fully developed by April 25, 2011 which will include a small-group trial run and a preliminary evaluation.  The only cost that will be incurred for this project is the time required to complete the requirements.

Microsoft SharePoint Designer is a free program, and is already currently installed on all the staff computers.

The only risk to completion of the project is if the school’s wireless network would happen to not be working. Then the staff would not be able to “upload” their sites. In case the wireless network would be down, the class could be held in a computer lab. However, they would still be capable of creating the sites on their own computers, just not the final step.

There is no budget for this presentation, other than the time spent in developing it. All documents will be made available to staff via e-mail.

**Qualifications**The program will be developed by Mark Harming; a teacher with 15 years of experience and a Bachelor of Science degree from South Dakota State University.

**Design Document - Share Point Designer**

**Executive Summary**
This course, based on the use of Microsoft SharePoint Designer will be delivered to all staff members attending the 2011 Summer Laptop Institute.  The course will be conducted through instruction and practice in the use of the program.  At the completion of this program, each participant will have a working knowledge of how to create and upload a web page to the Internet.  The program will utilize a PowerPoint presentation with screen captures and text to guide the participants.  Each participant will create a working web page at the completion of the program.  Possibilities for additional trainings are probable (for future staff needs).

**Learning need/market opportunity**
Chamberlain High School Administration wants to increase the “web presence” of the instructors through the development of staff web pages.  In a survey of the staff, less than half (approximately 1/3) use the web space provided to them by the state of South Dakota.  Most of the staff (75%) stated that they did not know how to build their own website.

Many staff members surveyed (50%) have turned to alternative programs instead of creating their own web pages.  While sites such as “wikispaces” or “quia” are good programs, they do not allow you the full control you would have of your own website.  Also, using those programs puts you at the mercy of the companies that run them.  If they were to “go under” as websites often do, you would lose everything. In addition, staff members that have had training on building a website were trained using Microsoft FrontPage, which has been discontinued.

To give staff members knowledge of how to build their own web space, utilizing the space provided to them by the State, is a goal of the administration.  Staff members will be trained on the use of Microsoft SharePoint Designer.  This program is already installed on all of the staff computers, and is a free download from Microsoft if a staff member would want to work on their site from their “home” computer.

Training in the use of SharePoint Designer would provide instructors greater control of their web content.  It can also give them greater security in knowing that the site is not “under control” of some other entity.  In addition, this will lead to uniformity among the teaching staff, and students will not need to learn or log into a different program for each teacher.

**Instructional goals**
The goals for this instruction are for Chamberlain High School staff to learn how to use SharePoint Designer to create and maintain their own webspace.

**Audience definition**
The audience for the instruction includes the staff of Chamberlain High School and Middle School.  The audience is relatively homogeneous in regards to race, education, and social status.

There is a wide range of teaching experience included in this group, from first year teachers to those with 40+ years experience.  The staff is comfortable with technology in general, but uneasy with the idea of creating their own websites, due to lack of experience or training. This was confirmed in an earlier survey.

Motivation is going to be a key issue with the audience.  Staff members may not want to learn how to use SharePoint Designer, unless they know the positive benefits of uniformity among the teaching staff.  They also are going to need to understand that this will be an “expectation” of the administration.  Some learners may be “anxious” about putting things on the internet, that others can access.  Some older staff members may be reluctant to learn a new program, as they are “set in their ways”.

**Delivery environment**
The SharePoint Designer instruction will be held in a High School classroom with a projector.
There will be a PowerPoint presentation, utilizing pictures and print materials to help them go through the procedure(s).  This will be e-mailed to all staff before the presentation.  Each staff member attending will need to bring their laptops and will follow the directions shown to them on the projector.

The class is intended to be a single session at a single location.

**General outcomes**

1.    Staff members will create a webpage in SharePoint Designer.
2.    Staff members will create a second page and link it to their “Home” page.
3.    Staff members will upload their webpage(s) to the state server.

**Assessment strategies**

1.    Observation – instructor will go around the classroom and monitor student’s progress.
2.    Demonstration of Knowledge -Website – students will e-mail link of working website to instructor.  Instructor will check e-mails at the end of the presentation.

**Content organization**

1.    Staff members can open their PowerPoint file from their e-mail.
2.    Staff members will follow along with the instructor as they create a “Home” page.
3.    Instructor will observe and help students where needed.
4.    Staff members will create a “second” webpage and link it to the “Home” page following the directions in their PowerPoint, and on the projector.
5.    Instructor will observe and help students where needed.
6.    Staff members will follow along as the instructor will show how to upload page to the Internet.
7.    Instructor will observe and help students where needed.
8.    Staff members will be given some time to “personalize” their page.
9.    Staff members will e-mail a link to their final product to the instructor.

**Content sources**
Content will come with screen captures of SharePoint Designer and instructions written by the instructor.

**Instructional strategies**
The presentation will use step by step demonstration, followed by practice and verbal feedback from the instructor.

**Standards**

Students will be expected to have a working webpage with one working link on it.

**Media**
Media for the program will include a single PowerPoint presentation.  The PowerPoint will give the step by step instructions covered by the instructor, and give visual examples through the use of screen captures.
A projector will be used during the presentation of the program, so that students will not have to have to switch between windows to read/see directions.

**Evaluation and Testing Plans**
Testing – the instructor will give the presentation to a small sample (3-4) of teachers, before the end of the current school year, at a time arranged by the administration.
Evaluation – Sample students will evaluate the presentation and will give recommendations for improvement in an on-line survey.

**Production Document – Share Point Designer**

**Treatment**-IntroductionStaff will be introduced to the presentation, by being e-mailed the PowerPoint before the day of instruction, giving them some time to “preview” the material. When the presentation begins staff will walk in to an image of SharePoint Designer software running on the video screen. The instructor will introduce himself and begin the Power Point program.

-Objectives
The instructional objectives for the lesson will be displayed using Power Point. The second slide of the presentation will go over these for the entire class.

-Instruction and Demonstration
A Power Point presentation will deliver directions of steps to be followed, and show screen captures of the program. The instructor will go back and forth between the Power Point directions and an actual demonstration of using the directions using SharePoint Designer.

-Independent Practice
Each participant will utilize a laptop to work with the SharePoint Designer software independently. Participants will be given some time for independent practice on each step of the Instruction and Demonstration. Participants who are struggling with the directions will receive additional help, while those who are succeeding will be allowed to share their work with their neighbors.

-Individual Time for Personalization
After the participants successfully complete the project, they will be given some additional time to “personalize” their webspace.

-Submission
Participants will “submit” their assignment (working link to their page) to the instructor via e-mail.

-Review
Participants will be directed to the web address where the instructional Power Point will be stored, on the “Assessment” slide of the presentation.

**User scenario**

Melissa is a MS/HS Language Arts instructor who has no experience in using Microsoft SharePoint Designer. She is instructed to turn on her computer and open her state e-mail account, and open the Power Point that had been sent to her the previous day. She will be told that all of the steps of today’s presentation are here, and she can keep it for future reference.

Once all of the participants have logged in, they will begin the instruction period. This will start with opening SharePoint Designer and finish with e-mailing their product to the instructor. The instructor will begin each step by explaining what they are to do, with the directions in the Power Point, and then demonstrate it over the projector. Melissa will then follow the instructor’s directions and start the assignment. She will do this for each step. The instructor will be circulating the classroom and be checking on the class’s progress. When she is successful in completing a step she will be encouraged to share her progress with her neighbors. If/when she is having trouble following directions she will be encouraged to raise her hand, and the instructor will come over and help her work through any problems. After the class finishes uploading their site to the Internet, Melissa will be given 10-15 minutes (depending on how quickly the steps progress) to work on the project individually and to personalize it in a way that she likes.

In the final portion of the training, Melissa will be given her assessment, and be told to e-mail a link to her working webpage(s) to the instructor. Finally, participants will be directed to the webpage where the Power Point will be kept for further reference.

**Templates**

Title Slide Template Instructional Slide Template



All text in the Presentation will be in Calibri font. Title will be font size 72. Headings on instructional pages will be font size 54. Directions will be printed in size 28. All Text will be written in blue. Slide Colors will be white with a light blue border. The title page will be blue.

**Requirement specifications**

Staff will utilize their laptops issued to them by the school. The HP laptops run on Windows Vista operating system. The image on these machines includes both Microsoft SharePoint Designer and Power Point. The instructor and the student s will be using the same machines. The instructor’s laptop will be connected to a ceiling mounted projector, which will project onto a video screen.

**Description of media assets needed**-Each member of the staff attending the training will need their school issued laptop.-Each laptop will need SharePoint Designer and Power Point installed. (already on image of school issued laptops)-Each laptop will need Internet connection through wireless or hardwire.

-A ceiling mounted projector is needed.
-A video screen is needed.

**Paper prototype (draft document, script, or storyboards)**

Slide 1 – Title Slide
Slide 2 – Training Objectives
Slide 3 – Open SharePoint Designer
Slide 4 – Create a new Document
Slide 5 – Create a Homepage
Slide 6 – Save your Document
Slide 7 – Preview your document
Slide 8 – Create a Secondary Page
Slide 9 – Link Secondary Page to Homepage
Slide 10 – Linking Page (Part II)
Slide 11 – Connect to the Internet
Slide 12 – Upload pages to the Internet
Slide 13 – Assessment
Slide 14 – Review and Summary

Prototype – none

**Develop & Deliver – Share Point Designer**

**Complete the development of the instructional materials**.

I have written the PowerPoint that will be used in the delivery instruction. The PowerPoint will be saved on my personal webspace, and can be accessed that way as a reference.
I have written a survey on surveymonkey.com that will be used for the field test.

**Conduct a small-group test or field trial. Collect data on the effectiveness of the instruction.**

A small group trial was conducted on the presentation with four teachers after school. The participants were e-mailed the presentation the day before the trial, to simulate when the actual participants will receive the e-mail. The entire presentation was given to the trial group.

At the completion of the small group trial, the participants were given a survey to complete on surveymonkey.com. Each question was rated on the following scale:

1. Strongly Disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly Agree

The participants will then evaluate each of the following five points:

1. The goals of the instruction were achieved.
2. The directions were understood.
3. The instructor was knowledgeable.
4. The instruction was interesting.
5. I feel confident in my ability to use Share Point Designer.

After completing the on line survey, the participants in the small group held an informal discussion session. Strengths and weaknesses of the program were discussed. Areas of strength were the instructor’s knowledge of the subject area, the directions were clear, and the goals were achieved. Possible areas of weakness discussed were that although there was nothing “wrong” with the presentation, the participants didn’t find it “interesting” as they have been exposed to numerous similar trainings over the past few years. Suggestions to improve the instruction were mostly involved in holding “additional” trainings to expand the participants’ knowledge of the program.

**Prepare a report of the formative evaluation results and suggested revisions.**

The participants felt strongly that the goals of the instruction were achieved on the survey with each of the participants rating it as Strongly Agree. This was consistent with the topic of the Instructor’s Knowledge as each of the four participants Strongly Agreed with this point.

The topic of clear directions led 3 of the 4 to strongly agree that they were clear, and 1 of the respondents to say that they only “agreed”. However, the small group trial does seem to show a consensus that the directions are clear and understandable to the average teacher.

The topic of interest in the subject scored the lowest. Two of the respondents said they “Agreed” with this statement, but the other two scored “Neutral”. Although there were no negative responses to the topic, the lack of support is noticeable. In the small group discussion it became clear that all of the teachers feel a bit “overwhelmed” with all the different web design type classes they have been subjected to over the years. It was discussed that an emphasis on controlling your own web space and the wish of the administration for uniformity among the staff as a point that should be driven home to help “motivate” those who are not interested in maintaining their own web space.

The participants also had mixed reviews in their confidence to use the program. One of the four strongly agreed that they were confident in their ability to use it. Two scored this statement with “agree”, and also one scored it neutral. Once again, none of the participants in the trial responded negatively to the survey. In the small group discussion it was mentioned that people would be more “comfortable” using a new program like this if they had someone there to guide them while they did it.

Additionally, in the small group discussion following presentation one of the main concerns and wants of the participants was that of “follow up” training. Participants felt that if the opportunity for continued learning in the program was provided, there would be a greater increase in the use and comfort level of the staff in using the program.

**Deliver instructional materials and results of the formative evaluation to your client.**

The Power Point document and the survey results, were given to the building principal and the Superintendent.

**Gather feedback on your performance throughout the design process in a post project debriefing meeting.**

Participants in the course filled out a brief survey upon completion of the course. A debriefing meeting was held with the building principal who attended the training. The feedback from the administration was very positive. The Principal felt that all who attended the presentation gained valuable knowledge into the use of the program. Results of the survey of participants were discussed at length. The principal will try to work with the Superintendent to arrange for additional trainings to be held throughout the school, to encourage greater use and mastery of the program.

**Calculate a cost analysis and cost-per-student index for your materials.**

The program was designed by a graduate student for a graduate level course at the University of South Dakota, so there is no labor cost for the production.

The Share Point Designer program is already installed on the current image of the staff’s laptops, so there is no additional cost to the district for programming or installation. In addition, Share Point Designer is available as a free download from Microsoft, so if participants wanted to install the program on their “home” computers to do some web design from home, there would be no cost for the individual.

The use of the classroom, projector, computers, will be provided for and are the responsibility of the client (Chamberlain School District). As this instruction is just one of several trainings that will be held over the two day “Laptop Institute”, the additional cost to the district will be negligible.

All the materials involved in the course will be done digitally. The presentation itself (Power Point) will be e-mailed and delivered electronically. The survey conducted at the completion of the course is done on surveymonkey.com which is a free survey website. So again there is no cost to the District.

Each teacher attending the “Summer Laptop Institute” held at Chamberlain High School is paid a stipend of $25 an hour. This initial training is intended to last for one instructional hour. So the cost per student for the training in the use of Share Point Designer will be exactly $25.

Costs for additional instruction in the use of Share Point Designer will need to be negotiated between the District and the Designer.

Appendix

# Bibliography

Harming, M. (2011, April 24). Share Point Designer. Chamberlain, SD, United States of America.

Harming, M. (2011, April 14). *Share Point Designer Survey*. Retrieved April 14, 2011, from Surveymonkey.com: http://www.surveymonkey.com/s/NXTZF6J

Chapters 8-11 Reflective Journal Name: Mark Harming

**Chapter8– Define Phase**

March 17th
Spent an hour tonight writing the first draft of my proposal. I then, uploaded it to google docs so that my collaborative group can look at it. I will post their comments here, when they have done so.

March 18th

Here are the comments from my collaborative group:

Dan -Nice job Mark - I wonder if “time” in sessions could be risk as mentally if may be over whelming all in one shot?
Tammy-Reviewing your risk of the wireless network not cooperating, do you have the ability to hard-wire if needed?  Or move to a computer lab?

Mark - do teachers see the need for this?  the out of scope questions may occur with this is my thinking.   - Jason S.

I think your project is the best way to create websites especially for classroom as it can eliminate advertisements and destructive images on the pages.  Do you need to create sample website for your learners? - John

They raised some good points. I had to make a few changes to the document, but otherwise I left it alone. I feel comfortable submitting the document now.

March 22nd

Received the feedback from Dr. Versteeg on Chapter 8. I scored a 9/10 on the assignment which I didn’t think was too bad, but I’d have liked to have gotten all the points. Here are his comments:

**OK – in general you have a good start on your proposal. Explain how you know things and use actual numbers instead of “most”. You state that the teachers were surveyed. Use the statistics from this survey to support/justify the statements you make.**

**GRADE: +9/10**

Basically I need to be more specific on the information provided, especially in the Introduction. But, otherwise I am happy with my progress.

**Chapter 9– Design Phase**

March 25th

Spent an hour today reading through Chapter 9. I will work on the assignment tonight, and most likely finish it tomorrow.

March 26th

Just finished posted the assignment to the google docs page for my group. This assignment went pretty well. I had to use my textbook as a reference for the Design Document and then basically fill it in. It went pretty well.

March 27th

Here is the feedback I received from my group members:

Tammy-Will you be saving your step by step notes for future access?  Maybe on a shared drive on the server?  My experience with web page design is that the teacher’s always want something tangible to refer back to.  Just a thought.  I also marked a couple of grammatical items.  Be sure that you choose the same font style for your entire document.

Dan - It looks good Mark, I made a few comments that may or may not be useful. the only question

John - It seems to be well organized and cover all important aspects.

Jason – in the “comments” section asked “how do we know this?” in reference to the “learning need” section.

They had some good thoughts again. I made the few grammatical changes, and changed the “learning needs” so we know “How” we know that(survey). It looks good, and I am turning it in now.

March 30th

Received the feedback from Dr. Versteeg on Chapter 9. I scored a 10/10! Here are his comments:

**Don’t write this in list form – use narrative format with section headers.**

**OK – your off to a good start. You will need to provide more detail as you progress through the instructional design process.**

**GRADE: +10/10**

I’m happy with this score. I actually thought I had done a nice job on this Chapter so I wasn’t surprised with the grade. I went through and change the list form, and just used the section headers in bold.

**Chapter 10 Production Phase**

April 1st

Read through Chapter 10 today in school. I will begin working on Assignment 10 tonight, and finish tomorrow morning, and post on the google docs page in the morning, so my group can look at it and evaluate it.

April 2nd

I have the document done. I added it to my “final project” document on google docs, but I am thinking it is a little long. Next week, I’ll probably put Chapter 11 on a “new” document.

April 3rd

I have the feedback from my group members. Here is what they wrote:

John - You did a great job in your project. I added two lines on prototype. You might have embedded an item on your “Templates” section which is not seen on Google, probably it will be ok on computer based Microsoft word.

Tammy - Mark I added a few grammatical suggestions, use what you want to.  Your in-service is coming together rather nicely!

Dan - Mark I think I would think about writing the scenario from the woman’s perspective and what she is going through at that time. Take it for what ever its worth.(which may not be much)

Jason also commented in the comments section “How?” in reference to the point that students will be directed to the web address where the document will be stored.

I used most of Tammy’s grammatical suggestions. John is correct, the documents showed fine in Word, just couldn’t see them in google. I took some of Dan’s suggestion and did change the scenario a bit, but I for the most part left it alone. As for Jason’s comment, I will have the web address on the powerpoint itself.

I am ready to submit this assignment.

April 5th

I have received my feedback from Dr. Versteeg. I again scored a 10/10 on the assignment. Here are his comments:

**OK – you have a good start at the necessary production documents for your project. Remember that all production documents must be fully completed for the final project.**

**GRADE: +10/10**

Everything looks good here. I’m getting close to done with this course and this project.

**Chapter 11 Develop and Deliver**

April 8th

I once again read through the Chapter during my Friday “prep hour” at school. My plan is to begin working on the assignment tonight, and hopefully finish it.

April 9th

I was able to finish and post the document last night. This assignment seems a bit more difficult to me, as we had to do a “small group trial”. This was difficult to think up, however I think I did alright. Instead of just “adding” it to the previous documents, I created a new document for Chapter 11. Some of the others did this as well, and it just makes it easier to find things. I am awaiting responses from my group.

April 10th

My collaborative group mates have made their comments. Here they are:

Tammy: Mark, your presentation is coming together nicely.  About the only suggestion I have to offer is to possibly bold the headings?  I know this isn’t very constructive, but I really didn’t see anything else.  Good Work!

John - Add the title of the project on the heading.

Jason - besides what tammy added there isnt much else.  nice work.

No comments from Dan on this one.

The headings were actually bolded, but the version I put on google docs were not. I didn’t put the title of the project on the top, as this is an assignment sheet? So I felt having the name of the assignment at the top was the most important thing. However, when I submit the project I should probably eliminate the names of the chapters and put the title up there.

I am ready to submit.

April 16th

I have received my feedback from Dr. Versteeg. Here is what he wrote:

**OK – looks like you have a great start on developing all your materials for your project.**

**GRADE: +10/10**

So everything looks good to go for my final project. Which is good to know. Now I just have to put everything together (all the documents) and get ready to submit.

April 24th

I finished the Power Point document on Share Point. The document is ready to go, although I may make some changes to it.

April 29th

Made a few additional changes to my Power Point and uploaded it to the internet. I made some changes to the Final Project document. Some minor changes here and there, mostly additions. I am going to submit now.