

Group 2: Collaborative Assignment 3

OMDE 606, Section 9040

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Group 2: Collaborative Assignment 3

Group Members

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Group 2 Procedure

Group 2 consisted of four members, whose names are listed above under group members. These group members participated in this collaborative assignment. We used LEO Study Group, LEO Chat, and Email areas to collaborate and communicate about our assignment. Julia Da Silva-Beharry took the leadership role and organized the entire team toward choosing our tasks, roles, and responsibility toward the successful completion of this collaborative assignment. Additional information on the tasks, roles, and responsibilities are as documented in Appendix, Table 1 and 2. Group 2 members have agreed to participate with the Women Networking with Children Youth Empowerment Services Inc. (WNWC-YES) to develop a Digital Literacy Program for Low-Income Women, Early Learners, and Young People. The Program is designed for students to collaborate and communicate with their instructors and fellow students about problem solving issues which will develop their study skills and Digital Literacy knowledge to achieve further success in their educational and workplace environments.

Organizational Overview

The Women Networking with Children Youth Empowerment Services Inc. (WNWC-YES) is a 501 (c) (3) Non-profit Community Based Organization. The WNWC-YES was founded in 2013. This organization emerged as a result of the need for women, children and youths to have a positive and nurturing support channel which would offer training, and other required programs that would empower them toward a successful and healthier life style. The organization sustains a racial nondiscriminatory policy that guides their decisions and achieves their rational outcomes. Their policy is supported by their vision and mission which further promotes their quality of early childhood and continuing educational program. WNWC-YES organization does not discriminate on the basis of race, color, national and ethnic origin in the administration of its educational policies, scholarships, sports and other educational-administered programs.

The founder, Julia Da Silva-Beharry, envisions to network with family and community that promote Women Networking with Children Youth Empowerment Services (WNWC-YES). She strongly believes that everyone deserves a solid foundation at home and away from home in a nurturing environment. With this in mind, Group 2 will launch a Digital Literacy Program in Maryland, USA, to collaborate and fulfill critical needs for women, children and youths from various socio-economic backgrounds.

Program Description and Rationale

The Digital Literacy Program is designed for learners, such as women, children, and youths, who are lacking in basic digital skills. In some instances, this can be a primary factor that hinders people from finding appropriate employment in the workforce. Hence, the Digital Literacy Program will also promote some of the strategies of DigitalLiteracy.Gov, by sharing and enhancing the tools necessary to learn computer and Internet skills that are required for today's global work environment. With this in mind, the Digital Literacy Program will have a Workforce page which will include resources for finding a job, guidelines for creating a resume, career training other relevant resources (National Telecommunications and Information Administration, 2016).

It is also important to highlight that the largest group of digital literacy divide is among the Latin-Americans, reasonable amount of people from African and Eastern European countries. Hence, the WNWC-YES will subsidize the program to support its mission, vision and learning objectives, to ensure that public funds will be accounted for in a three-fold approach. This approach includes:

- A. The strategy of an appropriate Literacy Standard
- B. The course will prepare students for the Basic Digital Literacy examination
- C. The profit of the program should be at a minimum cost in offsetting its expenses, in order to be cost effective and affordable for students to manage their courses without any financial and other interrelated hindrances.

The WNWC-YES will pay for administrative, marketing, course development and faculty costs. Students will contribute toward the costs for their course material. The course will be comprised of three levels of classes and each class will be comprised of 3 sub-groups.

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Globally, it is assumed that there is a high rate of retention in the face-to-face classes, which has been a major issue. In this regard, the mission of the Digital Literacy Program is to develop online courses that will offer unlimited flexibility and convenience for all of the students. The Digital Online Literacy Program will prepare students for the Digital Literacy examinations and the online workforce environment. The course content will be developed in an online format by the course designer and then it will be uploaded to the Learning Management System (LMS).

Course Basics

The course is a three credit hour course, which requires approximately 150 hours of study time with 15 weeks at 10 hours per week. The course will be offered three times a year. The Management will be paid a one-time fee of \$100,000 to design and develop the online course. The content manager/ course designer will also upload relevant course material to the online classroom and create course guides to help the students in navigating the virtual environment. The course session will be conducted over a 6 year period of time. During the third year, the content manager will be make adjustments from the initial cost that will be incorporated from the first payment.

Course Material

Most of the content will be accessible online by computer with Internet connection, microphone and audio capabilities. The resources will be printed or will be viewed online. The resources will be the course guide, and the cost of developing the course, which will be incorporated in the content manager's pay. Editing and design per study guide is also a one-time cost of \$6,250 and the printing variable cost will be \$66.50 for each student, and the guide will

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be incorporated in the cost of the course. Additional texts will be required for the course and the students will be expected to acquire their text books through Amazon or any online book store.

Presentation

The course will be delivered online with synchronous instruction using BlackBoard Collaborative platform with a Website link that provides information for the specific class that will be available for each individual student to be enrolled in the program. The licensing and support will cost (copyright) \$17,100 for each class, based on a class size of 25 students and 75 students on a yearly basis. This cost will be considered for developing and maintaining the online classroom and providing the students and instructors with any technological support.

Student Support

The instructor will be paid \$100 to conduct the course with 25 students for that class.

Student Tuition/Fees

The students will be required to pay \$475 per credit hour. The cost to the student will be \$1,425 total for the course.

Profit Rationale

The WNWC-YES will make the Digital Literacy Program available to Low-Income Women, Early Learners, and Young People. The cost factor was considered to accumulate a minimum profit to accommodate any unexpected administrative costs.

Assessment

Students will be assessed before and after each course is completed. Students will be required to participate in four online examinations. Each exam will reflect one area of the Digital Literacy, two e-Learning projects, which will be graded by the teaching assistant and a final exam will be taken in a face-to-face classroom.

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The Ingredients & Costs Template

1	A COURSE OVERHEADS		No of units	Rate per unit	Costs (\$\$)		
2	Management (ongoing)	per annum salary	0.33	100000	33000		
3	Secretarial support (ongoing)	per annum salary	0.33	50000	16500		
4	Recurrent costs					49500	R
5	B ONE-OFF DEVELOPMENT AND PRODUCTION COSTS						
6	Development Print	Type of unit	No of units	Rate per unit	Costs (\$\$)		
7	Management (development)	per annum salary	0.33	100000	33000		
8	Secretarial support (development)	per annum salary	0.50	50000	25000		
9	Authoring of study guide	Study guide (50 pp)	25	3000	75000		
10	Preparation of a Reader	Reader (200 pp)	1	4000	4000		
11	Editing and design	Per 50 pp	22	1100	24200		
12	Copyright	Per 50 pp	19	900	17100		
13	Development DVDs	Type of unit	No of units	Rate per unit	Costs (\$\$)		
14	Development of dvd	Per 60 min	15	1700	25500		
15	Professional speaker	Per 60 min	13	750	9750		
16	Production	Per 60 min	10	850	8500		
17	Development Assignment	Type of unit	No of units	Rate per unit	Costs (\$\$)		
18	Assignment	Per assignment	9	375	3375		
19	Total fixed costs of development					225425	FD
20	C MAINTENANCE COSTS (PART OF PRINTED MATERIAL ONLY)						
21	Author	Per study guide	5	1700	8500		
22	Editing and design	Per study guide	5	1250	6250		
23	Total fixed costs of maintenance					14750	FM
24	Total fixed costs					240175	F
25	D ANNUAL PRESENTATION COSTS (all per student)						
26	Student Support	Type of unit	No of units	Rate per unit	Cost/student (\$\$)		
27	Marking of assignment	Per assignment	10	15	150.00		
28	Tutor (per group of 25)	Per Hour and group of 25	25	100	100.00		
29	Tuition expenses	Per group of 25	1	35	1.40		
30	Replication and Distribution	Type of unit	No of units	Rate per unit	Cost/student (\$\$)		
31	Production study guides	Per study guide	7	9.5	66.50		
32	Production assignments	Per assignment	7	5	35.00		
33	Production of Reader	Per reader	1	17	17.00		
34	Production of DVD	Per DVD	5	8.6	43.00		
35	Packaging and postage	Per mailing	2	21.6	43.20		
36	Total variable cost per student					456.10	V
37	E INCOME (per student per credit)					Income per student	
38	Fee	Per credit point	3	475	1425	I	

The Actions Model of Media Selection Analysis

According to Bates (2013) the ACTIONS model of media selection to the SECTIONS can be used for encouraging student learning in distance education environments. Hence, Group 2 will incorporate the Bates Actions Model in our guidelines for the Digital Literacy Program as outlined below:

Use and Reliability of Computer Access

The use and reliability of the technology means that students and instructors are expected to have adequate access to use reliable computers with Internet capability, and high speed Internet for the Digital Literacy Program. The sessions of the course will be conducted three days a week and three times a year in a synchronous learning environment with a Website link provided to the students by the instructors prior to the commencement of the class. Students will be able to access their classes within a timeframe that is flexible to their schedule. In this regard, the students will need to use a computer, tablet, smart phone or web-based device, with Internet capability to access this course. In some instances, where there is inadequate access to the Internet, students can request a copy of the DVD with the recorded sessions in order to access their course information.

Teaching and Learning

This course is designed to focus on Basic Digital Literacy in a virtual learning environment with computer delivered online instruction. The technology of this program will be convenient for the students with different schedules, as well as, students with diverse learning styles, particularly those students who require extra practice on Digital literacy. This program will also create opportunities for students to create study groups and participate in live chat by

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using various discussion forums. Students will collaborate and communicate with their instructors and fellow students about problem solving issues which will develop their study skills and Digital Literacy knowledge. This teaching and learning strategy will enhance pedagogical skills and inspire learners to achieve further success in the educational and workplace environments.

Costs

According to Bates and Poole (2003) two main factors should be considered regarding costs and choice of media when utilizing the SECTIONS analysis. The total variable cost consists of marketing, production, and distribution costs for each student. The total variable cost is \$456.10 which each student will have to pay to participate in their classroom sessions on the platform. The Blackboard Collaborate platform was chosen because it is cost effective for this course and appropriate for the Digital Literacy course and its virtual learning environment.

Interaction and Interactivity

Interaction within this course will consist of student-to-student, student-to-teacher and student-to-peer interaction. This interaction will be facilitated through the LMS. The student-to-content interaction will also be facilitated through the LMS, which will be the best approach in facilitating a diverse interaction within this course. Students will access course sessions synchronously and asynchronously with regards to their flexible schedule. Student will have no difficulty using the LMS because it is very user-friendly.

Organizational Issues

The WNWC-YES will have minimum hindrances that pertain to organizational issues, because funds will be available for technical and student support, tutorials, and other required sessions for students to develop their skills on a need-by-need basis. Modification for course

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production, hiring staff, and other adjustments for the course will be taken into consideration in order to promote and inspire effective and efficient student learning.

Novelty

The novelty of Web-based e-Learning is fairly new. Nevertheless, the web based learning has been tested and used for several years in successful virtual learning environments. Therefore a variety of technology tools and the media selection for the choice of this course are reputable and effectively used in a wide range of recognized workforce and educational environments.

Speed

The Digital Literacy courses can be created, implemented, and updated in a timely manner, depending on the timeline that will be scheduled for the program to begin. The session for the course will be developed during the preliminary phase of the course or prior to the enrollment phase for the course. Instructors will be able make any required changes or adjustments to the outline of the courses on an ongoing basis.

Conclusion

The WNWC-YES is a 501 (c) (3) Non-profit Community Based Organization with a mission that promotes and develops educational programs, which include the Digital Literacy Program for Low-Income Women, Early Learners, and Young People. The Digital Literacy program is designed to assist students to develop their Digital Literacy knowledge and skills in their educational and workforce environments. Digital Literacy skills are some of the requirements that will help students to perform successfully in their virtual learning environments. In this regard, it is imperative to emphasize that this course is also ideal for the 21st Century Learning and Innovation environments.

Appendix

Group 2 Collaborative Assignment #3 Roles and Responsibilities

Hi Group 2 Members,

It is very important to have roles and responsibilities toward the completion of any successful projects or assignments. Let's us be committed to our roles and responsibilities. Please choose your roles and responsibilities, and document your information in Table 1. by April1, 2016

Table 1.

Group 2 Members	Group Leader:	Editor (s) A:	Editor B:	Date:
	<p>Organize the Collaborative Assignment #3 for Group 2. Choose your task. Review the full description of the Project Proposal; Cost Analysis in Spreadsheet Format; and PowerPoint Presentation for the Project. Seek approval from</p>	<p>Choose your task. Compile, check for in text citations, appropriate references, grammatical errors, etc.... for the full description of the Project Proposal; Cost Analysis in</p>	<p>Compile and edit the references in APA Style for the full description of the Project Proposal; Cost Analysis in Spreadsheet Format; and PowerPoint Presentation for Group 2</p>	

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	<p>Group 2 members for the submission of Group 2 Collaborative Assignment #3.</p> <p>We need 1 group leader and 4 editors for these responsibilities</p>	<p>Spreadsheet Format; and PowerPoint Presentation for Group 2 Collaborative Assignment #3.</p> <p>We need 4 editors for these responsibilities</p>	<p>Collaborative Assignment #3.</p> <p>We need 3 editor for these responsibilities</p>	
Chew, Crystal	Editor	Editor	Editor	April 1, 2016
Da Silva-Beharry, Julia	Group Leader & Editor	Editor	Editor	March 30, 2016
Farmer, Debra	Editor	Editor	Editor	April 1, 2016
Hayer-Duncan, Pamela	Editor	Editor	Editor	April 1, 2016

Appendix

Group 2 Collaborative Assignment #3 Timeline

Let's complete our task in **Table 2.** by April 15, 2016

Table 2.

Group 2 Members	Task	Complete <input checked="" type="checkbox"/>	Incomplete <input type="checkbox"/>	Date Completed
Chew, Crystal	(ii) a cost analysis in spreadsheet format			April 15, 2016
Da Silva-Beharry, Julia	(i) a full description of the project (text file: 2000 words); (This may include a justification of your media choice.)	<input checked="" type="checkbox"/>		April 15, 2016
Farmer, Debra and Hayer-Duncan, Pamela	(iii) a recorded voice over power point presentation (along the line of the text).	<input checked="" type="checkbox"/>		April 15, 2016
Hayer-Duncan, Pamela	(ii) a cost analysis in spreadsheet format	<input checked="" type="checkbox"/>		April 15, 2016

Submitted by Julia Da Silva-Beharry

References

Bates, T. (2013). *Innovation, quality and digital resources: the LINQ 2013 conference*. Retrieved from: <http://www.tonybates.ca>

Bates, A.W. & Poole, G. (2003). *Effective teaching with technology in higher education*. San Francisco: Josey Bass.

National Telecommunications and Information Administration (NTIA). (2016). *Your destination for digital literacy resources and collaboration*. Retrieved from <http://www.digitalliteracy.gov/>

National Telecommunications and Information Administration (NTIA). (2016). *United States Department of Commerce*. Retrieved from <http://www.ntia.doc.gov/>

Da Silva-Beharry, J. (2016). *Women Networking with Children Youth Empowerment Services Inc*. Retrieved from <http://www.womennetworkingwithchildren-yes.org/>