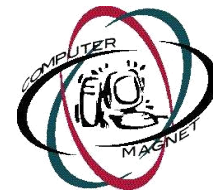


NAF PBL Workshop: DigitalCUrrents Summer Camp

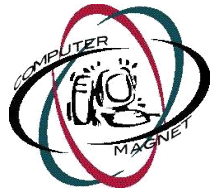
QuickTime[®] and a
H.263 decompressor
are needed to see this picture.

September 27, 2004



Icebreaker

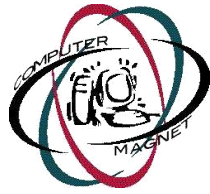
[Presenter: Kevin – Timing: 15 minutes]



Context and Overview

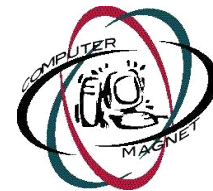
[Presenter: Gary – Timing: 5 minutes]

- **Context**
 - A vertically integrated program
 - Vision
 - Goal
 - Outcomes



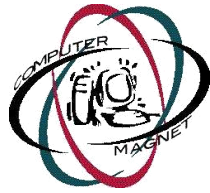
Context and Overview

- **Overview**
 - **Project Description**
 - **AoIT Courses referenced in the project**



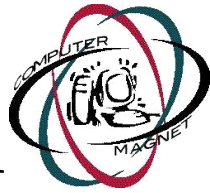
Context and Overview

- **Overview**
 - **Project Team members and Roles and Responsibilities**
 - **Denver Public Schools**
 - Kevin Marlatt – Web Applications Strand
 - Mark Francis – Technical Support Strand
 - Cary Knott – Technical Support Strand
 - **University of Colorado at Boulder**
 - David Schall – Professor of Media Studies
 - Bob Kois, Professor, Project Management Institute
 - Lucy Sanders – Director of Outreach and Industrial Relations, University of Colorado
 - **High School Students become key members of the Project Team**
 - Sonia Moreno
 - Andrew Arevalo



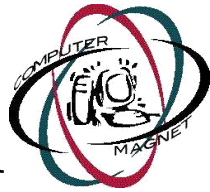
Web Applications Strand

- **Description of the implementation of the model** *[Presenter: Kevin – Timing: 5 minutes]*
 - **Computer Magnet Model**
 - **Emphasis on the story: EPIC**
 - **Project Management**
 - **RFP**



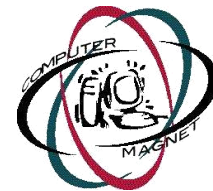
- Examples of student work

- [Presenter: **Andrew Arevalo** – Timing: 10 minutes]



- Examples of student work

- [Presenter: **Sonia Moreno** – Timing: 10 minutes]

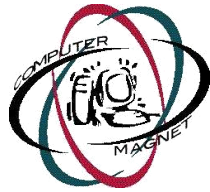


Technical Support Strand

[Presenters: Mark and Cary – Timing: 20 minutes]

- **Description of the implementation of the model in general terms** [Cary]
 - **Project Management – Customer Service Orientation**
 - Plan of action
 - Roles
 - Timelines for deliverables

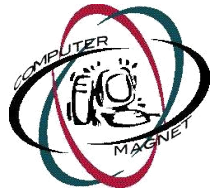
Technical Support Strand



Description of the implementation of the model in general terms

- **Communication Skills – Team, Customer and Product Orientation**
 - Individual strengths
 - Individual weaknesses
 - Areas of expertise

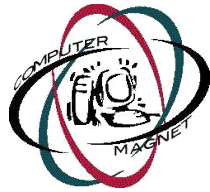
Technical Support Strand



Description of the implementation of the model in general terms

- **Week 1 – Project Management and Communication Skills**
 - **Developing independence:**
 - **Students are expected to elaborate their own detailed information.**
 - Work through problems
 - Discover their strengths
 - Assign roles based on those strengths
 - Create a Project Plan for the following week
 - » Middle school kids
 - » Non-profit customer

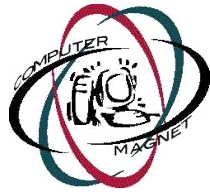
Technical Support Strand



Description of the implementation of the model in general terms

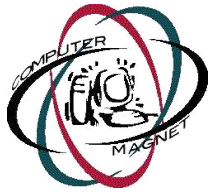
- **Week 2 -Customer service and Teaching Middle School Kids**
 - Juggling multiple responsibilities
 - Installation of a complete office for the non-profit customer
 - High school students delivered - above and beyond the call of duty

Technical Support Strand

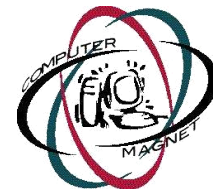


Description of the implementation of the model in general terms

- **Week 3 – Wrap-up with High School Students**
 - Final walk through with week 2 customer
 - Minor projects with two other customers
 - More emphasis on communication skills than PM
 - Reflection on experiences with primary customer
 - What went right
 - What went wrong
 - ~~How to improve for next customer~~



- **Description of the deliverables** [Mark]
 - **Project plans – Bob Kois of CU Boulder**
 - **What is a project plan?**
 - **How to create a project plan**
 - **How to use a project plan**
 - **How to get the most out a project plan**

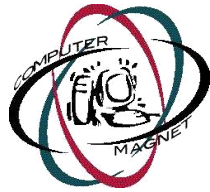


Technical Support Strand

Description of the deliverables

- **Deliverable for the high school students: a dual purpose project plan**
 - **Including a plan for the non-profit office installation**
 - **Tasks**
 - **Division of Labor – High school students as managers.**
 - **Including a plan for teaching middle school kids installation skills**

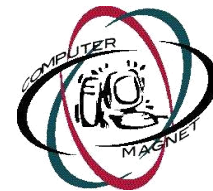
Technical Support Strand



Description of the deliverables

- Installation

- Who does what
- Getting the middle school kids involved
- Middle school kids are not just dumb labor: preparing middle school kids to do installation tasks



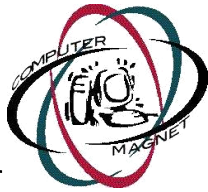
Making DigitalCUrrents Happen

[Presenter: Lucy – Timing: 10 minutes]

- **Where does the money come from?**
 - Foundations
 - Individuals
 - Corporations

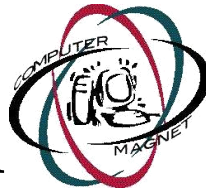
- **What type of scheduling works?**

Making DigitalCURRENts Happen

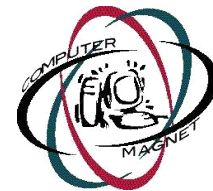


- **How are decisions made?**
- **How do we build the community?**
 - **Pre-camp planning sessions**
 - **Ice-breakers at camp**
 - **Teaming**
 - **Celebratory meals**

Making DigitalCUrrents Happen



- **Why is this worth doing?**
 - **Women and minorities are severely under-represented in IT educational disciplines and career**
 - **Innovative opportunities are created when educators from across the full IT pipeline interact**
 - **Provides an excellent research laboratory**
 - **Creates service-learning opportunities for students**



Questions and Answers

[Presenters: All – Timing: 5 minutes]