GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
Instructional Technology Program
EDIT 601 – Instructional Design and Development (IDD) Mid Program Portfolio

Instructor:
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Access Course @:
http://courses.gmu.edu

Course Description:
This 1 credit course enables students to create and publish an electronic portfolio (e-portfolio) that demonstrates effective and meaningful integration and syntheses of Instructional Design and Development (IDD) concepts, principles, and competencies learned across coursework at mid program point. Students will understand the principles of a portfolio from a cognitive perspective and the tools and processes used to create and publish an e-portfolio. The course will enable each student to develop an e-portfolio that represents the scope and depth of his/her goals, plans, and accomplishments in program coursework, and provides both a vehicle for self-reflection and a comprehensive record of a student's experiences and ongoing progress toward academic and professional goals. Students should have completed approximately 12-15 credits of program coursework prior to taking this course.

Nature of Course Delivery:
This course will be delivered and facilitated totally online however students can set up face-to-face meetings with the instructor at any time on an as needed basis. *The official course duration is August 25 to October 1 with final requirements due Monday October 6.*

Learner Outcomes:
This course is designed to enable students to:
- Develop an understanding of the purposes, functions, and reflective nature of electronic portfolios for growth and learning
- Define and clarify academic and professional goals related to the IDD field
- Formulate specific plans to achieve those goals through coursework and project-based activities
- Reflect upon the processes and products of the learning activities completed in coursework to date
- Reflect upon personal growth and development as an instructional designer through assimilation, integration, and application of IDD processes covered in coursework to date
- Become familiar with the mechanics of a number of web-based tools designed to facilitate the development and publishing of an electronic portfolio

Texts:
No text is required. Selected readings and resources pertaining to electronic portfolio development from a cognitive and technical perspective will be provided online.

Course Requirements, Performance-Based Assessment, and Evaluation Criteria:

A. Requirements

The requirement for this course is an IDD electronic portfolio (e-portfolio). A portfolio is an organized, selective collection of documents designed to facilitate a student's academic and professional development and provide a basis for evaluation of degree progress. The National Learning Infrastructure Initiative (NLII, 2003) defines an e-portfolio as "a collection of authentic and diverse evidence, drawn from a larger archive representing what a person or organization has learned over time, on which the person or organization has reflected, and designed for presentation to one or more audiences for a particular rhetorical purpose." Therefore, an IDD e-portfolio should include representative artifacts from completed coursework and professional experience that demonstrate relevant knowledge and skills of the field.

The e-portfolio should include (a) a personal goals statement, (b) a resume, (c) a list of courses taken to date (include descriptions and dates) and future planned coursework, (d) a list of representative artifacts from completed coursework (what you perceive as your best work), (e) linking of artifacts to course assignments and IDD competencies (see IDD competencies chart), (f) personal reflections demonstrating growth and development as an instructional designer, (g) insights on the use of communication, leadership, and teamwork skills based on course readings, activities, and projects, and (h) realizations related to multimedia design and development skills. These components should be presented in a web-based format that adheres to web design principles. The e-portfolio should include an entry page containing your name and program concentration, a brief introductory bio, and links to each of the portfolio components. Examples of exemplary e-portfolios are provided on the course website to scaffold learning.

B. Performance-Based Assessments

The IDD e-portfolio will be evaluated by the instructor, the student (self-assessment), and peers (peer-assessment) using the following rubric.

IDD Portfolio Evaluation Rubric

	Exceeds Expectations (E = Exceeds Expectations)	**Meets Expectations** (M = Meets Expectations)	**Below Expectations** (B = Below Expectations)
(1) Reflections, Personal Growth **Total points for this criterion = 20**	Reflections exceptionally demonstrate deep thought about the integration and syntheses of previous academic and professional experience. Reflections exceptionally demonstrate and include relevant evidence of insights and growth as an instructional designer.	Reflections demonstrate deep thought about the integration and syntheses of previous academic and professional experience. Reflections clearly demonstrate and include relevant evidence of insights and growth as an instructional designer.	Little or no evidence of reflective thinking about the integration and syntheses of previous academic and professional experience. Reflections are lacking evidence of insights and growth as an instructional designer.

(2) Integration of IDD Concepts, Processes, and Competencies **Total points for this criterion = 20**	Reflections exceptionally demonstrate critical thinking and understanding of IDD concepts and processes as depicted by the integration of IDD competencies.	Reflections clearly demonstrate critical thinking and understanding of IDD concepts and processes as depicted by the integration of IDD competencies.	Reflections do not clearly demonstrate critical thinking and understanding of IDD concepts and processes as depicted by the integration of IDD competencies.
(3) Evidence and Artifacts: Depth, Breadth, and Adaptiveness **Total points for this criterion = 20**	Listing of individual contributions to completed coursework and IDD products is comprehensive and artifacts are meaningfully and conceptually linked to competencies and individual goals. Evidence of communication, leadership, and teamwork skills is reflected through specific examples that demonstrate the student's exceptional effort towards accomplishing individual and collaborative activities.	Listing of individual contributions to completed coursework and IDD products is comprehensive and artifacts are meaningfully and conceptually linked to competencies and individual goals. Evidence of communication, leadership, and teamwork skills is reflected through specific examples that demonstrate the student's effort towards accomplishing individual and collaborative activities.	Listing of individual contributions to completed coursework and IDD products lacks comprehensiveness and artifacts are not meaningfully linked. Portfolio lacks evidence of communication, leadership, and teamwork skills or evidence is not clearly supported, reliable, or valid.
(4) Effectiveness of presentation in terms of web design (aesthetics, functionality, and usability) **Total points for this criterion = 20**	Clean, simple, and good navigation structure, all portfolio components are accounted for, links to artifacts are exceptionally well placed in text, all links work, presentation exceptionally adheres to web design standards.	Clean, simple, and good navigation structure, all portfolio components are accounted for, links to artifacts are well placed in text, all links work, presentation adheres to web design standards.	Application of web design standards is lacking in some or most elements, difficult to find portfolio components, most links work, web design needs improvement.

C. Grading

IDD E-Portfolio = 80 points; Peer assessments = 10 points; Self assessment = 10 points

A = 90-100; B = 80-89; C = 70-79; F = 69 and below

The instructor reserves the right to deduct up to 10% of assignment grade per day for late submissions without prior approval.

D. Timeline

- **Week of Monday August 25**
  - Access course via http://courses.gmu.edu and read course info
  - Set up your account (see getting started document)
  - Work on portfolio template
  - Access and begin completing IDD competencies charts
  - Explore the e-portfolio examples on the course website

- **Week of Monday September 1**
  - The following should be completed by 8 AM Monday September 8:
    - E-portfolio template
    - Entry page containing your name and program concentration
    - Brief introductory bio
    - Links to each of the e-portfolio components
  - Begin populating e-portfolio components

- **Week of Monday September 8**
  - The following should be completed by 8 AM Monday September 15:
    - (a) Personal goals statement
    - (b) Resume
    - (c) List of courses you have taken to date and courses you plan on taking to complete IDD masters requirements (and e-learning certificate if applicable)
    - (d) List of representative artifacts from completed coursework (what you perceive as your best work)

- **Week of Monday September 15**
  - The following should be completed by 8 AM Monday September 22:
    - Peer feedback on all e-portfolios based primarily on item 4 in rubric (use discussion tool to post your feedback)
    - (e) Linking of artifacts to course assignments and IDD competencies
    - (f) Personal reflections demonstrating growth and development as an instructional designer

- **Week of Monday September 22**
  - The following should be completed by 8 AM Monday September 29:
    - (g) Insights on the use of communication, leadership, and teamwork skills based on course readings, activities, and projects
    - (h) Realizations related to multimedia design and development skills
    - Refine reflections and portfolio design based on instructor/peer feedback

- **Week of Monday September 29**
  - The following is due by 8 AM Monday October 6 (end of course):
    - Final e-portfolio
    - Self-assessment using rubric
    - Peer-assessment using rubric

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:

All students must abide by the following:

Students are expected to exhibit professional behavior and dispositions. See http://gse.gmu.edu/facultystaffres/profdisp.htm for a listing of these dispositions.

 Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#Anchor12 for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See http://www.gmu.edu/facstaff/policy/newpolicy/1301gen.html. Click on responsible Use of Computing Policy at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See http://www.gmu.edu/student/drc/ or call 703-993-2474 to access the DRC.