GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
Instructional Technology Program
EDIT 701 – Advanced/End Program Instructional Design and Development (IDD)
Portfolio

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

Course Description:
This 1-credit course enables students to expand and refine the IDD electronic portfolio created in EDIT 601. This is a self-directed course in which students experience a self-reflective process allowing them to build on their mid program IDD portfolio by integrating and synthesizing their understanding of IDD based on their entire program coursework. Students will expand their mid program electronic portfolio to include contributions from coursework completed after EDIT 601, and will revise and refine previous reflections about ID concepts, principles, and competencies to include new understandings and realizations. In addition, students will develop a visual conceptual framework and reflect on the components of this framework in a narrative that demonstrates analytical and integrative thinking. **Students should take this course in their last semester of coursework.**

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 on an as needed basis. *The official course duration is March 31, 2009 to May 5, 2009.*

Learner Outcomes:
This course is designed to enable students to:
- Develop lifelong learning goals related to the IDD field
- Develop clear career goals
- Revise existing academic and professional goals
- Formulate specific plans to achieve those goals through continued professional development and the workplace
- Reflect upon the processes and products of the learning activities completed in all program coursework
- Reflect upon personal growth and development as an instructional designer through assimilation, integration, and application of IDD processes covered in program
- Become familiar with the mechanics of a number of web-based tools designed to facilitate maintaining and sustaining 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.

Professional Standards:
This course addresses the following IBSTPI (International Board of Standards for Training, Performance, and Instruction) professional standards of the field of Instructional Design and Development (IDD):

1. Communicate effectively in visual, oral and written form.
2. Apply current research and theory to the practice of instructional design.
3. Update and improve one's skill, knowledge and attitudes pertaining to instructional design and related fields.
4. Apply fundamental research skills to instructional design projects.
5. Identify and resolve ethical and legal implications of design in the workplace.

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

A. Requirements
A culminating and comprehensive IDD web-based portfolio that builds on the mid program IDD portfolio you developed in EDIT 601.

Just as a reminder …
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."

The culminating IDD portfolio should include the following artifacts:

a) a lifelong learning goals statement (**new** – add to your 601 goals statement)
b) a career goals statement based on revised academic and professional goals (**new** – add to your 601 goals statement)
c) updated resume (revise)
d) evidence/linking of contributions to selected course assignments and competencies from all program coursework (add **new** coursework/artifacts, revise previous coursework as needed)
e) a visual conceptual framework of personal understanding of IDD principles, processes, and competencies (**new**)
f) a reflective narrative on the conceptual framework demonstrating analytical and integrative thinking and growth and development as an instructional designer (**new**)

These artifacts should be presented in a web-based format that adheres to web design principles. Examples of exemplary culminating electronic portfolios will be provided to scaffold learning.

B. Performance-Based Assessments
The culminating IDD web-based portfolio will be evaluated by the student, the instructor, and a peer student using the following rubric:

Final IDD Portfolio Evaluation Rubric

	Exceeds Expectations (EE)	Meets Expectations (ME)	Needs Improvement (NI)
(1) Personal and Professional Growth **Total points for this criterion = 25**	Course reflections *exceptionally* demonstrate deep thought about the integration and syntheses of previous academic and professional experience. Course reflections *exceptionally* demonstrate and include relevant evidence of insights and growth as an instructional designer. Course reflections include evidence of participation in team projects and/or collaborative activities and demonstrate exceptional effort on individual tasks and contributions to the team experience and/or exceptional effort in leading team forward.	Course reflections demonstrate deep thought about the integration and syntheses of previous academic and professional experience. Course reflections clearly demonstrate and include relevant evidence of insights and growth as an instructional designer. Course reflections include evidence of participation in team projects and/or collaborative activities and demonstrate satisfactory effort on individual tasks and contributions to the team experience and/or satisfactory effort in leading team forward.	Little or no evidence of reflective thinking about the integration and syntheses of previous academic and professional experience. Course reflections are lacking evidence of insights and growth as an instructional designer. Course reflections lack evidence of communication, leadership, and teamwork skills or evidence is not clearly supported, reliable, or valid.
(2) Integration of IDD Concepts, Processes, and Competencies **Total points for this criterion = 25**	Visual conceptual framework and associated narrative exceptionally demonstrate critical thinking and understanding of IDD concepts, processes, and professional competencies.	Visual conceptual framework and associated narrative clearly demonstrate critical thinking and understanding of IDD concepts, processes, and professional competencies.	Visual conceptual framework and associated narrative do not clearly demonstrate critical thinking and understanding of IDD concepts, processes, and professional 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 and artifacts is comprehensive, and artifacts are meaningfully linked to the competencies.	Listing of individual contributions to completed coursework and IDD products and artifacts is comprehensive, and artifacts are meaningfully linked to the competencies.	Listing of individual contributions to completed coursework and IDD products and artifacts lacks comprehensiveness, and artifacts are not meaningfully linked to the competencies.

(4) Effectiveness of presentation in terms of web design (aesthetics, functionality, and usability) **Total points for this criterion = 10**	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 Scale:
IDD 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 March 30**
    - Access course via http://courses.gmu.edu and read course info
    - Post your bio in the main discussion area (include the semester in which you completed EDIT 601 and confirm that this is your last semester of coursework in the program)
    - Add/revise the portfolio goals (items a & b under requirements)
    - Update resume (if needed)
    - Add placeholders for courses taken after EDIT 601
    - Add new courses to the IDD competencies charts and check off relevant competencies
    - Explore the e-portfolio examples on the course website

- **Week of Monday April 6**
    - Add course reflections for all the new courses you took since EDIT 601
    - Add course artifacts for all new courses
    - Revise existing course reflections (if needed) based on the rubric

- **Week of Monday April 13**
    - The following should be completed <u>by 8 AM Monday April 13:</u>
        - Revised goals statement
        - Revised resume
        - New course reflections
        - New course artifacts
        - Final IDD competencies chart
    - Begin working on the conceptual framework that ties everything together
    - Begin reviewing assigned peer portfolios

- **Week of Monday April 20**
  - o The following should be completed <u>by 8 AM Monday April 20</u>:
    - ▪ Visual of conceptual framework
    - ▪ Draft narrative of conceptual framework
    - ▪ Peer feedback on assigned portfolios based on rubric (items 1, 3, & 4)
  - o Continue working on conceptual framework and associated narrative

- **Week of Monday April 27**
  - o Continue working on the conceptual framework and associated narrative (instructor will have provided initial feedback)
  - o Refine course reflections based on instructor/peer feedback

- **Week of Monday May 4**
  - o The following is due <u>by 8 AM Monday May 4 (end of course):</u>
    - ▪ Final portfolio
    - ▪ Self-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 gse.gmu.edu for a listing of these dispositions.
- Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.
- Students must agree to abide by the university policy for Responsible Use of Computing. See http://mail.gmu.edu and click on Responsible Use of Computing 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 www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.