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

INSTRUCTOR
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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.

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

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:

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 IDD electronic portfolio that builds on the mid program IDD portfolio. 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)
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 electronic portfolio will be evaluated by the student, the instructor, and a peer student using the following rubric:

IDD Portfolio Evaluation Rubric

	Exceeds Expectations (EE)	Meets Expectations (ME)	Needs Improvement (NI)
Reflections, Personal Growth **Total for this criterion = 20** **(self = 5 points, peer = 5 points, instructor = 10 points)**	(a) Reflections exceptionally demonstrate deep thought about the integration and syntheses of previous academic and professional experience. (b) Reflections exceptionally demonstrate and include relevant evidence of insights and growth as an instructional designer.	(a) Reflections demonstrate deep thought about the integration and syntheses of previous academic and professional experience. (b) Reflections clearly demonstrate and include relevant evidence of insights and growth as an instructional designer.	(a) Little or no evidence of reflective thinking about the integration and syntheses of previous academic and professional experience. (b) Reflections are lacking evidence of insights and growth as an instructional designer.
Critical Thinking **Total points for this**	(a) Reflections exceptionally demonstrate critical	(a) Reflections clearly demonstrate critical thinking and	(a) Reflections do not clearly demonstrate critical thinking and

criterion = 20 (self = 5 points, peer = 5 points, instructor = 10 points)	thinking and understanding of IDD concepts, processes, and professional competencies. (b) Critical thinking is reflective, developmental, integrative, self-directed, and contextual.	understanding of IDD concepts, processes, and professional competencies. (b) Critical thinking is reflective, developmental, integrative, self-directed, and contextual.	understanding of IDD concepts, processes, and professional competencies. (b) Critical understanding is lacking in one or more of the following: reflective, contextual, developmental, integrative, self-directed.
Depth, Breadth, and Adaptiveness **Total points for this criterion = 20** **(self = 5 points, peer = 5 points, instructor = 10 points)**	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.
Evidence of communication, leadership, and teamwork skills **Total points for this criterion = 20** **(self = 5 points, peer = 5 points, instructor = 10 points)**	Portfolio includes evidence of student's full participation in team projects and collaborative activities, exceptional effort on individual tasks and contributions, exceptional effort in leading team forward, and that student respectfully acknowledged and integrated all members' skills in collaborative activities.	Portfolio includes evidence that student participated in team projects and collaborative activities, delivered on individual responsibilities, made valuable individual contributions to group process, contributed to progression of group projects and collaborative activities, adhered to team norms and treated all members with respect.	Portfolio lacks evidence of communication, leadership, and teamwork skills or evidence is not clearly supported, reliable, or valid.
Effectiveness of presentation in terms of web design (aesthetics, functionality, and usability) **Total points for this criterion = 20** **(self = 5 points, peer = 5 points, instructor = 10 points)**	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.
Total	90-100	80-89	79 and below

C. Grading Scale:
A = 94-100; A - = 90-93; B+ = 86-89; B = 83-85; B- = 80-82; C = 70-79; F = 69 and below

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.