_____

GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

EDIT 601 - Instructional Design and Development (IDD) Mid-Program Portfolio

Instructor: Dr. Shahron Williams van Rooij
Class Date/Time/Location: 08/29/2011 – 10/09/2011
                                        Course delivered online via MyMason Portal

Contact Information:
Mason e-mail: swilliae@gmu.edu
Office phone: (703) 993-9704
Office location: Commerce II 107B
Office hours: By appointment only

COURSE DESCRIPTION
This one-credit course enables Masters-level students to create and publish an electronic portfolio that demonstrates effective and meaningful integration and syntheses of instructional design and development concepts, principles, and competencies learned across program courses at mid-degree program point. 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 totally online using selected components of Mason's Blackboard LMS, accessible on the **Courses** tab of the MyMason Portal and will include applied technology components to enable the creation and publication of an electronic portfolio.

LEARNING OBJECTIVES
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 courses 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 publication of an electronic portfolio

_____

TEXTS

There are no textbooks required for this course. Selected readings and resources pertaining to electronic portfolio development will be posted to our Bb course site.

COURSE REQUIREMENTS

The **final deliverable** for this course is the creation of an **electronic IDD portfolio** presented in a web-based format that adheres to industry-standard web design principles. 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 portfolio should include the following components:
- Home page with student name and program concentration, brief bio sketch, and links to the other portfolio components
- Personal goals statement
- Resume/CV
- List of courses taken to date, including course numbers, descriptions and dates taken
- List of artifacts that represent what the student perceives as his/her best work from courses taken to date
- Linkage/relationship of artifacts to course assignments and to IDD skills/competencies established by the International Board of Standards for Training, Performance, and Instruction (IBSTPI) at http://www.ibstpi.org/competencies.htm
- Personal reflections demonstrating growth and development as an instructional designer
- Insights on the use of communication, leadership, and teamwork skills based on course readings, activities, and projects
- Realizations related to multimedia design and development skills

Links to exemplary student portfolios have been posted to our Blackboard course site.

ASSESSMENT

The performance-based assessment consists of student self-assessment, peer assessment, and instructor assessment using the following rubric:

_____

IDD PORTFOLIO ASSESSMENT RUBRIC

Criteria	Exceeds Expectations (E)	Meets Expectations (M)	Below Expectations (B)
Reflections, Personal Growth:	Reflections demonstrate exceptionally deep thought about the integration and synthesis of previous academic and professional experience Reflections demonstrate and include relevant evidence of insights and growth as an instructional designer in an exceptional way Total Points: 20	Reflections clearly demonstrate deep thought about the integration and synthesis of previous academic and professional experience Reflections demonstrate and include relevant evidence of insights and growth as an instructional designer Total Point Range: 16-19	Little or no evidence of reflective thinking about the integration and synthesis of previous academic and professional experience Reflections are lacking evidence of insights and growth as an instructional designer Total Point Range: <16
Integration of IDD Concepts, Processes, Competencies	Reflections demonstrate critical thinking and understanding of IDD concepts, processes, and professional competencies in an exceptional way Critical thinking is reflective, developmental, integrative, self-directed, and contextual Total Points: 20	Reflections clearly demonstrate critical thinking and understanding of IDD concepts, processes, and professional competencies Critical thinking is reflective, developmental, integrative, self-directed, and contextual Total Point Range: 16-19	Reflections do not clearly demonstrate critical thinking and understanding of IDD concepts, processes, and professional competencies in an exceptional way Critical understanding is lacking on one or more of the following: Reflective, developmental, integrative, self-directed, contextual Total Point Range: <16

Criteria	Exceeds Expectations (E)	Meets Expectations (M)	Below Expectations (B)
Evidence and Artifacts: Depth, Breadth, and Adaptiveness	• Listing of individual contributions to completed coursework and IDD products and artifacts is comprehensive and artifacts are meaningfully linked together to competencies & individual goals. • Portfolio includes evidence of student's full participation in team projects and collaborative activities, exceptional effort in leading team forward, and that student respectfully acknowledged and integrated all members' skills in collaborative activities Total Points: 20	• Listing of individual contributions to completed coursework and IDD products and artifacts is fairly comprehensive, artifacts are meaningfully linked together to competencies & individual goals. • Portfolio includes evidence that student participated in team projects and collaborative activities, delivered on individual responsibilities, made valuable individual contributions to group processes, contributed to progression of team projects and collaborative activities, adhered to team norms, and treated all members with respect Total Point Range: 16-19	• Listing of individual contributions to completed coursework and IDD products and artifacts lacks comprehensiveness and artifacts are not meaningfully linked together to competencies & individual goals. • Portfolio lacks evidence of communication, leadership, and teamwork skills or evidence is not clearly supported, reliable or valid Total Point Range: <16
Effectiveness of web design (aesthetics, functionality, and usability)	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 adheres to web design standards in an exceptional way Total Points: 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 adheres to web design standards Total Point Range: 16-19	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 Point Range: <16

_____

Grading scale
Decimal percentage values ≥ .5 will be rounded up (e.g., 92.5% will be rounded up to 93%); decimal percentage values <.5 will be rounded down (e.g., 92.4% will be rounded down to 92%).

- IDD e-Portfolio: 80 points
- Peer assessments: 10 points
- Self-assessment: <u>10 points</u>
              Total: 100 points

Letter Grade	Total Points Earned
A	90 – 100
B	80 – 89.9
C	70 – 79.9
D	60 – 69.9
F	< 60

Grades for assignments date-stamped in Blackboard after the due date will be reduced by 10%. No late submissions will be accepted after the course end-date. Early submissions are always welcome!

Great care is given to evaluating student performance based on the requirements documented in the grading rubrics for each assignment. As such, grades are not negotiable. In the event that, following discussions with the instructor, a student feels that his/her grade is unfair, the grade may be appealed using the university's appeal process described at http://www.gmu.edu/catalog/apolicies/index.html#Anchor56.

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:
Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode/].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].
- Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301gen.html].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].

- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/].

COURSE SCHEDULE AND TOPICS

Week 1 (Aug. 29-Sept. 4)
Orientation
- Read the ECAR report *Assessing the Future: E-portfolio Trends, Uses and Options in Higher Education* located under the COURSE READINGS link on our Bb course site.
- Read the article What is the purpose of an electronic portfolio? Is the answer the key to your successful implementation? By Margaret Price
- Read the extract Five steps to a better design portfolio by Jeffrey Veen

Portfolio Preparations
[**Note**: If you wish to build upon the e-portfolio you started in EDIT 526 or have a personal web site that you would like to use for your portfolio, please make sure your existing e-portfolio conforms to the specifications below.]

Several steps need to be performed before setting up a folder on the Mason server to store your portfolio and e-mailing your URL to the instructor. After your folder is set up, the instructor should be able to use any browser to view your files. The following steps have been compiled from information on the ITU Support Center web site at http://itusupport.gmu.edu/STG/webpage.asp. If you have problems with your web space or if you are using a Mac, you can contact the ITU Support Center at (703) 993-8870 for basic setup assistance

1. **Activate a web space for your portfolio**. This is where you will upload all the files that make up your portfolio. Use the web space allocated to you as a GMU student, so

_____

that you can use the same space for all your courses. Now that GMU has migrated to a single login and password for all student accounts, the same login and password you use to access your e-mail, PatriotWeb, and Blackboard will access your web space.

2. **Setup software to connect to your server account**. A program is needed to connect to a server, set up or manage files on the server and/or copy files between a laptop/desktop computer and the server. GMU now uses SSH to connect to its servers. To set up your computer with SSH, follow the instructions in the document How to get/install/use the secure shell at http://itusupport.gmu.edu/STG/ssh_install.asp. Once you have set up your laptop/desktop, follow the instructions at http://itusupport.gmu.edu/STG/webpage.asp for naming/labeling your files.

3. **Setup software to develop your web pages**. There is a wide variety of software packages to create and edit web pages. The Mason server will support most commercial products and some open source products. Here are some of the most commonly used packages:

    a. *Adobe Dreamweaver* (http://www.adobe.com/products/dreamweaver/design/). This is the industry standard for web developers. It can be purchased stand-alone or in a suite with other Adobe web development products. As a GMU student you can get an academic discount, but it's expensive if you plan to use it only for this course. However, it uses the same basic user interface as other Adobe products, so if you've taken courses in Flash, Photoshop, Captivate, etc., Dreamweaver will look very familiar.

    b. *Web Studio 5.0* (http://www.webstudio.com/default.asp). A very simple, inexpensive product with the basics for designing a static web site. Good if you are unfamiliar with HTML coding because of its wizywig interface. However, because there is no access to the HTML source code, troubleshooting or changing code on the fly is difficult if not impossible.

    c. *WordPress.com* (http://www.wordpress.com). A blogging tool with enough flexibility to create an online portfolio. Mason has a subscription (contact the IRC for more info), but the functionality is limited.

    d. *Browser-based freeware solutions*. This segment tends to be rather volatile – in the past 12 months, both Google Page Creator and NVU have been discontinued – but does offer options for those unwilling/unable to purchase commercial products. The most current list of freeware solutions is located at http://www.thefreecountry.com/webmaster/htmleditors.shtml#wysiwyg.

Web Site Templates

There's no shortage of templates in the public domain, so why reinvent the wheel. Find a template you like and use it as the basis for your portfolio. Of course, if you are proficient in using web development tools, you can create always create your own template.

When selecting/developing your template, consider the following:
- Menu Layout: Horizontal, Tabs, Vertical, Icons?
- Page Layout: 1,2, 3 columns?

To get you started, you can visit the following links:

_____

- Open Source Templates
- Open Web Design

Don't forget to explore the e-portfolio examples on our Blackboard course site.

Week 2 (Sept. 5-Sept. 11)
- Review the goals that this course helps you to achieve, as outlined on page 1 of this Syllabus
- Review the list of required portfolio components. The table below includes recommended file names
- Begin populating e-portfolio components

Required Component	Recommended File Name
Personal goals statement	goals.html
Resume/CV	resume.html
List of courses taken to date, including course numbers (e.g., EDIT 705), descriptions and dates taken	courses.html
List of representative artifacts from completed coursework (i.e., what you perceive as your best work)	artifacts.html
Linking of artifacts to IDD competencies and course assignments through a conceptual framework	competencies.html framework.html
Personal reflections demonstrating growth and development as an instructional designer; insights on the use of communication, leadership, and teamwork skills based on course readings, activities, and projects; realizations related to multimedia design and development skills	reflections.html

- Construct an entry page (file name: index.html) or Home Page for your portfolio and post the URL to the Assignments area of our Blackboard course site by **11:59 PM on Sunday, Sept. 11**. The Home page should contain the following content items:
    a. Your name and program concentration
    b. A brief introductory bio
    c. Links to each of the portfolio components (For those areas that are not fully populated, construct placeholders to set up your links.)

Week 3 (Sept. 12-18)
Complete the following portfolio components by **11:59 PM on Sunday, Sept. 18**:
- Personal goals statement
- CV/Resume
- List of courses you have taken to date and courses you plan on taking (and when) to complete IDD Masters requirements (and e-Learning Certificate, if applicable)

_____

- List of representative artifacts from completed coursework (what you deem to be your best work)

Week 4 (Sept. 19-25)
The following should be completed by **11:59 PM on Sunday, Sept. 25**:
- Peer feedback on all e-portfolios based primarily on Item 4 (Effectiveness of Web Design) in rubric. Post your feedback to the **Discussion** area of our Blackboard course site.
- Linking/relationship of artifacts to course assignments and IDD competencies
- Personal reflections demonstrating growth and development as an instructional designer

Week 5 (Sept. 26-Oct. 2)
The following should be completed by **11:59 PM on Sunday, Oct. 2**:
- Insights on the use of communication, leadership, and teamwork skills based on course readings, activities, and projects completed to date.
- Realizations related to multimedia design and development skills
- Refine reflections and portfolio design based on instructor/peer feedback

Week 6 (Oct. 3-9)
The following should be completed by **11:59 PM on Sunday, Oct. 9** (end of course):
- Final, fully populated e-portfolio
- Self-assessment using rubric
- Peer-assessment using rubric