

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

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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, and the instructor 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 |

| | | | |
|---|--|---|--|
| <p>criterion = 20</p> <p>(self = 5 points, peer = 5 points, instructor = 10 points)</p> | <p>thinking and understanding of IDD concepts, processes, and professional competencies.</p> <p>(b) Critical thinking is reflective, developmental, integrative, self-directed, and contextual.</p> | <p>understanding of IDD concepts, processes, and professional competencies.</p> <p>(b) Critical thinking is reflective, developmental, integrative, self-directed, and contextual.</p> | <p>understanding of IDD concepts, processes, and professional competencies.</p> <p>(b) Critical understanding is lacking in one or more of the following: reflective, contextual, developmental, integrative, self-directed.</p> |
| <p>Depth, Breadth, and Adaptiveness</p> <p>Total points for this criterion = 20</p> <p>(self = 5 points, peer = 5 points, instructor = 10 points)</p> | <p>Listing of individual contributions to completed coursework and IDD products and artifacts is comprehensive, and artifacts are meaningfully linked to the competencies.</p> | <p>Listing of individual contributions to completed coursework and IDD products and artifacts is comprehensive, and artifacts are meaningfully linked to the competencies.</p> | <p>Listing of individual contributions to completed coursework and IDD products and artifacts lacks comprehensiveness, and artifacts are not meaningfully linked to the competencies.</p> |
| <p>Evidence of communication, leadership, and teamwork skills</p> <p>Total points for this criterion = 20</p> <p>(self = 5 points, peer = 5 points, instructor = 10 points)</p> | <p>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.</p> | <p>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.</p> | <p>Portfolio lacks evidence of communication, leadership, and teamwork skills or evidence is not clearly supported, reliable, or valid.</p> |
| <p>Effectiveness of presentation in terms of web design (aesthetics, functionality, and usability)</p> <p>Total points for this criterion = 20</p> <p>(self = 5 points, peer = 5 points, instructor = 10 points)</p> | <p>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.</p> | <p>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.</p> | <p>Application of web design standards is lacking in some or most elements, difficult to find portfolio components, most links work, web design needs improvement.</p> |
| <p>Total</p> | <p>90-100</p> | <p>80-89</p> | <p>79 and below</p> |

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

Portfolio Preparations

If Using a Previously Created Portfolio, and You Are Not Setting Up a New Portfolio, SKIP to Portfolio Review

If you're setting up a new portfolio, these 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

Here are some of the most commonly used packages:

- a. **Adobe Dreamweaver** (<http://www.adobe.com/products/dreamweaver/design/>)
- b. **Web Studio 5.0** (<http://www.webstudio.com/default.asp>). Good if you are unfamiliar with HTML coding; 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>). Mason has a subscription (contact the IRC for more info)

Web Site Templates

You can access web site templates at;

<http://opensource templates.org/>

<http://www.openwebdesign.org/>

WEEK 1 (March 19-26)

- Review all components (listed below) of your EDIT 601 portfolio to makes sure all content

is accurate and links are working

- Personal Goals Statement
- Resume
- List of Courses (with course numbers and descriptions)
- Courses Artifacts or Course Samples
- Course Reflections
- IDD Competencies

WEEKS 2 & 3 (March 27-April 10)

- Add reflections for new courses taken since EDIT 601
- Add new course artifacts
- Add revised goals statement
- Add revised resume
- Finalize IDD competencies chart
- Begin working on the conceptual framework

WEEKS 4 & 5 (April 11-25)

- Create Visual of conceptual framework
- Write narrative of conceptual framework
- Add remaining content to all portfolio components
- Complete self-evaluation of your portfolio using the Portfolio Rubric in this Syllabus and submit it to your instructor via Bb mail.
- Post Portfolio link on Discussion Board for review

PEER REVIEW (April 26-May 3)

- Use syllabus rubric to review three portfolios of your peers; each portfolio should have no more than three reviews.
- Post peer review to Discussion Board. The average of the three peer reviews will be added to overall grade.

May 11: Complete Portfolio Revisions

Student Expectations

All students are expected to abide by the following:

- **Academic integrity** (honor code, plagiarism) – Students must adhere to guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- **Mason Email** – 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, division, and program will be sent to students solely through their Mason email account. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301ge.html>].
- **Counseling and Psychological Services** – 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/>].
- **Office of Disability Services** – 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 <http://ods.gmu.edu/>].
- Students must follow the university policy stating that all **sound emitting devices** shall be turned off during class unless otherwise authorized by the instructor.
- **The Writing Center** (Optional Resource) – 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/>].
- **University Libraries** (Optional Resource) – The George Mason University Libraries provide numerous services, research tools, and help with using the library resources [See <http://library.gmu.edu/>].
- **Core Values Commitment:** The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.