GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
Division of Learn Technologies
Instructional Design and Technology (IDT)

EDIT 601 (section DL1 & DL2)
Instructional Design and Development Portfolio
Fall 2013 (1 credit)

Professor:

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COURSE DESCRIPTION:

This 1 credit course enables students to create and publish an electronic 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 electronic portfolio. The course will enable each student to develop an electronic portfolio that represents the scope and depth of his/her goals, plans, and accomplishments in 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.

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

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.

REQUIRED TEXT:
None

COURSE ASSIGNMENTS AND REQUIRED DELIVERABLES:
Requirements
The requirement for this course is an IDD electronic 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 electronic 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 electronic portfolio should include representative artifacts from completed coursework and professional experience that demonstrate relevant knowledge and skills of IDD.

These portfolio should include (a) a personal goals statement, (b) a resume, (c) list of courses you have taken to date (include descriptions and dates), (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 artifacts should be presented in a web-based format that adheres to web design principles and 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 electronic portfolios will be provided to scaffold learning.

GRADING POLICIES:
Student performance is based on the requirements documented in the grading rubrics for each assignment. 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.

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

GMU POLICIES AND RESOURCES FOR STUDENTS

- Students must adhere to the guidelines of the George Mason University Honor Code [see http://oai.gmu.edu/honor-code/].

- Students must follow the university policy for Responsible Use of Computing [see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/].

- Students are responsible for the content of university communications sent to their George Mason University e-mail 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 e-mail account.

- 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/].

- 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 stating that all sound-emitting devices shall be turned off during class unless otherwise authorized by the instructor.

- 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/].

Professional Dispositions

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

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. http://cehd.gmu.edu/values/

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
<u>**Portfolio Preparations**</u>
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. **Pathbrite** (https://pathbrite.com). Good site for creating portfolios
b. **Web Studio 5.0** (http://www.webstudio.com/default.asp). Good if you are unfamiliar with
HTML coding.
c. **WordPress.com** (http://www.wordpress.com). Mason has a subscription (contact the
IRC for more info)
d. **Wix** (http://www.wix.com)
e. **Google** (http://sites.google.com)

Web Site Templates
You can access web site templates at;
http://opensourcetemplates.org/
http://www.openwebdesign.org/

Module 1: Getting Started (Aug. 26 – Sept. 6)
The requirement for this course is an IDD electronic 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 electronic 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 electronic portfolio should include representative artifacts from completed coursework and professional experience that demonstrate relevant knowledge and skills of IDD.

- Read [What is the purpose of an electronic portfolio? Is the answer the key to your successful implementation?](#) by Margaret Price.
- Read [Five steps to a better design portfolio](#). by Jeffrey Veen.
- Go to the Portfolio Preparations of this document, but if you already have a portfolio, skip to Module 2.

Module 2: Portfolio Components (Sept. 9 – 23)

1. Reread the goals that this course helps you to achieve, as outlined in the Syllabus and copied below for your convenience.
   A. You will create and publish an electronic 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.
   B. You will understand the principles of a portfolio from a cognitive perspective and the tools and processes used to create and publish an electronic portfolio.
   C. You will develop an electronic portfolio that:
      A. represents the scope and depth of your goals, plans, and accomplishments in coursework
      B. provides both a vehicle for self-reflection and a comprehensive record of a student's experiences and ongoing progress toward academic and professional goals.

2. Review Sample Portfolios in the Web Links section of Blackboard; they will be provide scaffolding for your learning.

3. Construct an entry page (index.html), or home page, for your portfolio. Your entry page should contain the following **[Send url for your portfolio to instructor]**:

   A. your name and program concentration,
   B. a brief introductory bio, and
   C. links to each of the portfolio components.

4. Review the list of components of your portfolio that will be required. Go back to the example portfolios and see how they included these components. Create pages for each of these components. Link your entry page to these component pages. Begin populating portfolio components that are underlined below. In the list below I added *suggested* filenames.

Your portfolio should include the following components:
   A. <u>Personal goals statement</u> (goals.html)
   B. <u>Resume</u> (resume.html)
   C. <u>List of courses you have taken to date (include descriptions and dates)</u> (courses.html)

    D. <u>List of representative artifacts from completed coursework (what you perceive as your best work)</u> (artifacts.html)
    E. Linking of artifacts to IDD competencies (competencies.html) and course assignments through a conceptual framework (framework.html)
    F. 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)

Module 3: Evaluation (Sept. 23 – Oct. 21)

1. Complete all components of your portfolio by Oct. 14
    A. Link your artifacts to course assignments
    B. Write personal reflections that demonstrate your:
        a) growth and development as an instructional designer
        b) insights on the use of communication, leadership, and teamwork skills based on course readings, activities, and projects
        c) realizations related to multimedia design and development skills

2. Complete Instructional Design Competencies Document (Due Oct. 14)
The purpose of the ID competencies documents is to get you to think about how your learning in this program aligns with these competencies. You have a choice of either the Instructional Design Standards of AECT or the Instructional Designer Competencies by IBSTPI. Choose the document that better reflects your goals. In your reflections you should include how the standards/competencies were supported and the degree to which you feel proficient with these competencies.

3. Complete self-evaluation of your portfolio. (Due Oct. 14)
Using the Portfolio Rubric in the Syllabus, evaluate yourself on each of the 5 elements and submit it to the Instructor.

4. Complete peer-evaluation of two portfolios; making sure that no portfolio has more than two total reviews. (Due Oct. 14)
Using the Portfolio Rubric in the Syllabus, evaluate the portfolio on each of the 5 elements and post to discussion board.

ASSESSMENT RUBRICS:
Performance-Based Assessments
Students will conduct a self-evaluation, which is worth half of the points for each element, and
the instructor will provide an evaluation, which is also worth half of the points for each element.
The IDD electronic portfolio will be evaluated using the following rubric:

IDD Portfolio Evaluation Rubric

	Exceeds Expectations (-0%)	Meets Expectations (-20%)	Below Expectations (-30%)
(1) Reflections, Personal Growth **Total points for this criterion = 20** **(self = 10 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.
(2) IDD Competencies **Total points for this criterion = 20** **(self = 10 points, instructor = 10 pts)**	(a) Reflections exceptionally demonstrate critical thinking and understanding of IDD concepts, processes, and professional competencies. (b) Critical thinking is reflective, developmental, integrative, self-directed, and contextual.	(a) Reflections clearly demonstrate critical thinking and understanding of IDD concepts, processes, and professional competencies. (b) Critical thinking is reflective, developmental, integrative, self-directed, and contextual.	(a) Reflections do not clearly demonstrate critical thinking and understanding of IDD concepts, processes, and professional competencies. (b) Critical understanding is lacking in one or more of the following: reflective, developmental, integrative, self-directed, contextual.
(3) Depth, Breadth, and Adaptiveness **Total points for this criterion = 20** **(self = 10 points, instructor = 10 pts)**	Listing of individual contributions to completed coursework and IDD products and artifacts is comprehensive, and artifacts are meaningfully linked together through a conceptual framework.	Listing of individual contributions to completed coursework and IDD products and artifacts is comprehensive, and artifacts are meaningfully linked together through a conceptual framework.	Listing of individual contributions to completed coursework and IDD products and artifacts lacks comprehensiveness, and artifacts are not meaningfully linked together through a conceptual framework.
(4) Evidence and Artifacts **Total points for this**	Portfolio includes evidence of student's full participation in team projects and collaborative	Portfolio includes evidence that student participated in team projects and collaborative	Portfolio lacks evidence of communication, leadership, and teamwork skills or evidence is not

criterion = 20 (self = 10 points, instructor = 10 pts)	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.	activities, delivered on individual responsibilities, made valuable individual contributions to group process, contributed to progression of team projects and collaborative activities, adhered to team norms and treated all members with respect.	clearly supported, reliable, or valid.
(5) Effectiveness of of web design (aesthetics, functionality, and usability) **Total points for this criterion = 20** **(self = 10 points, instructor = 10 pts)**	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.