

GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
Instructional Design and Technology Program

EDIT 701 (section DL2)
Advanced Instructional Design and Development Portfolio
Spring 2014 (1 credit)

Professor:

Name: Kevin Clark, Ph.D.

Office: L045 Thompson Hall

Phone: (703) 993-3669

Email: kclark6@gmu.edu

Office Hours: By Appointment

COURSE DESCRIPTION:

To be taken in the last semester of course work. Enables students to create and publish electronic portfolio that demonstrates effective and meaningful integration and syntheses of instructional design and development concepts, principles, and competencies learned across program courses at end degree program point.

Prerequisite(s): EDIT 601. Prerequisite enforced by registration system

LEARNER OUTCOMES:

This course is designed to enable students to:

- Develop lifelong learning goals related to the IDT 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 IDT 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.

REQUIRED TEXT:

None

COURSE ASSIGNMENTS AND REQUIRED DELIVERABLES:

Requirements

A culminating IDT electronic portfolio that builds on the mid program IDT portfolio (EDIT 601). The culminating IDT 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 IDT 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.

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/the-mason-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

Module 1

- Review all components (listed below) of your EDIT 601 portfolio to make 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

- IDT Competencies

Modules 2

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

Module 3

- Create Visual of conceptual framework
- Write narrative of conceptual framework
- Add remaining content to all portfolio components
- Post Portfolio link on Discussion Board for instructor review

Module 4

- Use syllabus rubric to review three portfolios of your peers; each portfolio should have no more than three reviews.
- Using the syllabus rubric, Post a review of your portfolio to the Discussion in Bb.
-

Module 5

- **Course Evaluation**
- **Save portfolio and artifacts to a CD and send to instructor:**

Kevin Clark
George Mason University
MS 5D6
Fairfax, VA 22030

ASSESSMENT RUBRICS

Performance-Based Assessments

The culminating IDT electronic portfolio will be evaluated by the student, and the instructor using the following rubric:

IDT Portfolio Evaluation Rubric

	Exceeds Expectations (EE)	Meets Expectations (ME)	Needs Improvement (NI)
Reflections, Personal Growth Total 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.
Critical Thinking Total points for this criterion = 20 (self = 10 points, instructor = 10 points)	(a) Reflections exceptionally demonstrate critical thinking and understanding of IDT 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 IDT 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 IDT 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 = 10 points, instructor = 10 points)	Listing of individual contributions to completed coursework and IDT products and artifacts is comprehensive, and artifacts are meaningfully linked to the competencies.	Listing of individual contributions to completed coursework and IDT products and artifacts is comprehensive, and artifacts are meaningfully linked to the competencies.	Listing of individual contributions to completed coursework and IDT 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	Portfolio includes evidence of student's full participation in team projects and collaborative activities, exceptional effort on individual tasks	Portfolio includes evidence that student participated in team projects and collaborative activities, delivered on individual	Portfolio lacks evidence of communication, leadership, and teamwork skills or evidence is not clearly supported, reliable, or valid.

<p>criterion = 20 (self = 10 points, instructor = 10 points)</p>	<p>and contributions, exceptional effort in leading team forward, and that student respectfully acknowledged and integrated all members' skills in collaborative activities.</p>	<p>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>Effectiveness of presentation in terms of web design (aesthetics, functionality, and usability) Total points for this criterion = 20 (self = 10 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>