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

EDIT 601 Section DL1
Instructional Design and Technology (IDT) Portfolio
Fall 2016 (1 credit, Online) (Aug. 28 – Oct. 15)

Professor:
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COURSE DESCRIPTION:

A. Prerequisites/Co-requisites
None (should have completed 12-15 credits)

B. University Catalog Course Description
Enables students to create and publish digital portfolio that demonstrates effective and meaningful integration and syntheses of instructional design and technology concepts, principles, and competencies learned across program courses at mid-degree program point.

C. Expanded Course Description
This 1 credit course enables students to create and publish a digital portfolio that demonstrates effective and meaningful integration and syntheses of Instructional Design and Technology (IDT) 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 a digital portfolio. The course will enable each student to develop a digital 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**.

DELIVERY METHOD:
This course is **self-directed** and will be delivered online using an asynchronous format via Blackboard. Because the course is self-directed, it allows students to proceed at their own pace as long all course requirements are completed and submitted by the end of the course period. However, there will be milestones along the way to enable the instructor to provide feedback. Peer feedback is also required.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

TECHNICAL REQUIREMENTS:
To participate in this course, students will need the following resources:
- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;
- Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.

EXPECTATIONS:
- **Course Week:** Because asynchronous courses do not have a "fixed" meeting day, our week will **start** on Monday, and **finish** on Sunday.
- **Log-in Frequency**: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be 1 time per week.
- **Participation**: Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence**: Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course.
- **Technical Issues**: Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload**: Expect to log in to this course **at least 1 time a week** to read announcements, participate in the discussions, and work on course materials. This course is self-directed, so it is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments. Students are also expected to keep up with **specific deadlines** and **due dates** listed in the **CLASS SCHEDULE** section of this syllabus.
- **Advising:** If you would like to schedule a one-on-one meeting to discuss course requirements, content or other course-related issues, and you are unable to come to the Mason campus, we can meet via telephone or web conference. Send me an email to schedule your one-on-one session and include your preferred meeting method and suggested dates/times.
- **Netiquette:** Our goal is to be **collaborative** space. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others from taking them as

personal attacks. **Be positive in your approach to others and diplomatic with your words.** I will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.

- **Accommodations:** Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

LEARNER OUTCOMES:
This course is designed to enable students to:
1. Develop an understanding of the purposes, functions, and reflective nature of digital portfolios for growth and learning
2. Define and clarify academic and professional goals related to the IDT field
3. Formulate specific plans to achieve those goals through coursework and project-based activities
4. Reflect upon the artifacts completed
5. Reflect degree of proficiency of IDT competencies as an instructional designer by assimilation, integration, and application of IDT processes covered in coursework and developed through artifacts
6. Become familiar with the mechanics of a number of learning technologies designed to facilitate the development and publishing of a digital portfolio
7. Reflecting on design and team-based/collaborative design processes and interaction

PROFESSIONAL STANDARDS:
This course addresses the following 2012 IBSTPI (International Board of Standards for Training, Performance, and Instruction) Instructional Design Competency categories:
- Professional Foundations
- Planning and Analysis
- Design and Development
- Evaluation and Implementation
- Management

REQUIRED TEXT:
None

COURSE ASSIGNMENTS AND REQUIRED DELIVERABLES:

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

A. Requirements
The requirement for this course is an IDT digital 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 a digital 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 IDT digital portfolio should include representative artifacts from completed coursework and professional experience that demonstrate relevant knowledge and skills of IDT.

The portfolio should include (a) a personal goals statement, (b) a resume, (c) list of courses you have taken to date (include descriptions), (d) a list of representative artifacts (what you perceive as your best work), (e) complete IDT competencies survey, (f) reflections on artifacts that demonstrate proficiencies as an instructional designer. These artifacts should be presented in a web-based format that adheres to web design principles. Examples of exemplary digital portfolios will be provided to scaffold learning.

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

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 https://catalog.gmu.edu/policies/academic/grading/#text.

GMU POLICIES AND RESOURCES FOR STUDENTS

Policies

- 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 Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

- For information on student support resources on campus, see
https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/students/ .

PROFESSIONAL DISPOSITIONS
See https://cehd.gmu.edu/students/polices-procedures/

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: Getting Started
The requirement for this course is an IDT digital 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. Therefore, an IDT digital portfolio should include representative artifacts from completed coursework and professional experience that demonstrate relevant knowledge and skills of IDT.

- Read My (simple) workflow to design and develop a portfolio website by Adham Dannaway
- Go to the Portfolio Preparations, but if you already have a portfolio, skip to Module 2.

Portfolio Preparations
Consider using one of the development tools listed below to develop your digital portfolio. This is not an exhaustive list, and you may want to look Lynda.gmu.edu for assistance.
- **Wix** (http://www.wix.com)
- **Weebly** (http://www.weebly.com)
- **Squarespace** (http://www.squarespace.com)
- **WordPress** (http://www.wordpress.com)

Once you have an online location for your portfolio, submit your portfolio URL through the Learning Management System.

Module 2: Portfolio Components
1. Reread the goals of this course that are outlined in the Syllabus and copied below for your convenience.

A. You will create and publish a digital portfolio that demonstrates effective and meaningful integration and syntheses of Instructional Design and Development (IDT) 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 a digital portfolio.
C. You will develop a digital portfolio that:

- represents the scope and depth of your goals, plans, and accomplishments in artifacts
- provides both a vehicle for self-reflection and a comprehensive record of a student's experiences and ongoing progress toward academic and professional goals
- contains artifacts that demonstrate the IDT competencies

2. Review Sample Portfolios; they provide scaffolding for your learning.

3. Construct an entry page for your portfolio. Your entry page should contain the following:
   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 that are required for your portfolio. Go back to the sample 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:

   A. Personal goals statement
   B. Resume
   C. List of courses you have taken to date (include descriptions and dates)
   D. List of representative artifacts from completed coursework (what you perceive as your best work)
   E. Linking of artifacts to IDT competencies and course assignments
   F. Reflections on the artifacts demonstrating growth and development as an instructional designer.

Module 3: Evaluation
1. Complete all components of your portfolio
2. Complete Instructional Design and Technology (IDT) Competencies Survey
   The purpose of the IDT competencies survey is for you to self-assess your level of competence by indicating whether you have developed: (1) informational knowledge [Info], (2) practice experience [Prac], (3) or full competency [Comp] for each of the competencies. You will also be asked to indicate the courses where you developed these competencies and if you developed these competencies in your workplace, through your coursework, or both. If you have no knowledge of the competency, please select N/A.

ASSESSMENT RUBRIC (Performance-Based Assessment):
This portfolio is the core performance-based assessment (see rubric below) for this course and this assignment MUST BE SUBMITTED TO THE ASSESSMENTS LINK IN BLACKBOARD IN THE TK20 SYSTEM as well as in the regular Blackboard Assignments area. Please contact TK20help@gmu.edu for any question s related to the TK20 system assignment upload.

	Exceeds Standards (-0%)	Meets Standards (-20%)	Below Standards (-30%)
(1) Reflections **Total points for this criterion = 30** **Related IBSTPI Competencies: 1, 3, 17**	(a) Reflections exceptionally demonstrate deep thought about the integration and syntheses of previous artifacts and professional experience. (b) Reflections exceptionally demonstrate and include relevant evidence of IDT Competencies, critical thinking, and growth as an instructional designer.	(a) Reflections demonstrate deep thought about the integration and syntheses of previous artifacts and professional experience. (b) Reflections clearly demonstrate and include relevant evidence of IDT Competencies, critical thinking, and growth as an instructional designer.	(a) Little or no evidence of reflective thinking about the integration and syntheses of previous artifacts and professional experience. (b) Reflections are lacking evidence of IDT Competencies, critical thinking, and growth as an instructional designer.
(2) Depth, Breadth, and Adaptiveness **Total points for this criterion = 40** **Related IBSTPI Competencies: 1, 17**	Listing of individual contributions to completed coursework and IDT artifacts is comprehensive. 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.	Listing of individual contributions to completed coursework and IDT artifacts is acceptable. 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.	Listing of individual contributions to completed coursework and IDT artifacts lacks comprehensiveness, and portfolio lacks evidence of communication, leadership, and teamwork skills or evidence is not clearly supported, reliable, or valid.
(3) Effectiveness of web design (aesthetics, functionality, and usability) **Total points for this criterion = 30** **Related IBSTPI Competencies: 18, 19**	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.