

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

**EDIT 701 (section DL1)**  
**Advanced Instructional Design and Development (IDT) Portfolio**  
**Spring 2020 (1 credit) (March 16 – May 4)**

**Professor:**

Name: Nada Dabbagh, Ph.D.

Office: L047 Thompson Hall

Phone: (703) 993-4439

Email: ndabbagh@gmu.edu

Office Hours: By Appointment

**COURSE DESCRIPTION:**

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

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

Expanded Course Description: This 1-credit course enables students to expand and refine the IDT 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 IDT portfolio by integrating and synthesizing their understanding of IDT and how these understandings relate to IDT competencies based on their entire program coursework as well as their professional experience. 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 instructional design concepts, principles, and competencies to include new understandings and realizations. **Students should take this course in their last semester of coursework.**

**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**, not combative. 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:

- 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 [2012 IBSTPI](#) (International Board of Standards for Training, Performance, and Instruction) Instructional Design Competency categories:

1. Professional Foundations
2. Planning and Analysis
3. Design and Development
4. Evaluation and Implementation
5. Management

**REQUIRED TEXT:** None

**COURSE ASSIGNMENTS AND REQUIRED DELIVERABLES:**

The culminating IDT digital portfolio builds on the mid-program IDT portfolio (EDIT 601) to include the following components:

- a) **Reflective Synthesis Statement** – This statement should describe how students will apply what they have learned in the program to solve learning and instructional problems. Describe how the knowledge used to create course artifacts in the IDT program supported the IBSTPI Competencies and how this knowledge applies to addressing performance problems in your work/learning environment. The synthesis statement should be 3-5 pages in length, 12-point font, single spaced, and 1” margins. It should be uploaded as PDF or created in a text friendly web-based format. All references and citations should be in APA format.
- b) **Updated Resume** - with professional look and feel.
- c) **Updated Goals Statement** - that reflects lifelong learning goals and career goals.
- d) **ID IBSTPI Competencies Survey** - The purpose of the survey is for students to self-assess their level of competence by indicating whether they have developed: (1) informational knowledge [Info], (2) practice experience [Prac], (3) or full competency [Comp] for each of the IBSTPI competency categories. Students will also be asked to indicate the courses where these competencies were developed and if they were developed in their workplace; or both. If there is no knowledge of the competency, please select N/A.

**These components should be presented in a web-based format that adheres to web design principles.** Examples of exemplary culminating digital portfolios are provided.

### **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

### **TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT:**

Every student registered for any IDT program course with a required performance-based assessment (PBA) is required to submit this assessment, **in this case the web link to the portfolio and a PDF or Word copy of the synthesis statement**, to TK20 through Blackboard. Evaluation of the performance-based assessment by the course instructor will also be completed in TK20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

### **GMU POLICIES AND RESOURCES FOR STUDENTS**

- Students must adhere to the guidelines of the George Mason University Honor Code [see <https://catalog.gmu.edu/policies/honor-code-system/>].
- 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.
- 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 <https://ds.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.
- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- 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/>

**Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:**

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

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