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 2018 (1 credit) (March 19 – May 16)

Professor:
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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:

Requirements

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
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 will be 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 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 (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). 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 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.
- 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 (March 19 – May 16)
Module 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 and Reflections
 Check the design of the portfolio and its functionality and usability to determine if it could benefit from a redesign (rubric contains criteria for effectiveness of web design)

Modules 2: March 26 – April 9
- Update your coursework list up to and including courses you are taking this semester, link to current syllabi for each course
- Add new course artifacts for each of the courses you took since the 601 portfolio
- Update your resume
- Update your goals statement, include career goals, lifelong learning goals, professional

development goals, research goals, etc., and your plans for achieving these goals

Module 3: April 9 – April 23
- Complete ID IBSTPI Competencies survey (a link will be provided in survey monkey as well as a PDF file of the survey)
- https://www.surveymonkey.com/r/EDIT701sp18
- Write the reflective synthesis statement *(Let the IBSTPI survey guide this statement)*

Module 4: April 23 - 30
- Review two peer portfolios and provide feedback based on the rubric
- Instructor will provide feedback on the portfolio during this week

Module 5: April 30 – May 16
- Revise portfolio based on instructor and peer feedback
- Submit self-assessment of your portfolio based on the rubric
- Complete Course Evaluation
- Upload documents to TK20: Upload the Reflective Synthesis Statement (PDF) and the first page from each section of your online portfolio.

ASSESSMENT RUBRICS (Performance-Based Assessments)
The culminating IDT electronic portfolio will be evaluated using the following rubric:

IDT Portfolio Evaluation Rubric

	Exceeds Standards (-0%)	Meets Standards (-20%)	Below Standards (-30%)
(1) Reflective Synthesis Statement **Total points for this criterion = 30** **IBSTPI Competencies: 1, 2, 3, 21, 22**	Statement exceptionally demonstrates deep thought about the integration and syntheses of previous academic, artifacts, and professional experience, and how these elements align with the attainment of the ID IBSTPI Competencies as reflected in the completed survey Statement exceptionally demonstrates and includes relevant evidence of IDT Competencies, critical thinking, and growth as an instructional designer.	Statement demonstrates deep thought about the integration and syntheses of previous academic, artifacts, and professional experience, and how these elements align with the attainment of the ID IBSTPI Competencies as reflected in the completed survey. Statement clearly demonstrates and includes relevant evidence of IDT Competencies, critical thinking, and growth as an instructional designer.	Little or no evidence of reflective thinking about the integration and syntheses of previous academic, artifacts, and professional experience. 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** **IBSTPI Competencies: 11, 14, 18, 19**	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 clear evidence of individual and team contributions to IDT artifacts, participation in team projects and collaborative activities, individual contributions to group processes, adherence to team norms, and respect of all team members.	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** **IBSTPI Competencies: 11, 15, 19**	Exceptionally good web design; adheres to standards; all portfolio components are accounted for; links to artifacts are exceptionally well placed in text, all links work.	Good web design; adheres to web design standards; all portfolio components are accounted for, links to artifacts are well placed in text, all links work.	Application of web design standards is lacking in some or most elements, difficult to find portfolio components, most links work, web design needs improvement.