INSTRUCTOR
Kevin Clark
703-993-3669
kclark6@gmu.edu

COURSE DESCRIPTION:
This 1-credit course enables students to expand and refine the IDD 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 IDD portfolio by integrating and synthesizing their understanding of IDD based on their entire program coursework. 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 ID concepts, principles, and competencies to include new understandings and realizations. In addition, students will develop a visual conceptual framework and reflect on the components of this framework in a narrative that demonstrates analytical and integrative thinking. Students should take this course in their last semester of coursework.

LEARNER OUTCOMES:
This course is designed to enable students to:
- Develop lifelong learning goals related to the IDD 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 IDD 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.

COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENT, AND EVALUATION CRITERIA:

A. Requirements
A culminating IDD electronic portfolio that builds on the mid program IDD portfolio. The culminating IDD 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 IDD 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.

B. Performance-Based Assessments
The culminating IDD electronic portfolio will be evaluated by the student, the instructor, and a peer student using the following rubric:

<table>
<thead>
<tr>
<th>IDD Portfolio Evaluation Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reflections, Personal Growth</strong></td>
</tr>
<tr>
<td>Total for this criterion = 20</td>
</tr>
<tr>
<td>(self = 5 points, peer = 5 points, instructor = 10 points)</td>
</tr>
<tr>
<td><strong>Critical Thinking</strong></td>
</tr>
<tr>
<td>Total points for this</td>
</tr>
<tr>
<td>criterion = 20</td>
</tr>
<tr>
<td>Depth, Breadth, and Adaptiveness</td>
</tr>
<tr>
<td>Total points for this criterion = 20</td>
</tr>
<tr>
<td>Evidence of communication, leadership, and teamwork skills</td>
</tr>
<tr>
<td>Total points for this criterion = 20</td>
</tr>
<tr>
<td>Effectiveness of presentation in terms of web design (aesthetics, functionality, and usability)</td>
</tr>
<tr>
<td>Total points for this criterion = 20</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>
C. Grading Scale:
A = 94-100; A- = 90-93; B+ = 86-89; B = 83-85; B- = 80-82; C = 70-79; F = 69 and below

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:
All students must abide by the following:
• Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions.
• Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.
• Students must agree to abide by the university policy for Responsible Use of Computing. See http://mail.gmu.edu and click on Responsible Use of Computing at the bottom of the screen.
• Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.