

**GEORGE MASON UNIVERSITY**  
**COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT**  
**Instructional Technology Program**  
**EDIT 601 – Instructional Design and Development (IDD) Portfolio**

**Instructor:**

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

**Course Description:**

This 1 credit course enables students to create and publish an electronic portfolio that demonstrates effective and meaningful integration and syntheses of Instructional Design and Development (IDD) 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 an electronic portfolio. The course will enable each student to develop an electronic 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.

**Nature of Course Delivery:**

This course will be totally online and will include applied technology components to enable the creation and publishing of an electronic portfolio.

**Learner Outcomes:**

This course is designed to enable students to:

- Develop an understanding of the purposes, functions, and reflective nature of electronic portfolios for growth and learning
- Define and clarify academic and professional goals related to the IDD field
- Formulate specific plans to achieve those goals through coursework and project-based activities
- Reflect upon the processes and products of the learning activities completed in coursework to date
- Reflect upon personal growth and development as an instructional designer through assimilation, integration, and application of IDD processes covered in coursework to date
- Become familiar with the mechanics of a number of web-based tools designed to facilitate the development and publishing of an electronic portfolio

**Resources**

- IBSTPI standards: <http://www.ibstpi.org/competencies.htm>
- NCATE/AECT standards: <http://www.aect.org/affiliates/national/Standards.pdf>

**Texts:**

No text is required. Selected readings and resources pertaining to electronic portfolio development from a cognitive and technical perspective will be provided in class and online.

**Course Requirements, Performance-Based Assessment, and Evaluation Criteria:****A. Requirements**

The requirement for this course is an IDD electronic 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 an electronic 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 IDD electronic portfolio should include representative artifacts from completed coursework and professional experience that demonstrate relevant knowledge and skills of IDD.

These portfolio should include (a) a personal goals statement, (b) a resume, (c) list of courses you have taken to date (include descriptions and dates), (d) a list of representative artifacts from completed coursework (what you perceive as your best work), (e) linking of artifacts to course assignments and IDD competencies (see IDD competencies chart), (f) personal reflections demonstrating growth and development as an instructional designer, (g) insights on the use of communication, leadership, and teamwork skills based on course readings, activities, and projects, and (h) realizations related to multimedia design and development skills. These artifacts should be presented in a web-based format that adheres to web design principles and should include an entry page containing your name and program concentration, a brief introductory bio, and links to each of the portfolio components. Examples of exemplary electronic portfolios will be provided to scaffold learning.

**B. Performance-Based Assessments**

Students will conduct a self-evaluation, which is worth half of the points for each element, and the instructor will provide an evaluation, which is also worth half of the points for each element. The IDD electronic portfolio will be evaluated using the following rubric:

**IDD Portfolio Evaluation Rubric**

	<b>Exceeds Expectations</b> (E = Exceeds Expectations)	<b>Meets Expectations</b> (M = Meets Expectations, -20%)	<b>Below Expectations</b> (B = Below Expectations, -30%)
<b>(1) Reflections, Personal Growth</b>  <b>Total points for this criterion = 20</b>  <b>(self = 10 points, instructor = 10 points)</b>	(a) Reflections exceptionally demonstrate deep thought about the integration and syntheses of previous academic and professional experience. (b) Reflections exceptionally	(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	(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

	demonstrate and include relevant evidence of insights and growth as an instructional designer.	insights and growth as an instructional designer.	instructional designer.
<b>(2) IDD Competencies</b>  <b>Total points for this criterion = 20</b>  <b>(self = 10 points, instructor = 10 pts)</b>	(a) Reflections exceptionally demonstrate critical thinking and understanding of IDD 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 IDD 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 IDD concepts, processes, and professional competencies. (b) Critical understanding is lacking in one or more of the following: reflective, developmental, integrative, self-directed, contextual.
<b>(3) Depth, Breadth, and Adaptiveness</b>  <b>Total points for this criterion = 20</b>  <b>(self = 10 points, instructor = 10 pts)</b>	Listing of individual contributions to completed coursework and IDD products and artifacts is comprehensive, and artifacts are meaningfully linked together through a conceptual framework.	Listing of individual contributions to completed coursework and IDD products and artifacts is comprehensive, and artifacts are meaningfully linked together through a conceptual framework.	Listing of individual contributions to completed coursework and IDD products and artifacts lacks comprehensiveness, and artifacts are not meaningfully linked together through a conceptual framework.
<b>(4) Evidence and Artifacts</b>  <b>Total points for this criterion = 20</b>  <b>(self = 10 points, instructor = 10 pts)</b>	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.	Portfolio includes evidence that student participated in team projects and collaborative activities, delivered on individual responsibilities, made valuable individual contributions to group process, contributed to progression of team projects and collaborative activities, adhered to team norms and treated all members with respect.	Portfolio lacks evidence of communication, leadership, and teamwork skills or evidence is not clearly supported, reliable, or valid.
<b>(5) Effectiveness of web design (aesthetics, functionality, and usability)</b>  <b>Total points for this criterion = 20</b>	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	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.

<b>(self = 10 points, instructor = 10 pts)</b>	web design standards.		
--	-----------------------	--	--

**C. Grading Scale:**

A = 90-100; B = 80-89; C = 70-79; F = 69 and below

**George Mason Policies and Resources for students**

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- c. Students are responsible for the content of university communications sent to their George Mason University 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.
- d. 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/>].
- e. 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/>].
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. 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/>].

**Professional Dispositions**

Students are expected to exhibit professional behaviors and dispositions at all times.

**Core Values Commitment**

The College of Education & 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/>

# Module 1: Getting Started

The requirement for this course is an IDD electronic 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 an electronic 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 IDD electronic portfolio should include representative artifacts from completed coursework and professional experience that demonstrate relevant knowledge and skills of IDD.

- Read [What is the purpose of an electronic portfolio? Is the answer the key to your successful implementation?](#) by Margaret Price.
- Read [Five steps to a better design portfolio.](#) by Jeffrey Veen.
- Go to the Portfolio Preparations of this document, but if you already have a portfolio, skip to Module 2.

## Portfolio Preparations

Several steps need to be performed in before setting up a folder on the Mason server to store your assignments, and emailing your URL to the instructor. After the folder is set up, the instructor should be able to use any browser to go to and view your files by typing in the URL for your web site. The following steps have been compiled from existing information provided by George Mason’s ITU Support Center web site and placed into this single document to assist you in this setup process:

---

**Step I. Activate a web space for your portfolio.** This will be where you'll upload your files that make up your portfolio. You have three choices:

- A. You can use the web space allocated to you as a GMU student. I recommend this even though it takes a couple of more steps. That way, you can use it for all of your courses. Click here [to Activate Mason account](#). [Note: If you're worried about space, the server people will give you more when you run out.]
- B. You can use some another web server. You may have already set up a portfolio in EDIT 526. If you have space on another GMU server or other Internet source, that is fine. Skip to Step IV.

---

**Step II. Adjust Mason account settings.** With the Mason account activated, you need to log into the server before it's ready to use. As you complete this Step, you might wonder why and what you are doing this? Just know that these are some old ways of interacting with UNIX servers. They serve to protect the server and your work from hackers. You have two choices:

- A. The old school way is to type in DOS-like commands, using the Telnet command in Windows (Note: Sorry, Mac users I'm not familiar with the analogous Mac program). This is non-intuitive, but doesn't require installing any software and it's a one-time set up. [Follow the steps written by the folks at IRC](#). (Hint: "Run" is inside your Start Button). Here's a more visual guide that I found, just use page 2.
- B. The new school way is to use a program called SSH, which provides a graphical user interface to do the same task. Go up to the Course Outline and follow the steps written in the document called SSH Setup.

**Step III. Setup software to connect to your server account.** Next, you need a way to upload your files to the server. A program is needed to connect to a server, set up or manage files on the server and/or copy files between a local (laptop or desktop) computer and the server. For example, you will use it to create the folder that will contain your course assignments and/or school web site files. The following programs use FTP to handle the copying of files from your local computer up to the Mason server. You have certain choices based on your above decisions:

- A. You can use SSH. Good option if you used SSH in Step II, you can skip to Step IV.
- B. You can use a program to install WS\_FTP. Good option if you used Telnet in Step II. [Follow the steps provided by IRC](#).
- C. Students using a Mac should [install an FTP program called Fetch](#). Follow the steps on page 1 of this document. [Request a free student license](#).
- D. You can use Dreamweaver's built-in FTP functionality. Best option available if you plan to use Dreamweaver to edit your pages. It takes extra steps to get it working right. Email me if you choose this option.

**Step IV. Setup software to develop your web pages.** Finally, you need a way to create and edit web pages. This software ranges in price from free to expensive. I'll try to support any software you choose, but realize I'm most familiar with Dreamweaver. There are many out there, here are your choices:

- A. **Dreamweaver.** Made by Macromedia, now owned by Adobe. This is the de facto standard tool used by most professionals developing web sites. You can buy it standalone, in a suite with other programs like Flash, Fireworks, and Contribute. Being a student you get an academic discount, but it's still pretty pricey if you only plan to use it for this course. DW is nice because it integrates the tools you need to manage a web site. At the beginning the interface is difficult to use and overwhelming to a novice. However, there are a lot of free tutorials available. It's overkill if your goal is to code basic HTML pages.
- B. **Expression Web.** Made by Microsoft so PC only. This is a brand new product designed to compete with Dreamweaver. It available for a 60 free trial. It's also a little bit cheaper than Dreamweaver. It has many of the features that Dreamweaver has, but the beta version I tested was a little buggy. Plus, some of the tools were not well integrated as Dreamweaver, but some of the tools were better. In the short run it's not a good choice for beginners. In the long run I believe this product will be widely adopted. Again the

interface for a novice is overwhelming. Plus, there's less support out there because the product is so new.

- C. **Aptana.** Free and open source web editor. Available on PC, Mac, Linux. I haven't yet tried this, but it looks good and there are a bunch of screencasts (movie tutorials) to help you learn how to use it. From what I gather on the web, it seems to have a little bit stronger following on the web than NVU.
- D. **NVU.** Developed based on Firebird codebase. NVU is a free and open source alternative to Dreamweaver. I tested it a year ago. I was initially impressed, although over time I found it a little buggy (which for a poweruser really gets in the way). You may find it very useful for the scope of this course. No screencasts on their website.
- E. **Browser-based solutions.** Again, you could use Blogger, Google Page Creator, or what I'm guessing are a whole bunch of Web 2.0 companies that can help you create pages right in your browser.
- F. **Setting up your portfolio site.** [http://webdev.gmu.edu/Setting\\_Up\\_a\\_Personal\\_Site](http://webdev.gmu.edu/Setting_Up_a_Personal_Site)

## Open Source Web Site Templates

Check out the following out links. Find a template that you like and use that as the basis for your portfolio.

Selection criteria you might want to keep in mind.

1. Menu layout. Horizontal, Tabs, Vertical?
2. Page layout options, 1, 2, 3 columns. Does the template have all three?

site 1, [Open Web Design](#)

site 2, [Open Source Templates](#)



## Module 2: Portfolio Components

1. Reread the goals that this course helps you to achieve, as outlined in the Syllabus and copied below for your convenience.

- A. You will create and publish an electronic portfolio that demonstrates effective and meaningful integration and syntheses of Instructional Design and Development (IDD) 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 an electronic portfolio.
- C. You will develop an electronic portfolio that:
  - A. represents the scope and depth of your goals, plans, and accomplishments in coursework
  - B. provides both a vehicle for self-reflection and a comprehensive record of a student's experiences and ongoing progress toward academic and professional goals.

2. Review Sample Portfolios in the Web Links section of Blackboard; they will be provide scaffolding for your learning.

3. Construct an entry page (index.html), or home page, for your portfolio. Your entry page should contain the following [**Send url for your portfolio to instructor**]:

- 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 of your portfolio that will be required. Go back to the example 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. In the list below I added *suggested* filenames.

**Your portfolio should include the following components:**

- A. Personal goals statement (goals.html)
- B. Resume (resume.html)
- C. List of courses you have taken to date (include descriptions and dates) (courses.html)
- D. List of representative artifacts from completed coursework (what you perceive as your best work) (artifacts.html)
- E. Linking of artifacts to IDD competencies (competencies.html) and course assignments through a conceptual framework (framework.html)
- F. Personal reflections demonstrating growth and development as an instructional designer; insights on the use of communication, leadership, and teamwork skills based on course

readings, activities, and projects; realizations related to multimedia design and development skills (reflections.html)

## **Module 3: Evaluation**

### **1. Complete all components of your portfolio.**

- A. Link your artifacts to course assignments
- B. Write personal reflections that demonstrate your:
  - a) growth and development as an instructional designer
  - b) insights on the use of communication, leadership, and teamwork skills based on course readings, activities, and projects
  - c) realizations related to multimedia design and development skills

### **2. Complete Instructional Design Competencies Document**

The purpose of the ID competencies documents is to get you to think about how your learning in this program aligns with these competencies. You have a choice of either the Instructional Design Standards of AECT or the Instructional Designer Competencies by IBSTPI; in the Module 3 folder. Choose the document that better reflects your goals. In your reflections you should include how the standards/competencies were supported and the degree to which you feel proficient with these competencies.

### **3. Complete self-evaluation of your portfolio.**

Using the Portfolio Rubric in the Syllabus, evaluate yourself on each of the 5 elements and submit it to the Instructor.