GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
Division of Learning Technologies
Instructional Design and Technology Program (IDT)
EDIT 601 DL1 (Instructional Design and Technology Portfolio)
Fall 2019 (1 credit, Online) (Aug. 26 – Oct. 13)

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 **the Blackboard** Learning Management System **(LMS) housed in the My Mason portal. You will log in to the Blackboard (Bb) course site using your Mason email userid and password. Because the course is self-directed, it allows students to proceed at their own pace as long as all course requirements are completed and submitted by the end of the course.** However,

there will be milestones along the way to enable the instructor to provide feedback. Peer feedback is also required. The course site will be available on the first day of class.

TECHNICAL REQUIREMENTS:

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.

To participate in this course, students will need to satisfy the following technical requirements:
- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers
- To get a list of supported operation systems on different devices see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems
- Students must maintain 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 course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
  - Adobe Acrobat Reader: https://get.adobe.com/reader/
  - Windows Media Player: https://support.microsoft.com/en-us/help/14209/get-windows-media-player
  - Apple Quick Time Player: www.apple.com/quicktime/download/

EXPECTATIONS:
- **Course Week:**
  - Asynchronous: Because asynchronous courses do not have a "fixed" meeting day, our week will **start** on Monday, and **finish** on Sunday.
- **Log-in Frequency**:
  - Asynchronous: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be 3 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 an understanding of the purposes, functions, and reflective nature of digital portfolios for growth and learning
- Define and clarify academic and professional goals related to the IDT field
- Formulate specific plans to achieve those goals through coursework and project-based activities
- Reflect upon the artifacts completed
- Reflect on the 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
- Become familiar with the mechanics of a number of learning technologies designed to facilitate the development and publishing of a digital portfolio
- Reflect 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, etc.).

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 or links to descriptions), (d) a list of representative artifacts (what you perceive as your best work), (e) 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. Completing an IDT competencies survey is also required.

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

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

GMU POLICIES AND RESOURCES FOR STUDENTS
Policies
- Students must adhere to the guidelines of the Mason 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 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://ds.gmu.edu/).

- Students must silence all sound emitting devices 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/