

MSc. in Instructional Design and Technology - Exit Portfolio Guidelines

Introduction and Overview

These guidelines provide a general outline or plan for the completion of the Masters portfolio. While your adviser is available to provide guidance, it is your responsibility to interpret these guidelines, set interim deadlines, fill in any self-perceived gaps in your knowledge, and so on. It is your responsibility to work with your adviser to create a plan action to complete a portfolio which best meets your personal and professional goals as these relate to you current competencies in the area of instructional technology. You will work with your academic advisor to select an appropriate medium for electronic delivery.

The portfolio is your chance to tie everything together in the way that will best aid you in accomplishing your future goals. The purpose of the portfolio requirement is to provide you with a "capstone" experience, one that pulls together much of what you've learned into an integrated whole that demonstrates the abilities you are taking with you into the job market. If you are returning to a job that has already been established for you, the portfolio provides a complete picture of the abilities you are taking with you. The portfolio requirement helps you prepare for professional job-hunting, and provides an opportunity for you to define your professional goals more clearly than you did at the time you entered the program.

The portfolio is NOT supposed to be a record of the work you did in the IT masters program. DO NOT assemble your portfolio simply to document your course work or project work in the IT program. Instead the portfolio is to be a reflection of your knowledge, skills, attitudes and abilities in Instructional Technology.

Purpose

Students in the M. S. program at Georgia State University develop knowledge, teaching expertise, and dispositions related to the Advanced Standards set forth by the Association for Educational Communications and Technology (AECT).

Evaluation

The portfolio will provide documentation (through a series of narratives and well-chosen artifacts) that you have met the major standards in the areas of content knowledge, teaching performance, and impact on student learning upon which our program is based. The portfolio will be formally evaluated twice by program faculty—midpoint (draft version) and end-of-program (final). Each student must ultimately pass the portfolio requirement in order to earn the M. S. degree. Ratings for each standard range: "1" (Unacceptable) "2" (Acceptable) "3" (Target). Students must achieve a rating of at least "2" for each standard.

Deliverables

Educational Philosophy: Prepare your educational philosophy based on your experience, beliefs, goals etc. This should be different than goals plan but can incorporate that as well. Write a narrative describing your personal beliefs, ideals, and philosophy with respect to teaching and learning. Describe how you put this philosophy into practice in your professional life.

Course Listing: A listing of courses completed during the program, including course descriptions.

Resume: A copy of your current resume or vita

References: Professional and academic references

Narratives and Artifacts: A series of narratives and well-chosen artifacts guided by the standards 1-5 below. For each standard, you will provide a narrative of the chosen artifact including the context in which the artifact was developed and why it was selected for inclusion in the portfolio, the conditions in which it was developed, the scope of the project, and your role in the project.

Standard 1 - AECT.ADV.1

STANDARD -- DESIGN. Candidates demonstrate the knowledge, skills, and dispositions to design conditions for learning by applying principles, theories, and research associated with instructional systems design, message design, instructional strategies, and learner characteristics. Supporting Explanations:

Context:

Conditions:

Scope:

Role:

Artifact: (attached or linked)

Standard 2 - AECT.ADV.2

STANDARD -- DEVELOPMENT. Candidates demonstrate the knowledge, skills, and dispositions to develop instructional materials and experiences by applying principles, theories, and research related to print, audiovisual, computer based, and integrated technologies. Supporting Explanation:

Context:

Conditions:

Scope:

Role:

Artifact: (attached or linked)

Standard 3 - AECT.ADV.3

STANDARD -- UTILIZATION. Candidates demonstrate the knowledge, skills, and dispositions to use processes and resources for learning by applying principles, theories, and research related to media utilization, diffusion, implementations, and policymaking.

Supporting Explanations:

Context:

Conditions:

Scope:

Role:

Artifact: (attached or linked)

Standard 4 - AECT.ADV.4

STANDARD -- MANAGEMENT. Candidates demonstrate knowledge, skills, and dispositions to plan, organize, coordinate, and supervise instructional technology by applying principles, theories and research related to project, resource, delivery system, and information management. Supporting Explanations:

Context:

Conditions:

Scope:

Role:

Artifact: (attached or linked)

Standard 5 - AECT.ADV.5

STANDARD -- EVALUATION. Candidates demonstrate knowledge, skills, and dispositions to evaluate the adequacy of instruction and learning by applying principles, theories, and research related to problem analysis, criterion referenced measurement, formative and summative evaluation, and long-range planning. Supporting Explanations:

Context:

Conditions:

Scope:

Role:

Artifact: (attached or linked)