Graduate Student Handbook

Learning, Design, and Technology Program

Instructional Design & Development Emphasis Area

M.Ed. & Ed.S. Degrees
2013 Cohort Edition

http://idd.uga.edu

Department of Career and Information Studies
The University of Georgia
Athens, Georgia
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Welcome

Welcome to the University of Georgia and the Learning, Design, and Technology Program!

We are delighted to have you join our learning community in Instructional Design & Development within the LDT program. We look forward to helping you achieve your professional goals and expectations. This is a very exciting time to be in our profession. People working in the field of Instructional Technology have many exciting opportunities afforded by new media and advances in learning theory. We are also serving a crucial role in meeting society's increasing expectations of our schools and other education and training organizations.

This Graduate Student Handbook for the M.Ed. & Ed.S. degrees in the Instructional Design & Development area is intended to assist you in planning your program of study and monitoring progress toward your degree. Because no single document can cover all individual situations and needs, your advisor and our faculty stand ready to assist you in other ways to assure the timely completion of your degree. I also encourage you to periodically check our departmental Web site for any updates and other timely information.

Also, be aware that those courses we collectively refer to as the “LDT Studio” (EDIT 6190, EDIT 6200, and EDIT 6210) have their own separate handbook (now online), not to be confused with this one. The IDD Handbook and the Studio Handbook serve different purposes, so you will need to familiarize yourself with both of these important documents during your study with us.

I encourage you to take advantage of other learning and professional development opportunities such as attending seminars and participating in social events. There are also opportunities to work on extra projects, engage in service activities, and gain valuable intern experience. You are also encouraged to become active in at least one professional association while you are a student. This is an excellent way to build and maintain a network of professional contacts throughout your career.

As you begin and complete your degree program, your academic advisor should be your first point of contact. However, even if I am not your academic advisor, you should feel free to contact me anytime. Once again, welcome!

Sincerely,

Gregory Clinton, Ph.D.
Senior Lecturer and Coordinator, IDD Emphasis Area
I. Introduction

The purpose of this handbook is to describe the goals, requirements, and procedures of the M.Ed. and Ed.S. degrees within the Instructional Design & Development emphasis area of the Learning, Design, and Technology program in the Department of Career and Information Studies, College of Education, at the University of Georgia.

An important resource for all IDD graduate students is the IDD Web site, so you should get acquainted with this as soon as possible:

http://idd.uga.edu

The most current versions of important documents and forms can normally be found via this web site.

II. Overview of IDD M.Ed. and Ed.S. Degrees

The Learning, Design, and Technology Program (LDT) offers three degrees: M.Ed., Ed.S., and Ph.D. The Ph.D. is designed to prepare researchers and scholars to explore and further the theory and practice of the field. In contrast, the M.Ed. and Ed.S. are designed to prepare professionals to work in a variety of applied settings, such as schools, businesses and corporations, non-profit organizations, informal education (e.g. museums), military, and higher education. The M.Ed. and Ed.S. degrees are offered to students in Instructional Design and Development (IDD), Instructional Technology (IT), and School Library Media (SLM) emphasis areas. IT and SLM are specialized programs leading to Georgia state certification—Instructional Technology (add-on) and Library Media Specialist certification respectively.

Despite the different goals and purposes of these various degrees, all our students share the important goal of helping people of all ages reach their full potential through education and training. You should expect to collaborate with, learn from, and help teach all students and faculty in the department. You will likely take courses in which students from all our various emphasis areas and degrees are registered. We hope you will take advantage of this in order to learn more about the breadth of applicability of degrees within the LDT program.

The Ed.S. degree is meant solely for people working in K-12 schools, whereas the M.Ed. is appropriate for people who work in any educational or training context. The Ed.S. is designed to prepare educators to assume leadership positions in the schools, such as the position of Instructional Technology Coordinator. Students who complete the M.Ed. qualify for positions as instructional designers, multimedia developers, project managers, and instructional technologists in a wide variety of business and educational settings. Certified teachers who pursue the M.Ed. are prepared to use technology more effectively in their
classrooms and this degree is an important first step toward becoming a school leader in the area of learning and technology.

Successfully completing a M.Ed. or Ed.S. degree can be summarized by the following expectations:

1. Completion of the required semester hours (36 for M.Ed.; 30 for Ed.S.) consisting of both required and elective courses;
2. Developing, presenting, and defending a professional portfolio that provides evidence of your knowledge, skills, and abilities related to instructional technology;
3. Becoming a contributing member of our department's culture of professional development.

The first two expectations are described next. However, the third expectation is much harder to explain. It requires all students to accept the role of being active learners who are willing to take initiative, action, and responsibility for their own learning plus be a willing collaborator with other students and faculty in the department. When we all work together and take on these responsibilities as individuals, the culture of professional development can be maintained.

You should also recognize that your professional development within learning, design, and technology continues throughout your career. You need to start now to find ways to establish professional contacts and participate in professional development activities that will serve you long after you graduate. For more information on this, please see the Professional Networking Guidelines section below.

**A. The M.Ed. Curriculum in Instructional Design and Development**

The courses in the M.Ed. curriculum consist of a minimum of 36 semester hours. Below is an overview of the courses that make up the curriculum, listed in the general order in which the courses are taken:

**EDIT 6100 Introduction to Instructional Technology** (3 credits)
This course provides an overview of the Instructional Technology profession and its foundational areas of instructional design, management, educational media, and learning and cognition.

**EDIT 6400 Emerging Approaches to Teaching, Learning & Technology** (3 credits)
This is a theory-based course that introduces students to cognition and technology's role in facilitating human learning. Topics include Situated Cognition, Anchored Instruction, Goal-based Scenarios, etc.

**EDIT 6170 Introduction to Instructional Design** (3 credits)
This course introduces participants to the skills and processes leading to the design, development, and evaluation of instruction.
The Studio Experience (15 credits) – http://ldtstudio.coe.uga.edu
This consists of four courses taken in this order: EDIT 6190 Design and Development Tools + EDIT 6190L Lab (3 +1 credits), EDIT 6200 Learning Environments Design I (4 credits), a second EDIT 6190 Design and Development Tools (3 credits), and EDIT 6210 Learning Environments Design II (4 credits)
Notes: EDIT 6190 and EDIT 6170 are prerequisite to EDIT 6200; EDIT 6210 includes an oral comprehensive exam that focuses on the candidate’s command of the professional literature related to the theory and practice in the field.

EDIT 6900 - Research Methods in Instructional Technology (3 credits)
In this course students review, critique, and apply research literature as part of a proposal for a research or development project that solves a current educational or training problem related to their interests. This course is typically taken near the end of the program.

EDIT 7550 Management of Instructional Projects (3 credits)
This course introduces students to effective project management skills, processes, and practices.

Each student also chooses one of the following courses:

EDIT 7500 Technology Enhanced Classroom Environments (for a K-12 audience) (3 credits)
This course introduces students to a variety of technology integration models and collaborative educational practices.

EDIT 8350 Instructional Product Evaluation (for a business & industry audience) (3 credits)
This course introduces students to the planning, conducting, analyzing, and reporting of systematic evaluations of instructional products and programs.

Students also have an elective option that can be fulfilled by one of the following courses or another course approved by your advisor:

EDIT 6150 Introduction to Computer-Based Education (Using Technology to Support Learning) (3 credits)
This online class explores technology-supported learning from various perspectives and using a variety of tools.

EDIT 6500 Digital Video in Education (3 credits)
Design, production, and use of digital and analog video. Laboratory experiences with studio and portable cameras; editing and other equipment suitable for school use.
EDIT 6180 Instructional Development (3 credits)
Developing instructional materials for a defined context applying a learner-centered, systematic design philosophy. Working within a team environment while applying contemporary learning theories. Engaging in situational assessment, learner analysis, performance specification, test construction, strategies selection, materials design, and evaluation.

A two-year course schedule is maintained on the IDD Web site detailing which courses you will take and when. However, this is always subject to revision.

B. The Ed.S. Curriculum in Instructional Design and Development

Similar to the M.Ed. degree, the core of the Ed.S. experience is the curriculum above, but consisting of a minimum of 30 semester hours instead of 36. Ed.S. students take the same courses listed above at the same time as M.Ed. students, except for the following:

- EDIT 6900 (if a research methods course has been taken previously as part of the student’s master’s degree)
- EDIT 6210

Ed.S. students are also required to take a 1-credit intern experience, which for most students will be an internship with a local school technology coordinator. However, students can negotiate the 1-credit experience with their academic advisors. Ed.S. students who have already taken one or more of the courses above as part of their Masters experience can substitute another course with their academic advisor’s approval.

C. The Cohort Approach

The M.Ed. and Ed.S. degrees offered in the IDD area are being delivered in a flexible mode that combines innovative class scheduling and online courses to accommodate a variety of work schedules.

Students are expected to take two classes per semester as part of a two-year cohort. Students in a cohort begin their programs at the same time and complete the same courses in the same sequence. Students who keep pace with the cohort should finish the program in two years.

In general, one of the two classes takes place almost completely online, while the other meets predominately face-to-face at the UGA Gwinnett Campus. Other meeting modes, locations, and technologies will be used as needed. No routine travel to the University campus in Athens is necessary; however, occasional trips to Athens may be needed to take advantage of resources only found there.
Should circumstances arise such that you are unable to complete the prescribed courses in a particular semester, significant delays to your graduation are likely. We are unable to offer all courses in all semesters and some courses are offered only once per calendar year. This, coupled with the fact that some courses are prerequisite to other courses, means that your completion of the program could be delayed a year or more if you are unable to complete the program in the prescribed sequence.

We have organized the curriculum with the full-time working professional in mind, but with the assumption that the professional work day extends from morning until late afternoon. We cannot accommodate full-time working schedules that deviate from this standard. Consequently, weekday classes will be scheduled to begin generally at 5:00 p.m. (though occasionally as early as 4:00 pm). Some classes may also be scheduled to take place on Saturday.

**D. Technology Requirements**

It is difficult to imagine any professional working today without ready access to adequate computer resources. This is especially true among those working in the Instructional Technology profession given our increasing reliance on computer technology. All students admitted into the program must have their own laptop computer, prescribed software, and video camera, and be prepared to bring these resources to each class or event. Consult the hardware and software specifications provided as part of the materials sent to you when you were admitted into the program.

Purchasing these materials is a good investment, not only for completion of your graduate studies, but also for your future as an IT professional. It is likewise very important to have access to broadband Internet access, especially since many courses you will take will be delivered online.

Hardware and software specifications constantly change to reflect industry standards and practices. Although we believe that the hardware and software you purchase at the beginning of your program will remain adequate until you graduate, you should be prepared to purchase updates and upgrades where necessary.

**E. The UGA Gwinnett Campus**

Beginning in summer 2009, the IDD area began offering all face-to-face courses and events at the UGA Gwinnett Campus. This campus features state-of-the-art classrooms and instructional support. A wireless network is available at this campus and is accessible to anyone with a UGA MyID at no additional charge. Parking is free. It is important that all students become familiar and comply with all campus regulations and policies. Consult the UGA Gwinnett campus web site for more information:

http://www.uga.edu/gwinnett/
F. Portfolios and the Required Graduate Final Examination

Visit: http://projects.coe.uga.edu/ldt/idd/portfolios/

As outlined in the Graduate Bulletin, all M.Ed. and Ed.S. candidates must pass a final examination administered by the academic program. The IDD faculty base this required examination on a set of procedures typically called portfolio assessment. The purpose of the portfolio is to provide an opportunity for each candidate to present a record of themselves to faculty and other students for critical assessment. Each candidate is required to construct a portfolio that represents the candidate’s competence at the Master’s or Ed.S. level. The portfolio is a tangible document that consists of course documents and other materials as described in the “Portfolio Examination Guidelines”; these guidelines can be found below in Appendix A and Appendix B. (See also the Portfolio Examination section under Milestones below.)

The portfolio is an integral part of the preparation for the required oral examination at the end of each student’s graduate program. Your portfolio is not something you prepare later, but rather something you begin developing at the very start of your graduate experience. You should begin building your portfolio on the first day of your first graduate class. Of course, it is expected that the format and content of each portfolio will differ widely among students.

Portfolios must be completed in time to allow for a departmental review according to due dates provided at the start of each semester. The portfolio defense will normally be scheduled during the business day, so candidates should be prepared to take a personal leave day from work to meet this important requirement.

Candidates may state a preference for the general time of day for their portfolio defense, but ultimately the portfolio defense time and dates will be determined by the IDD faculty. Candidates who do not adequately prepare and defend their portfolio according to the specifications and due dates are in risk of not graduating on time.

G. Professional Networking Guidelines

Professional networking is a strongly encouraged activity for everyone in the IDD emphasis area.

Students whose primary focus in the IDD program is business/industry/higher ed., etc. should attend at least three ISPI-Atlanta (http://www.ispiatlanta.org/) or ASTD-Atlanta (http://astdatlanta.org/) meetings per year, including full participation in any meetings in which Studio activities have been planned. Each year Studio leaders will arrange, if possible, opportunities for B&I students to make presentations in one or more of these meetings.
K-12 education-oriented students should plan to attend at least one day at the GA-ETC conference: [http://www.gaetc.org/](http://www.gaetc.org/) (normally this should be a full day, i.e., Thursday) in their first year and plan to submit a proposal (in the spring of the first year) to present at the conference in their second year.

Students who view themselves as in-between business/industry and K-12 can opt for networking in either area or some combination of the two.

Students may propose other organizations or activities to fulfill this expectation if they wish, as long as the activity is related to our field (LDT/IT).

Students should document their professional networking in the portfolios they will defend at the end of the program.

Professional networking is normally not included as a separate graded item for class, but is treated as part of Studio class participation. We hope you will make a good faith effort to do these things and experience their potential benefit. Consult with your advisor or your instructor of record in the Studio regarding what activities will be the best fit for you.

### III. Procedures for Completing Graduate Study for the M.Ed. and Ed.S. Degrees

The information provided in this handbook is for your reference. Although guidelines and policy change regularly, every attempt has been made in this handbook to reflect the most accurate information at the time of printing. University and college policy prevail in any cases of conflict. Consult with your advisor before making any significant decision to assure it is in agreement with current procedures or requirements. Although we try to provide information and reminders about university requirements, it is the responsibility of the student to find and follow all requirements.

All of the Graduate School forms can be found at:

[http://gradschool.uga.edu/forms&publications/currentstudent_forms.html#masters](http://gradschool.uga.edu/forms&publications/currentstudent_forms.html#masters)

**Milestones in the Graduate Experience**

**A. Initial Advisement for Coursework**

1. Following admission to the program, you will be sent a letter welcoming you to the department. This letter will provide, or direct you to, important information, such as
steps for completing the admission process, the day, time, and location of the IDD New Cohort Orientation, and specifications for required hardware and software resources.

2. The name, email, and phone number of the faculty member assigned as your advisor will be contained in the welcome letter, or provided to you at the orientation. Develop good communication with your advisor early in your program and maintain this communication throughout. Your advisor should be the first person you contact for questions, or to discuss problems you are having. Some academic advisors have their offices in Athens, not Gwinnett. If you wish to speak to your advisor and you do not think a phone call will do, you may need to either drive to Athens or wait until your advisor’s next planned time at the Gwinnett campus. So, please plan accordingly if you need to schedule a face-to-face appointment with your advisor.

3. Attend the IDD New Cohort Orientation. The philosophy and mechanics of the cohort will be explained during the orientation. This orientation is also your first opportunity to meet other students in the cohort. You will find that other students in the cohort will likely become very important resources and sources of help. Likewise, you are expected to help other students in the cohort where and when appropriate.

**B. IDD and CIS Student Listservs**

1. Email is the official means of communication within UGA for all academic matters. Probably the most important communication link between all IDD faculty and students is email and the IDD-L listserv. Similarly, our Department of Career and Information Studies maintains a student listserv for all CIS graduate students. You will be subscribed to each of these important listservs shortly before your classes begin using the email address included in your graduate application. All important announcements are distributed to students in the department only using the CIS and IDD listservs and all students are required to remain subscribed to them while a student. You are responsible to check your email frequently.

2. UGA MyID. The University provides several computer resources to registered students, such as a University email account along with web server space. Almost all of these services are accessed using one special university account called “MyID.” A MyID account is also required for many course resources and activities, so be sure to get and become acquainted with your MyID account soon after being admitted.

3. Once you have obtained a UGA email address, you are encouraged to contact the IDD coordinator to request that it be used for receiving all IDD-L listserv email.

4. Also, please note that the department, college, and university considers your UGA email as your official email address, so if you do not plan on using it as your main email, you should forward your UGA email to your preferred email address. You also need to check your UGA “junk” folder occasionally just in case important email is inadvertently marked as spam. If your email address changes, it is your responsibility to notify the department.
C. Coursework

1. It is your responsibility to communicate with your advisor prior to registering each semester. It may be necessary to schedule a face-to-face appointment with your advisor, but it is likely that email or phone (or an online form set up by your advisor) will suffice for most people and situations. Plan well in advance to avoid network congestion and stress during the last days of registration. Consult OASIS (https://oasisweb.uga.edu/) for deadlines.

2. For a searchable PDF version of the schedule of classes, visit the Schedule of Classes on the UGA Registrar’s site (http://reg.uga.edu/schedule-of-classes).

3. For brief official course descriptions, visit the Courses section of the UGA Bulletin (http://bulletin.uga.edu/CoursesHome.aspx).

4. For sample past syllabi of courses (when available), visit https://syllabus.uga.edu and go to Syllabus System Browse. Note that a past syllabus does not in any way guarantee what will be on a new syllabus for a given course. But it can provide a general idea.

D. Program of Study

1. The Program of Study should be submitted to the Graduate School during the semester before your graduating semester. You will not graduate if you fail to submit the form in time for the department to process it and forward to the Graduate School by the deadline.

2. You should communicate with your advisor before completing the Program of Study form. It can be completed and sent to your advisor electronically. It must then be printed and signed by your advisor, the CIS department Graduate Coordinator, and the Graduate School.

3. After approval of the Program of Study form, any program changes must be approved by your advisor, the Graduate Coordinator, and the Graduate School.

E. Application for Graduation

You must complete an online Application for Graduation form on the Graduate School’s Web site during the semester before your graduating semester. You will not graduate if you fail to do so before the deadline.

Note: To check the status of your Program of Study form and Application for Graduation, email the graduate school at gradinfo@uga.edu. (This is the official channel for
communication between the Graduate School and students on such matters, so the response time is usually fairly short.)

F. Portfolio Examination

Visit: http://projects.coe.uga.edu/ldt/idd/portfolios/

1. Prepare your portfolio in accordance with the Portfolio Examination Guidelines presented in Appendix A or Appendix B. (The choice of which set of guidelines to use – Appendix A or B – depends on your career focus, whether you are focused more on K-12 education or on business/industry/higher education/etc.)

2. You must be registered for at least 3 semester hours during the semester in which you submit your portfolio for examination. You must also be registered for at least 3 semester hours during the semester in which you plan to graduate. Typically these two events will occur in the same semester.

3. A committee of 3 departmental faculty members, including the candidate’s major professor, reviews the candidate’s portfolio and conducts the oral defense meeting.

4. You must notify the Department of your intent to submit and defend your portfolio by completing the appropriate online form on the IDD Portfolio Management Web site at the beginning of the semester. The deadline for submitting this online form will be listed on the Web site for that semester.

5. You must submit your completed portfolio for departmental review by the date announced on the IDD Portfolio Management Web site. This date generally occurs around mid-semester. Please note that your portfolio must first be judged as “ready for review” by a faculty Portfolio Reviewer that will be assigned to you from among the LDT faculty. This means that your reviewer needs time to review your portfolio to make sure that all required sections are included and that the portfolio is well written. It is recommended that all students submit their portfolios to their reviewers for this preliminary review at least one week prior to the department’s deadline to allow time for revisions. Any portfolio not completed by the deadline announced on the Web site is at risk of not being reviewed that semester.

G. Graduation

Congratulations!

You are invited, but not required, to participate in Commencement ceremonies sponsored by the Graduate School as well as a Convocation sponsored by the College of Education. Information about these events is posted each semester on the graduate school’s website and the College of Education website, respectively.
Appendices
Appendix A
Portfolio Examination Guidelines (non-K12 focus)
for the LDT Master’s Degree,
Instructional Design and Development Emphasis
http://projects.coe.uga.edu/ldt/idd/portfolios/

Purpose
The purpose of the Portfolio Examination is to provide an opportunity for Masters candidates to present a record of themselves to the Instructional Design and Development faculty for assessment. The portfolio is a public website, an electronic compilation of projects, documents and other materials that represent the candidate’s competence in instructional design and development. The portfolio may be developed using Dreamweaver or other Web development technologies. Regardless of the technology used, a student’s portfolio site must show evidence of design and development skills acquired during the program. This means, for example, that a rudimentary Google site, with links to projects and little else, is not acceptable. The portfolio site itself is a project – it must be a product of reflective design choices by the student.

The advisor and candidate (and, during the final semester, the assigned portfolio reviewer) will collaborate to determine a portfolio’s content. It should be an ongoing process throughout the candidate’s program of study.

The portfolio is organized around the following programmatic themes:

- Foundations
- Analysis
- Design
- Development
- Implementation
- Evaluation

Each Masters Degree candidate is expected to be competent in all themes, and proficient in at least two themes.

Alert! Since this is an online public document, be sure to not include any sensitive personal information. For example, be absolutely sure not to include your social security number, home address or address of any family member, telephone numbers, etc.
## Programmatic Themes

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<th>Theme</th>
<th>Competency Areas</th>
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<td><strong>Foundations</strong></td>
<td>Core knowledge related to instructional technology</td>
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<td></td>
<td>Emerging approaches in teaching, learning, and technology</td>
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<td>Technology issues related to culture and community</td>
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<td></td>
<td>Research methods in instructional technology</td>
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<td></td>
<td>Managing instructional technology projects</td>
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<td><strong>Analysis</strong></td>
<td>Needs assessment</td>
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<td>Performance assessment</td>
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<td>Task analysis</td>
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<td><strong>Design</strong></td>
<td>Curriculum mapping</td>
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<td>Instructional design</td>
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<td>Message design</td>
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<td>Design tools</td>
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<td><strong>Development</strong></td>
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<td>Development tools</td>
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<td>Learning environments design</td>
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<td>Full motion video production</td>
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<td><strong>Implementation</strong></td>
<td>Technology-enhanced classroom environments</td>
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<td>Web site management</td>
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<td><strong>Evaluation</strong></td>
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<td>Summative evaluation</td>
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<td>Instructional product evaluation</td>
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Required Sections for the Portfolio
The required sections for the portfolio are:
1. Current Resume
2. Autobiographical Statement
3. Overview/Reflection Statement
4. Program of Study
5. Programmatic Themes

1. Current Resume
This document should be the actual resume that you will use to seek employment as you move to the next phase of your career; except, once again, be sure to not include any sensitive personal information.

2. Autobiographical Statement
This statement should address the following: student educational background; work experience; goals/objectives for the program; unique, interesting, or unusual characteristics; work completed during program that fulfilled goals/objectives (including events, projects, or written work, and how these goals were met); professional objectives for the future; how program did or did not meet your professional objectives (and ways you think the program could be improved); and personal vision and philosophy related to the field. The autobiographical statement should be approximately 750-1500 words in length.

3. Overview/Reflection statement
This statement should state and reflect on the two themes of your program of study, including how the themes fit your goals for your work in this degree program, and how you designed your coursework to fit your themes and goals. You should also describe any professional development networking activities you participated in and how these activities contributed to your professional growth. The overview statement should be approximately 750-1500 words in length.

4. Program of Study
A detailed breakdown of your program of study should be presented. Include the courses you took, the name of each course and the instructor’s name, and the semester in which each was taken. (You should create this separately for the portfolio; do not provide a copy of the Graduate School Program of Study form.)

5. Programmatic Themes
Each of the programmatic themes is represented in this section. Present 1 or 2 learning artifacts for each theme. Learning artifacts may include, but are not restricted to: internship documents and products, class projects, papers, videotapes, newsletter articles, a list of professional references, publications, lesson plans, lessons, workshops, seminars, media developed and used in instruction, and projects completed for purposes such as employment. Provide a written summary for each learning artifact included for each theme. Each written summary should explain why the item was included, what the item represents to the candidate, and a self-assessment of the value of the item including how you would do it differently next time, if you had the opportunity. Each summary should be approximately 150-250 words in length.
Submission Procedures
The candidate’s portfolio reviewer determines when the portfolio is complete and suitable for review by the committee.

Judgment Criteria
The learning artifacts should correspond to specific instructional goals and performance objectives for the required courses of the Masters Degree in Instructional Design and Development. The content of the learning artifacts should be criterion-referenced assessments that are collected during the process of completing the required courses.

Due dates
Your graduating semester will include set of four due dates for your portfolio. These due dates will be posted on the home page of the IDD Portfolio Management site. The site must be re-set for each new semester, so check to make sure the semester is current on the site before creating your account and beginning the process. The due dates include:

- Notification Deadline (to create an account and notify IDD faculty that you plan to graduate this semester)
- Portfolio Submission Date (for Advisor Review)
- Portfolio Submission Date (for Department Review)
- Portfolio Oral Exam Date(s)

More information about the Portfolio
The Portfolio should contain general information (i.e. from core course work) and specific interest information (i.e. from the context in which candidates see themselves, for example, corporate settings, K-12 schools, higher education, not-for-profit organizations, museums, etc.). For example, if the individual wishes to work in corporate training and has a specific interest in instructional design, the Portfolio should contain at least one piece that involves instructional design in a corporate training setting.

If submitted work is a result of a group effort, the candidate should state clearly his or her role in the group and what part of the submitted work the student completed.
Appendix B
Portfolio Examination Guidelines (K-12 focus)
for LDT M.Ed. and Ed.S. Students,
Instructional Design and Development Emphasis
http://projects.coe.uga.edu/ldt/idd/portfolios/

Purpose
The purpose of the Portfolio Examination is to provide an opportunity for K-12 Masters and Ed.S. candidates to present a record of themselves to the Instructional Design and Development faculty for assessment. The portfolio is a public website, an electronic compilation of projects, documents and other materials that represent the candidate’s competence in instructional design and development. The portfolio may be developed using Dreamweaver or other Web development technologies. Regardless of the technology used, a student’s portfolio site must show evidence of design and development skills acquired during the program. This means, for example, that a rudimentary Google site with links to projects is not acceptable. The portfolio site itself is a project – it must be a product of reflective design choices by the student.

The advisor and candidate (and, during the final semester, the assigned portfolio reviewer) will collaborate to determine a portfolio’s content. It should be an ongoing process throughout the candidate’s program of study.

Alert! Since this is an online public document, be sure not to include any sensitive personal information. For example, be absolutely sure not to include your social security number, home address or address of any family member, telephone numbers, etc.

Guidelines

The Portfolio includes the following items:

1. Autobiographical Statement (750-1000 words). It should address the following:

   Educational background
   Work experience
   a. Personal goals and objectives for the program
   b. How work completed during program fulfilled your personal goals and objectives (events, projects, written assignments, or services, etc.)
   c. Professional objectives for the future
   d. How to apply what you’ve learned from the program to fulfill those professional objectives in the future
   e. How your unique, interesting, or unusual characteristics help your professional development
   f. Personal vision and philosophy related to the field
2. Overall Reflection Statement (750-1000 words)

In this section the candidate should address his or her overall reflection on the program of study. The reflection may include, but is not restricted to:

a. How the IDD program fits your professional background
b. Unique personal traits
c. Interests and goals
d. Difficulties during study; efforts made and strategies utilized to overcome these difficulties
e. What professional growth has been attained
f. Professional networking activities you participated in
g. Other critical points or special episodes worth mentioning
h. Plans for the future in terms of learning
i. Recommendations for the improvement of the IDD program.

3. Statement of Item Selection and Assessment
The candidate should first select 5-10 projects that are most representative of his or her professional growth and ability. Each item can be used to represent competence for one or more of the ISTE goals. Items may include, but are not restricted to:

a. Internship documents and products
b. Class projects, papers, videotapes, and newsletter articles
c. A list of professional references, publications, lesson plans, lessons, workshops, and seminars
d. Media developed and used in instruction
e. Projects completed for purposes such as employment.

If the submitted work is a result of a group effort, the candidate should state clearly his or her role in the group and what part of the submitted work the student completed.

International Society for Technology in Education (ISTE) Standards
All items selected for Portfolio Examination should meet the ISTE National Educational Technology Standards for Teachers (NETS-T) available at http://www.iste.org/standards/nets-for-teachers.aspx and listed below:
   1. Facilitate and Inspire Student Learning and Creativity
   2. Design and Develop Digital Age Learning Experiences and Assessments
   3. Model Digital Age Work and Learning
   4. Promote and Model Digital Citizenship and Responsibility
   5. Engage in Professional Growth and Leadership

Under each NETS-T Standard shown, you should list all relevant artifacts. Each time you include an artifact, you should provide a clear description and justification for its inclusion. The justification should be related to how you have achieved that particular Standard. (You
should also include a statement about how you would do this project differently next time, if you had the opportunity.) See formatted example below:

1. Facilitate and Inspire Student Learning and Creativity.
   --The Earth WebQuest
   Provide narrative detail about how this artifact demonstrates your knowledge and/or skill for this particular goal, how you would do it differently next time
   --Online Collaboration Project
   Provide narrative detail about how this artifact demonstrates your knowledge and/or skill for this particular goal, how you would do it differently next time

Note that the items need not meet the standards of each sub-category. However, each item should fit into at least one standard, preferably each item will meet multiple standards, and in some cases you might have an item that fits all five.

Program of Study
A detailed breakdown of your program of study should be presented on a separate page in your portfolio. Include the courses you took, the name of each course, the instructor, and the semester in which each was taken. (You should create this separately for the portfolio; do not provide a copy of the Graduate School Program of Study form.)

Due Dates
Your graduating semester will include set of four due dates for your portfolio. These due dates will be posted on the home page of the IDD Portfolio Management site. The site must be re-set for each new semester, so check to make sure the semester is current on the site before creating your account and beginning the process. The due dates include:

   • Notification Deadline (to create an account and notify IDD faculty that you plan to graduate this semester)
   • Portfolio Submission Date (for Advisor Review)
   • Portfolio Submission Date (for Department Review)
   • Portfolio Oral Exam Date(s)

Portfolio Checklist
Check and be sure to include all the documents listed below
   ___ Current resume (do not include personal contact information)
   ___ Autobiographical statement (750-1000 words)
   ___ Your program of study
   ___ Overall reflection statement (750-1000 words)
   ___ The ISTE NETS-T Standards
   ___ Statement of item selection and assessment
Appendix C
Portfolio Defense Examination Form

THE UNIVERSITY OF GEORGIA
College of Education
Department of Educational Psychology and Instructional Technology

REPORT OF FINAL EXAMINATION

☐ MASTER OF EDUCATION
☐ SPECIALIST IN EDUCATION

Date ________________

TO: Graduate School, via Graduate Coordinator

NAME: __________________________________________

SOCIAL SECURITY NUMBER: ________________________

MAJOR: __________________________________________

The undersigned committee has today administered the comprehensive examination:

☐ Oral
☐ Written

We report that the above student:

☐ Passed with Distinction
☐ Passed
☐ Failed

SIGNATURES:

Advisor ________________________________________

Examiner ______________________________________

Examiner ______________________________________