The University of Georgia

Graduate Student Handbook

Learning, Design, and Technology Program

Instructional Design & Development Emphasis

Master of Education Degree
2016 Edition
http://idd.uga.edu

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

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Welcome

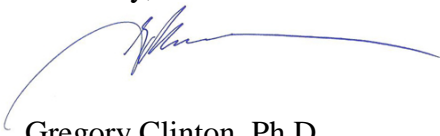Welcome to the University of Georgia and the Learning, Design, and Technology Program!

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 Learning, Design, and 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 education and training organizations.

This Graduate Student Handbook for the LDT M.Ed. degree, IDD emphasis, 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 urge you to check your UGA email regularly for updates and other timely information.

I would also encourage you to take advantage of other learning and professional development opportunities that become available online or in your area, such as professional organization meetings (and membership), informational webinars, or social events. There can also be opportunities to work on extra projects, engage in service activities, or gain valuable intern experience. These, in combination with your cohort experience, add up to a powerful recipe for building and maintaining a network of professional contacts throughout your career.

As you begin and complete your degree program, your academic advisor should be your primary 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
Learning, Design, and Technology

I.   Introduction

The purpose of this handbook is to describe the goals, requirements, and procedures of the M.Ed. degree in the Instructional Design & Development (IDD) emphasis area of the Learning, Design, and Technology (LDT) 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 website, 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 website. For example, this handbook may be updated periodically, so you should always be able to find the most current version on the IDD website.

 You should also keep track of, and refer to, the "getting started" information provided to you by our program at the beginning of the first semester.

II.   Overview of the LDT Program and the IDD M.Ed. Degree

There are three degree levels available in the Learning, Design, and Technology Program (LDT): Master of Education (M.Ed.), Educational Specialist (Ed.S.), and Doctor of Philosophy (Ph.D.). The Ph.D. is designed to prepare researchers and scholars to explore and further develop the theory and practice of our field.

The Ed.S. is an applied degree meant solely for people working in K-12 schools, whereas the M.Ed. is an applied professional degree appropriate for any educational or training context. Students who complete the M.Ed. in Learning, Design, and Technology, specializing in Instructional Design & Development (IDD), qualify for positions such as instructional designer, eLearning developer, project manager, instructional technologist, and others, in a wide variety of business and educational settings.

All our students share the important goal of helping people reach their full potential through education and training. You should expect to collaborate with, learn from, and help teach all students and faculty whom you encounter in our program.

Successfully completing an M.Ed. degree can be summarized by the following expectations:

> 1. Completion of the required number of semester hours (36) in the IDD course sequence;

2. Developing, presenting, and successfully defending a professional portfolio; this portfolio provides evidence of your knowledge, skills, and abilities related to learning, design, and technology;
3. Becoming a contributing member of our program's culture of professional development.

The first two expectations are described in the next section. 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. When we all work together and take on these responsibilities as individuals, a rich culture of professional development can be maintained.

You should also recognize that your professional development in the Learning, Design, and Technology field continues throughout your career. You should 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

Below is an overview of the courses that make up the IDD M.Ed. curriculum:

EDIT 6100E 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 6400E 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, Constructionism, Goal-based Scenarios, etc.

EDIT 6170E Introduction to Instructional Design (3 credits)
This course introduces participants to the skills and processes leading to the systematic design, development, and evaluation of instruction.

"Design Studio" Courses (12 credits)
This category consists of four courses: EDIT 6190E Design and Development Tools (3 credits), a second EDIT 6190E Design and Development Tools (3 credits), EDIT 6200E Learning Environments Design I (3 credits), and EDIT 6210E Learning Environments Design II (3 credits).

Notes: EDIT 6190E and EDIT 6170E are prerequisite to EDIT 6200E; also, EDIT 6210E includes an oral comprehensive exam that focuses on the candidate's command of major concepts in the theory and practice of our field.

EDIT 6500E Digital Video in Education (3 credits)
This course covers the design, production, and use of digitalvideo for learning, along with the theory base for supporting learning with video.

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

EDIT 6900E - 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 7350E – Evaluation and Assessment (3 credits)
This course introduces students to the planning, conducting, analyzing, and reporting of systematic evaluations of instructional products and programs, including effective design of assessment to measure learning.

EDIT 7520E – Designing and Teaching Online Courses (3 credits)
This course allows students to experience the process of designing and developing an online course, along with principles and procedures for teaching online courses.

A two-year course schedule is maintained on the IDD website detailing which courses you are expected to take and when. However, this schedule is subject to revision. Group advisement sessions during the fall and spring semesters will help keep you abreast of any adjustments.

B. The Cohort Approach

The IDD online curriculum is delivered in a flexible mode that includes innovative scheduling of online class sessions and various resources to accommodate the work schedules of busy people. All courses are delivered completely online. The curriculum uses both synchronous and asynchronous technologies and faculty are mindful of differences in time zones between where students live and Athens, Georgia. However, students are expected to arrange their work schedules appropriately to accommodate online class meetings.

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

Should circumstances arise that prevent you from completing 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. However, in such a case your academic advisor will assist you with finding such courses as are available and arranging the best possible "plan B" sequence.

C. Technology Requirements

It is difficult to imagine any professional working today without ready access to adequate technology resources. This is especially true among those working in the Learning, Design, and Technology field. All students admitted into the program must have their own video- and audio-capable laptop or desktop computer, prescribed software, and video camera, and have these resources available for each online class or event. Consult the hardware and software information 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 a learning, design, and technology professional. It is likewise very important to have broadband Internet access in order to be successful in this all-online degree program.

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, upgrades, or additional tools if the need arises during the course of project work.

D. Portfolios and the Required Final Examination

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

As outlined in the UGA Bulletin, all M.Ed. 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. Each candidate is required to construct and present a portfolio that represents his or her competence at the master's level. The portfolio is a tangible online document that consists of course projects and other materials as described in the "Portfolio Examination Guidelines"; these guidelines can be found below in Appendix A. *(See also the Portfolio Examination section under Milestones below.)*

The portfolio is an integral part of 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 planning and developing at the very start of your graduate experience.

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, a synchronous event, should be scheduled at a time reasonably convenient to both candidates and faculty, but students should be prepared to take a personal leave day from work if necessary to meet this important requirement.** Each student bears significant responsibility for leading the scheduling process for this event. Parameters for scheduling will be provided by the IDD coordinator.

Candidates who do not adequately prepare and defend their portfolio according to the requirements and due dates are at risk of not graduating on time.

E.   Professional Networking Guidelines

We strongly encourage professional networking activity for everyone in the IDD emphasis area.

If possible, students who live in the greater Atlanta metro area should try to attend 2-3 ISPI-Atlanta (http://www.ispiatlanta.org/) or ATD-Atlanta (http://astdatlanta.org/) meetings per year. Students who live elsewhere should seek out participation in similar professional organizations. Students may propose other organizations or activities to fulfill this expectation if they wish.

Students should describe and reflect upon their professional networking activities as part of the reflective writing component of the professional portfolio they will defend at the end of the program.

III.   Procedures for Completing Graduate Study for the M.Ed. Degree

The information provided in this handbook is for your reference. Although guidelines and policy are subject to change, every attempt has been made in this handbook to reflect the most accurate information at the time of printing. University and College of Education 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 discover and follow all requirements.**

All Graduate School forms can be found at:
http://grad.uga.edu/index.php/current-students/forms/

Milestones in the Graduate Experience

A. Initial Advisement for Coursework; Orientation at the IDD@UGA Conference

1. Following admission to the program, you will be sent an email message welcoming you to the department. This letter will provide, or direct you to, important information, such as steps for completing the admission process, orientation information, 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 message, 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. Because we are an all-online program, faculty will make every effort to communicate with you through the most effective means. Of course, if you live near Athens, Georgia, you are always welcome to come to the main campus for face-to-face meetings.

3. **Plan to attend the IDD@UGA Conference** to be held in August of each year. This conference is normally scheduled for one of the first three weekends of the fall semester each year. Attendance by IDD students is strongly encouraged, though we understand that students who do not live reasonably close to Georgia may not be able to afford the travel costs. The public and the UGA community also participate. This event will typically be a 2-day conference with keynote speakers, seminars, workshops, selected vendors, and social events.

    Orientation meetings for new IDD students are held at the conference. The philosophy and mechanics of the cohort plan will be explained during the orientation. We will also cover tools for success in online learning for first year students. The conference and orientation are also your first opportunity to meet other IDD students, and students in your cohort in particular. You will find that other students 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. Students whose circumstances prevent them from attending the conference will be provided with orientation information, some of which may be provided after the event.

    The conference will also offer professional networking opportunities, exposure to external speakers and their content, and presentation opportunities for second year students; however, attending the conference does not take the place of any required coursework.

B. UGA Email; 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 either your UGA email or the email address included in your graduate application. 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 UGA email, as well as the email subscribed to the listservs, frequently.** Thus you should take whatever steps you can to make sure this happens (such as email forwarding or updating your listserv email).

   You also need to check any "junk" folders occasionally just in case important email is inadvertently marked as spam. If your UGA email address changes, it is your responsibility to notify the department.

2. UGA MyID. The University provides an array of resources to registered students, such as a University email address. 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've obtained a UGA email address, you should consider contacting the IDD coordinator and requesting that it be used for receiving all IDD-L listerv email.

C. Coursework

1. It is your responsibility to communicate with your advisor prior to registering each semester. Plan well in advance to avoid network congestion and stress during the last days of registration.

2. For a searchable 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 Form

1. The Program of Study form should be submitted to the Graduate School during the semester prior to 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 (or at best you will be charged a late fee).

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. (All this takes time! Do your part *early* to get the ball rolling.)

3. After approval of the Program of Study form, any coursework 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 on the Graduate School's website 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 their response time is usually fairly short.)

F. Portfolio Examination

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

1. Prepare your portfolio in accordance with the Portfolio Examination Guidelines presented in Appendix A.

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

3. A portfolio defense committee, normally consisting of three departmental faculty members and chaired by the candidate's major professor, reviews the candidate's portfolio and conducts the oral defense session. The meeting will typically be conducted in a live online format, but on-campus meetings are also possible if desired by the student.

4. You must notify the department of your intent to submit and defend your portfolio by creating an account and completing the accompanying online form on the IDD Portfolio Management website at the beginning of your graduating semester. The deadline for submitting this online form will be listed on the portfolio website for that semester.

5. You must submit your completed portfolio for departmental review by the date announced on the IDD Portfolio Management website. 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 website is at risk of not being reviewed that semester.

6. A brief video presentation overview of the portfolio, prepared by the student in advance of the meeting, may also be required at the discretion of the advisor and IDD faculty.

G. Graduation

Congratulations!

You are invited, but not required, to participate in commencement ceremonies sponsored by the Graduate School (fall and spring semesters). Information about these events is posted and updated on the Graduate School's website. Because there is no commencement event for the summer semester, students who graduate in August have the option to participate in December commencement exercises.

Appendix

Appendix
Portfolio Examination Guidelines
for the LDT Master's Degree,
Instructional Design and Development Emphasis
http://ldt.coe.uga.edu/idd/portfolios/

Purpose

The purpose of the *Portfolio Examination* is to provide an opportunity for Master's candidates to present a record of their studies to the Instructional Design and Development faculty for assessment.

The Portfolio Examination (oral defense) meeting will typically be conducted in a live online format, but on-campus meetings are also possible if desired by the student. A brief video presentation overview of the portfolio, prepared by the student in advance of the meeting, may also be required at the discretion of the advisor and IDD faculty.

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 with any Web development technologies of the student's choice. 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 candidate is expected to be competent in all themes, and proficient in at least two themes. Students must choose two of the FADDIE themes for reflective writing (see #3 below).

> **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

Theme	Competency Areas
Foundations	Core knowledge related to instructional technology Emerging approaches in teaching, learning, and technology Technology issues related to culture and community Research methods in instructional technology Managing instructional technology projects
Analysis	Needs assessment Performance assessment Task analysis
Design	Curriculum mapping Instructional design Message design Design tools
Development	Development tools Curriculum development Instructional development Development tools Learning environments design Full motion video production
Implementation	Technology-enhanced classroom environments Uploaded, published, and maintained eLearning content
Evaluation	Formative evaluation Summative evaluation Instructional product evaluation

Required Sections for the Portfolio
The required sections for the portfolio are:
1. Resume
2. Autobiographical Statement
3. Overview/Reflection Statement
4. Program of Study
5. Programmatic Themes

1. 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 you've chosen to focus on (out of the FADDIE framework), 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, videos, newsletter articles, publications, lesson plans, lessons, workshops, seminars, media developed and used in instruction, and projects completed for purposes such as employment. **With each theme, provide a brief written summary for each learning artifact included.**. Each written summary should explain why the item was included, what the item represents to the candidate, and **how you would do this project differently next time**, if you had the opportunity. Each summary should be approximately 100-200 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 master's degree in Instructional Design and Development. The content of the learning artifacts should be projects that are collected during the process of completing the required courses.

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.

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 requires a re-set at the beginning of 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 (a *complete* draft, for initial review by faculty reviewer)
- Portfolio Submission Date (after initial review, for LDT program review)
- Portfolio Oral Exam Date(s)