

UMBC ISD Portfolio Requirements

(revised July 11, 2014)

Overview

In order to graduate each ISD Master's student must provide a professional portfolio of course-related work samples that reflects their accomplishments throughout their tenure in the program. Portfolios must be approved by the portfolio committee for the student to graduate.

The portfolio will contain a **minimum of 8** and **maximum of 10** work samples.

- Two work samples must be from the 4 core courses (EDUC 602, 603, 605, and 671)
- At least one sample must be included from either EDUC 771, 792 or 794
- Additional samples may include work from other ISD program elective courses
- Students may only use work samples that were created as course requirements for the ISD program. Samples created before they entered the program or samples that are not related to ISD program requirements will not be allowed.

Up to two co-created or group work samples will be accepted with proper documentation, and consent from other contributors and a description of individual contribution to the work product.

Portfolio Contents

In addition to the work samples, students will be required to include the following items, which may be documents, video, audio or other formats selected by the student:

- Overarching piece reflecting the rationale for the selected work samples and portfolio structure (250 words max)
- Student's career goals and highlights of their learning in the program (250 words max)
- Resume(2 page max)
- Cover sheet explaining each work sample, indicating competencies demonstrated and significant learning points. Please format your work sample using the CCAR (Competency, Context, Action and Result) method. This video shows you how to do that at <http://www.youtube.com/watch?v=tJEgScNghNI#t=27m36s>

Cover Page Format for Each Work Sample

Each work sample must have a cover page to introduce the reader to the sample. It must have the following format:

Competency:	Identify the competency the sample demonstrates
Context:	Describe situation where you created the sample
Action:	Describe what you did & why
Results:	Describe outcomes, use measurable results if possible

Examples of Work Samples

Students should aim to present a varied portfolio that demonstrates a solid grasp of core competencies and the competencies in their area(s) of interest or specialty. It is not necessary to demonstrate all of the competencies in any model. Examples of the types of work samples that may be included in the student's portfolio are:

- Case studies
- Design plans or documents
- Instructor manuals
- Evaluation strategy, assessment instruments & tools
- Job aids or performance support tools
- Lesson plans
- Multi-media productions
- Online learning projects
- Project management plans or documents
- Research or "white" papers
- Storyboards
- Training materials and leader guides
- Video or audio recordings
- Web presentations, wikis and blogs
- Writing sample

Students are responsible for honoring all copyrights and ensuring that appropriate credit is given for all materials used in the portfolio.

Work Sample Competencies

Students must use the following professional associations as a basis for their work samples. These associations are:

1. Association for Talent Development (formerly ASTD)

The ATD competencies include:

1. Change Management
2. Coaching
3. Evaluating Learning Impact
4. Instructional Design
5. Knowledge Management
6. Learning Technologies
7. Managing Learning Programs
8. Integrated Talent Management
9. Performance Improvement
10. Training Delivery

Definitions and more info can be found at:

<http://www.astd.org/content/research/competency/AreasofExpertise.htm>

2. International Board of Standards for Training Performance and Instruction (IBSTPI)

<http://www.ibstpi.org/competencies.htm>

The IBSTPI competencies include:

1. Communicate effectively in visual, oral and written form.
2. Apply research and theory to the discipline of instructional design.
3. Update and improve knowledge, skills, pertaining to the instructional design process.
4. Apply data collection and analysis skills in instructional design projects.
5. Identify and respond to ethical, legal implications of design in the workplace.
6. Conduct a needs assessment.
7. Identify and describe target population and environmental characteristics.
8. Select and use analysis techniques for determining instructional content.
9. Analyze characteristics of existing and emerging technologies & their use.
10. Use instructional design and development process appropriate for a project.
11. Organize instructional products to be designed, developed, and evaluated.
12. Design instructional interventions.
13. Plan non-instructional interventions.
14. Select or modify existing instructional materials.
15. Develop instructional materials.
16. Design learning assessment.
17. Evaluate instructional and non-instructional interventions.
18. Revise instructional and non-instructional solutions based on data.
19. Implement & disseminate instructional and non-instructional interventions.
20. Apply business skills to managing the instructional design function.
21. Manage partnerships and collaborative relationships.
22. Plan and manage instructional design projects.

3. International Society for Performance Improvement (ISPI)

<http://www.ispi.org/pl/cpt/CPT-Performance-Standards.pdf>

- Standard 1: Focus on Results or Outcomes
- Standard 2: Take a Systemic View
- Standard 3: Add Value
- Standard 4: Work in Partnership with Clients and Stakeholders
- Standard 5: Determine Need or Opportunity
- Standard 6: Determine Cause
- Standard 7: Design Solutions including Implementation and Evaluation
- Standard 8: Ensure Solutions' Conformity and Feasibility
- Standard 9: Implement Solution
- Standard 10: Evaluate Results and Impact

More detailed information on their standards can be found at their website

Portfolio Structure

All portfolios will be submitted via a file sharing site or a website of the student's creation. **Either is acceptable.** Students are responsible for the creation and maintenance of their portfolio and may use a web building tool of their own choice.

File sharing tools to consider:

- Box - www.box.com
- Dropbox - www.dropbox.com
- Evernote – www.evernote.com
- Google Docs – www.docs.google.com

Website tools (optional) to consider:

- Google Sites - <http://sites.google.com/>
- Weebly - <http://www.weebly.com/>
- Webs - <http://members.freewebs.com/>
- Wix <http://www.wix.com/>
- Visual VC - <http://www.visualcv.com/>

It is recommended that students do not spend a lot of time designing and creating a website since simple file sharing is acceptable.

The design of each portfolio will be unique to the student. The portfolio should be well organized and carefully planned so that all visual, audio, and text are clear and flow intuitively for the viewer. All files and links must operate flawlessly.

Preparation for the Portfolio

The program offers the following resources in order to prepare for the portfolio:

- Full-credit online course (EDUC 689 Portfolio Development in Fall & Summer)
- Optional online portfolio tutorials
- Sample portfolios from alumni and advanced students
- Interim check-ins during the routine advising process

Initial Review of the Portfolio

Students will submit their portfolios for **initial** review after their 6th course and no later than their 8th course. The purpose of this review is to provide students with feedback so they can be prepared when they submit their portfolio for the **final** review

Final Review of the Portfolio

Each portfolio must be submitted for **final** review in mid- semester during the semester when students expect to graduate (April 1st for Spring, July 1st for Summer, November 1st for Fall graduation). A feedback committee consisting of faculty, ISD board members, selected alumni and employers will conduct a preliminary review of each portfolio and offer suggestions as necessary. Final grading (pass or not pass) of the portfolios will be made by vote of the committee. Feedback will be made in a timely fashion, so students can meet graduation timeline requirements. The committee, at its option, may allow for additional work to be completed to meet requirements. Possible outcomes may include:

1. Pass – pass without any conditions

2. Pass With Conditions – passing is conditional on making minor changes
3. Not Pass – student must make changes/revision based on committee feedback and then must resubmit their portfolio

Timetable

The following time table is provided as a planning tool to guide students

First Semester – select file sharing tool, post from courses after each semester

After 6 courses – student must post portfolio for initial cursory review by evaluation committee

Final Semester – submit final portfolio mid-semester of semester that student intends to graduate (April 1st for Spring, July 1st for Summer, November 1st for Fall graduation).

After Every Semester – post work samples from course(s) taken that semester

Ongoing – student request feedback from fellow students, co-workers, alumni & professionals

Portfolio Ownership

All submitted portfolios are the property of the student but may be used as examples by UMBC unless otherwise specified by the student.

Note to Students

These requirements are subject to change. Since this is a new requirement and process for students, the ISD program may need to be flexible with the administration of the requirements.