



## **M.Ed. in Learning, Design, and Technology Capstone Portfolio Guidelines**

Version 1.0 – May 2015

- Description:** Students completing the Masters of Education (M.Ed.) degree in Learning, Design, and Technology must compile and submit a capstone academic portfolio to their program advisor prior to graduation as evidence of their knowledge, skills, and fluencies in our field. The academic portfolio is typically a website that gathers and displays a series of final projects completed from select courses in the program, along with a descriptive personal statement that synthesizes the portfolio. Students may choose to develop their academic portfolio to promote their professional and technical skills in a manner that would be attractive to potential employers; however, the primary goal of this capstone academic portfolio is to assess whether students have met the minimal criteria expected of a successful M.Ed. graduate. Students may choose to create a second portfolio that includes other shorter projects, products from work or internships, and other artifacts for job-seeking purposes.
- Deadline:** The student will submit their final academic portfolio to her/his advisor by the date below that is closest to, and not after, the student's intended graduation date:
- April 10 for Spring graduates,
  - July 20 for Summer graduates, or
  - November 10 for Fall graduates.
- Components:** The portfolio will ultimately be comprised of five components: a Web site at sites.psu.edu or a personal Web space, three of the student's best learning design projects of their own effort, and a personal reflective statement. These components are described below.
- 1) Web site – Delivering the portfolio via Web site allows the student to provide the greatest access to the portfolio, flexibility in organizing and presenting the portfolio content, and a demonstration of basic Web and design competency. We recommend the use of sites.psu.edu as the platform for the portfolio, but a personal Web space (with no advertisements) may also be used. The initial site creation may have been as a part of a course in the program (for example, LDT 550).
  - 2) Learning design projects – The core of the portfolio are the student's three best learning design projects. The three projects should be selected in consultation with her/his academic advisor. The selected projects could be the final projects from LDT courses, projects from the student's professional duties, and/or personal learning design work. Projects that

were created in LDT courses should have received a grade of B+ or better. The selected projects should reflect the student's best individual design efforts—collaborative projects should only be used if the student completed the vast majority of the learning design work on the project. Overall, the projects should each reflect a mastery of the application of the learning design skills, principles, and theories that are taught in the LDT M.Ed. coursework.

3) Reflective statement – the student should synthesize their work and the projects included in the capstone portfolio with a three- to four-page<sup>1</sup> statement. As a rough guide to this statement, students should consider:

- an introduction to the portfolio overall,
- a description of each of the three projects, including
  - the most prominent design decisions the student made for those projects, and
  - how the design decisions for each project are consistent with or expand on theories/principles they have encountered in their M.Ed. program
- a discussion about how the project has furthered the student's conceptions and practices related to design and/or learning,
- a conclusion stating how the portfolio demonstrates the student's learning design philosophy and potential for success in the learning design field.

**Evaluation:**

The student's advisor evaluates the portfolio itself on a pass-fail scale, and no letter or numeric grade is assigned. However, this simplified grading scale should not diminish the student's effort, given faculty's expected quality of this academic capstone product. Portfolios that "pass" will reflect the following standards:

- Presentation – The overall presentation of the online portfolio represents a skillful, simple to read and navigate, professional appearance.
- Content – The projects and statement within the portfolio demonstrate a foundational understanding of learning design principles and their application to authentic ("real-world") contexts.

**Finalization:**

The capstone portfolio is a requirement for completion of the M.Ed. program. Students will not be cleared for graduation until all program requirements are met. Capstone portfolios not received by the student's advisor by the deadline (or by an alternative deadline established by the advisor) need not be considered until the following graduation term. It is the student's responsibility to complete, submit, and pass the portfolio—and thus, students are encouraged to communicate promptly and clearly with their advisors.

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<sup>1</sup> The statement may be presented as a Web page in the portfolio, but for judging its length, it should be the equivalent of three to four pages of single-spaced, one-inch margins, 12-point font size word-processed text in a standard font.

Questions: Questions about the capstone portfolio and the guidelines in this document should be directed to the student's advisor.

Please note that the most recent version of the portfolio guidelines document is in force at the time of portfolio submission. All prior versions of this document are obsolete.

### Portfolio Pre-Submission Checklist for Students

Components	Checklist
<b>Presentation</b>	1. Did each of the selected components earn a grade of a B+ or better? (Applicable only to components developed in LDT courses.)
	2. Does the online portfolio represents a skillful, simple to read and navigate, professional appearance?
	3. Does the Web site demonstrate basic Web and design competency?
<b>Content</b>	1. Does the project and statement demonstrate a foundational understanding of learning design principles and their application to authentic contexts?
	2. Do the selected projects reflect mastery of the application of the learning design skills, principles, and theories from the coursework?
	3. Does the reflective statement's introduction frame and introduce the portfolio?
	4. For each project, does the statement discuss the most prominent design decisions and discuss how the project is consistent with or expand on theories/principles from the coursework?
	5. Does the discussion further conceptions and practices related to design and/or learning?
	6. Does the conclusion demonstrate your learning design philosophy and potential for success in the learning design field?
	7. Does the portfolio provide evidence of knowledge, skills, and fluencies in Learning, Design, and Technology?