Educational Technology and Media Leadership Program

Signature Assignment for ETEC 530
Final Exam

Student Learning Outcome(s) Assessed:

SLO #2: Synthesize leadership principles within the practice of information and educational technology.

Description of the Signature Assignment

This assignment—a final exam—serves both pedagogical and assessment purposes. For pedagogical reasons, students prepare for the exam by collaborating with peers to review a set of study questions (e.g, eight essay questions). For assessment purposes, the final exam consists of a smaller number questions (e.g., three essay questions) derived from the study questions. Data will be collected on the reporting template in three general categories, pertaining to (1) students' knowledge of principles, (2) student's ability to apply those principles to practical settings, and (3) writing. This way of reporting will provide a useful grain size of information while also permitting flexibility, as particular exam questions may change.

Directions for Students

This is a closed-book exam to be done individually. Please respond to the following questions in essay form. [Sample questions follow.]

1. What are the major lessons regarding leadership from Leading with Soul? How could you apply these lessons in your professional practice?

2. What are the major lessons regarding leadership from Leadership and the New Science? How can you apply those lessons in your professional practice?

3. Meadows describes nine general system traps.

    a. Explain what Meadows means by a "system trap."

    b. Please identify three types of system traps. Give a general description and example of each.

    c. Please discuss a way of solving one of the three traps you chose. Illustrate your answer with an example.

4. Meadows discusses "leverage points" in systems.

    a. What does Meadows mean by "leverage points"?

    b. Please identify two types of leverage points and give an example of each.

    c. Discuss how the concept of "leverage points" could be useful in your professional practice.

5. Please compare the ideas about leadership embodied in *Leading with Soul, Leadership and the New Science, and Thinking in Systems.* Where do these readings have common ground? Where do they differ? Which of these ideas are most useful to your professional practice, and why?

6. Our guest speakers discussed their experience with leadership in their organizations.

    a. What ideas did these speakers have in common?

    b. What were key differences in their perspectives?

    c. How can you apply their ideas in your own professional practice?

7. Suppose you have been put in charge of professional development in educational technology in an organization. Please present a plan for going about this. Justify your answer with references to at least two readings from the course. You may choose a professional setting of your choice, such as an elementary school, middle school, high school, community college, university, nonprofit organization, or business.

8. For this question, please choose a group presentation in class other than yours.

    a. Please identify the topic of your own presentation in class and the different topic you will be using for purposes of this question. For example, you should write something like "I was in the organizational change models group and I'm choosing to be writing about the planning and implementation topic."

    b. What were the main ideas from your chosen presentation?

    c. Please explain how you can apply ideas from this topic to your professional practice.

Below is a list of the group presentations for this question:

I.   Fifth Discipline.

      Senge, P. M. (2000). Schools that learn: A fifth discipline fieldbook for educators, parents, and everyone who cares about education. New York: Doubleday.

II.   Organizational Change Models.

III. Leadership and the New Science—Chapters 4, 5, 6, & 10.

      Wheatley, M. J. (1992; 2006). Leadership and the new science: Discovering order in a chaotic world (3rd ed.). San Francisco, CA: Berrett-Koehler Publishers.

IV.   New Leaders.

      Watkins, M. (2003). The first 90 days: Critical success strategies for new leaders at all levels. Boston, MA: Harvard Business School Press.

V.   Planning and Implementation.

      Picciano, A.(2006). Educational leadership and planning for technology (4th ed.). Pearson Education, Inc: Upper Saddle River, NJ.

      Frazier, M. & Bailey, G. (2004). The technology coordinator's handbook. Washington, DC: The International Society for Technology in Education.

Scoring Rubric:

	Does Not Meet Expectations	Meets Some Expectations	Meets Expectations	Exceeds Expectations	Score
Theory & Principles 17 pts	With respect to all parts of the question posed: Demonstrates insufficient knowledge about theory and principles pertaining to leadership	With respect to all parts of the question posed: Demonstrates adequate knowledge about theory and principles pertaining to educational technology leadership.	With respect to all parts of the question posed: Demonstrates appropriate knowledge about theory and principles pertaining to educational technology leadership.	With respect to all parts of the question posed: Demonstrates extensive knowledge about theory and principles pertaining to educational technology leadership.	
Argumentation 5.5 pts	Demonstrates insufficient application of principles pertaining to educational technology leadership.	Demonstrates adequate knowledge about theory pertaining to educational technology leadership.	Demonstrates appropriate knowledge about theory pertaining to educational technology leadership.	Demonstrates extensive knowledge about theory pertaining to educational technology leadership.	
Grammar 5.5 pts	Ideas are unclear. May lack logical progression of ideas. May lose focus by including irrelevant ideas. May contain frequent errors in grammar, spelling, and punctuation	Generally focused on topic but may include loosely related ideas. Some errors in grammar, spelling, and punctuation.	Generally maintains purpose. Includes logical progression of ideas aided by clear transitions. Focuses on the topic and includes relevant ideas. Infrequent errors in grammar, spelling, and punctuation.	Establishes and maintains clear purpose. Essay is powerfully organized and fully developed. Essay is focused and purposeful. Virtually no errors in grammar, spelling, and punctuation.	
Total					

Legend

Total Points	College of Education Assessment Scale Equivalent
25-28	4 (Exceeds Expectations)
22.5-24.5	3 (Meets Expectations)
19.5 – 22	2 (Meets Some Expectations)
1-19	1 (Does Not Meet Expectations)
0	0 (Can't Score)