

The Learning Journal: Specification

Introduction

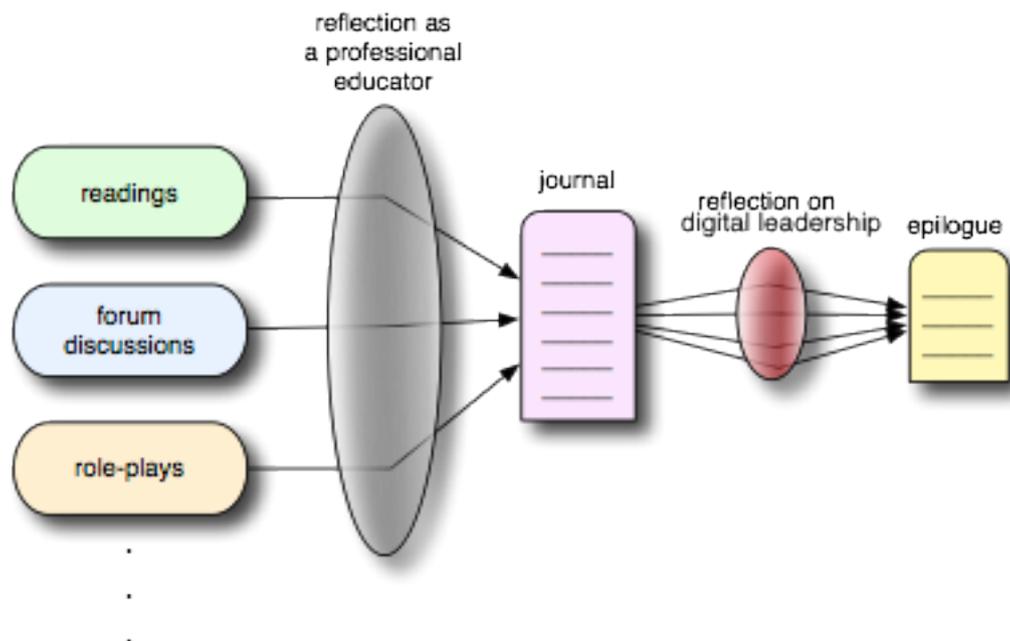
This assignment is based on the assumption that we learn well when we reflect on our own experiences and those of peers engaged in similar activity. In this case, the experiences are subject-related events (such as readings, participation in forums, etc.) and the reflection is done in the context of professional meaning. Ideally, this assignment acts as a **filter** for the ideas that are revealed by participating in the unit. To make sense of these ideas, you might ask yourself things like:

What does this mean for me professionally? Can I use this idea? Why or why not? Should I change what I normally do? Do I need to rethink my approach to leadership of technology initiatives?

With simple reflection we might reason with ideas, trying to make sense of them within current belief structures. But more complex reflection may go **much further**, so that we might extend ideas to new applications, form new knowledge or propositions, challenge existing theories etc. To make sense of your initial reflections, you might ask yourself questions like:

How can these understandings be combined around an organising concept like "digital leadership"? What general principle(s) seems to be acting here? What new (or adapted) models can be used to explain or plan things?

To match these different modes of reflecting, this assignment has two connected products: a series of simple reflections made regularly throughout the semester (the journal), and a synthesis at the end (the epilogue).



Structure

The journal is created as a series of post entries in a blog, labelled with the date and time. The entries can be written in an informal and subjective style. They do not need to be long, but they do need to be **authentic** attempts to make sense of unit content and/or processes.

The last entry in the journal is special, since it serves as an Epilogue. This is where you synthesise **your** critical understandings around the concept of "digital leadership". It should take up between 300-500 words and might include (or consist wholly of) a diagram. It should be written in a more formal style and be more objective than your earlier entries. In a sense, it is where you have reflected on "digital leadership" and want to communicate this to one of your professional colleagues.

You are encouraged to comment on the blogs of your peers. Of course, you can and should consider the comments that you receive. This could involve the refinement of your own understandings, and extension to areas that you had not thought of. Comments might also serve more mundane purposes: for example, to help fix errors and improve clarity.

Milestones

- You should make a journal entry when you have a significant insight as you engage with the unit content or participate in activities. At least six entries should be made.
- The last entry will serve as your Epilogue. It must be posted no later than the Friday of the last week of semester.

Assessment Criteria

The regular entries that you make to your journal are not assessed individually. As long as the majority of your entries are genuine, sense-making reflections, you will score successfully in the 'engagement' criteria.

This assignment contributes 10% towards your final grade and targets unit outcomes 1, 2 and 3. Three criteria are used according to the following table:

Criteria	Details	Weighting
Continuity	At least 6 substantial journal entries are made over the time you have committed to this unit (normally over Weeks 2 to 13).	2
Engagement	Entries demonstrate genuine attempts to make sense of course content (e.g. readings) and processes (e.g. other assessments, events, discussions) as they relate to relevant professional practice .	3
Synthesis	The epilogue reflects on changes to personal understandings of the concept " digital leadership " that have occurred. A clear, concise and encompassing model to represent such understandings for professional peers is provided.	5

References

Lalli, C. and Feger, S. (2005). Gauging and improving interactions in online seminars for mathematics coaches. *Northeast and Islands Regional Educational Laboratory*.

Varner, D. and Peck, S. R. (2003). Learning from learning journals: The benefits and challenges of using learning journal assignments. *Journal of Management Education*, 27(1), 52.