A Multimedia Design for Leadership Training:  
From Process to Product

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Abstract: Training future educational leaders utilizing a variety of multimedia produced modules provides an excellent opportunity for introducing the benefits of well-designed courseware and the possibilities of exploring interactive computer-based instruction. This paper discusses the development of a software program that will be used at the graduate level by current and prospective leaders in the educational environment. This unit of instruction consists of content delivered in an educational organization course dealing with administrative theory developed with the Authorware program.

Introduction

Teaching leadership theories could provide a more pleasant and easier task when the instructional units are supported by interactive multimedia-based activities that stimulate learners to engage in higher order thinking (Alessi & Trollip, 1991). According to Thomas & Mariam (1999), "Playing games in a graduate class for instructional leaders may seem childish. But the 'proster theory' asserts that the upper most part of the brain functions best when the environment is supportive and non-threatening" (p. 727). This unit was designed using the systematic approach for instructional design suggested by several authors, (Kemp, Morrison, & Ross, 1998; Dick, Carey, & Carey, 2000; Newby, Stepich, Lehman, & Russell, 2000) through an in-depth process, spanning two semesters.

Authorware, by Macromedia, was used to produce the instructional CD. One unit of instruction was designed for adult learners enrolled in the Educational Leadership Department at the Lebanese University, Beirut, Lebanon. This CD could also be relevant for use in American universities. Macromedia Authorware was selected as the program of choice because it allows for the development of interactive instructional units without the technically demanding task of computer programming (Kellogg, 1999). A demo of the CD will be provided along with a discussion of the process involved in the development of the unit.

Instructional Objectives

1. The learners will be able to state the definition of “Servant Leadership.”
2. The learners will be able to recognize the six characteristics of the servant leadership.
3. The learners will be able to compare and contrast servant leadership with more traditional leadership styles.

The content for this unit came from an educational leadership course taken at Florida Atlantic University. The Servant Leadership theory posits that “It begins with the natural feeling that one wants to serve, is to serve first. Then conscious choice brings one to aspire to lead” (Greenleaf, 1970, p.1). This module was developed to engage the learner in a multi-sensory and interactive introduction to Servant Leadership theory. Servant Leadership has six characteristics (Laub, 1999). They are:

1. Display authenticity
2. Value people
3. Develop people
4. Build community
5. Provide leadership
6. Share leadership/vision

Project Rational

As the integration of technology into the teaching and learning process continues to be adopted into all educational environments, it becomes increasingly important to support instruction with the use of technological innovations. The aim of this project was twofold: (a) to integrate technology into instruction; and (b) to prepare the students to be instructional leaders in using technology.

The four stages of the instructional unit include:
1. Review the results of the assessment that the learners had in the previous class.
2. Introduce the Servant Leadership concept.
3. Present the six characteristics of the Servant Leadership.
4. Involve the learners in interactive activities that review the whole content of the class.

References


