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LEAD2 MOOC Report (LEAD2 MOOC Edition 1: February-July 2019)

PROJECT

Enhancing Academic Leadership and Governance of Chinese and European Universities in the Context of Innovation and Internationalization (LEAD2)
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This report is part of project deliverables of
WP2 (D2.1 Improvement and implementation of MOOCs)
and WP3 (D3.2, internal quality assurance)

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INTRODUCTION

The LEAD2 MOOC is part of LEAD2 project of which the main aim is to enhance knowledge and skills regarding University Governance and Academic Leadership. The MOOC is open for all participants regardless of their countries, institutions, or academic positions. The two versions of MOOC edition (English and Chinese versions) were successfully organized from February-July 2019. In order to evaluate users' experience regarding to the course, participants were invited to fill in the users 'experience survey, which included close-ended and open-ended questions. Through utilizing a Likert scale, close-ended and open-ended questions queries participants' level of agreement on their satisfactions after finishing the course, the time they spent for the course completion, the effects of learning devices on learning experience, the effectiveness of MOOC contents, MOOC designs, course-specific topics, course-specific modules, potential effects including knowledge and skills gained after finishing the course. Of 606 users who registered for the MOOC, 78 respondents voluntarily participated in the survey.

After collecting and leaning data, data analysis has been set up: descriptive statistics and frequencies statistics have been calculated for the close-ended questions, while the qualitative approach has been applied for the open-ended questions. The report presents the results of this evaluation as follow: part I present an assessment based on close-ended questions, part II carries out an evaluation based on open-ended questions.

RESULTS

I. Close-ended questions

1. General satisfaction

Participants were asked to share the extent to which they feel satisfied with the overall quality of the MOOC. The users' perspectives about the general quality of the MOOC are presented in figure 1.

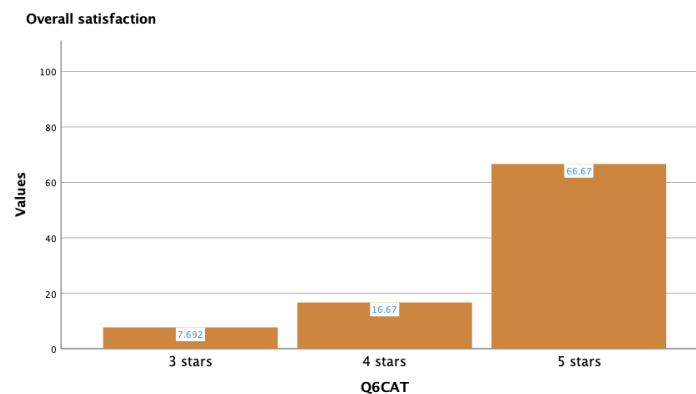


Figure 1

As shown in figure 1, the highest option of "5 stars" was the most frequently selected one among participants. In particular, 66.67 % of the participants felt highly satisfied with the course, indicating the high quality of the course. 67.67 % of the respondents reported "very satisfied" (4 stars) while 7.7 % of the users selected the option of moderately satisfaction. No participants rated the MOOC as 1 star or 2 stars in term of overall quality.

2. Learning progress

The main aims of this part were to evaluate users' experience regarding learning progress. Specifically, participants were asked to share about the specific amount of time per week they used for learning activities, the extent to which course materials, course activities, and learning devices used affect on learners' experience. Besides, suggestions regarding instructor involvement and ideal length for learning the course perceived by users were evaluated.

2.1. Time spent for the course completion

Regarding to users' experience on the time they spent for the course, respondents were asked how many hours a week they were spending on this course. The results are depicted in figure 2. In general, the most frequently selected options were between 1-2 hours, 2-4 hours, or 4-6 hours. The finding is inline with the result of users' expectations for the work plan presented in the welcome survey report.

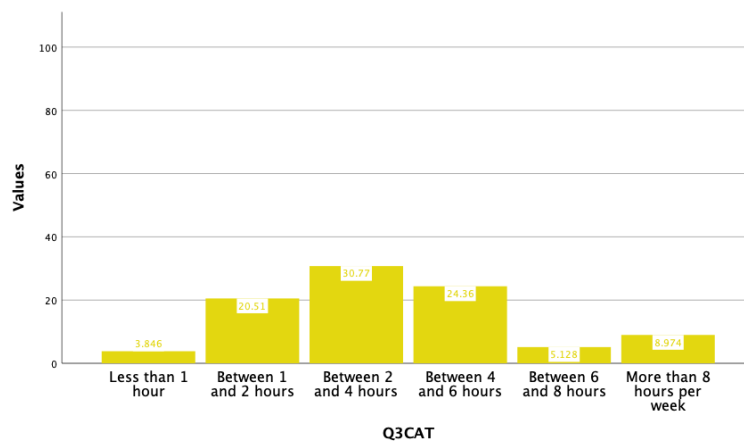


Figure 2

It significant from the frequency figure, the most frequently selected option is between 2-4 hours which was chosen by 30.77 % of the respondents. 24.36% of the users reported that they spent 4-6 hours per week to complete the course. 20.51% of the participants spent between 1-2 hours per week for learning this MOOC. A minority of the users shared that they spent less than 1 hour, between 6-8 hours, or more than 8 hours per week for learning.

2.2. Perceived factor impacts on learning experience

2.2.1. Course materials

Users were asked about the extent to which course materials including

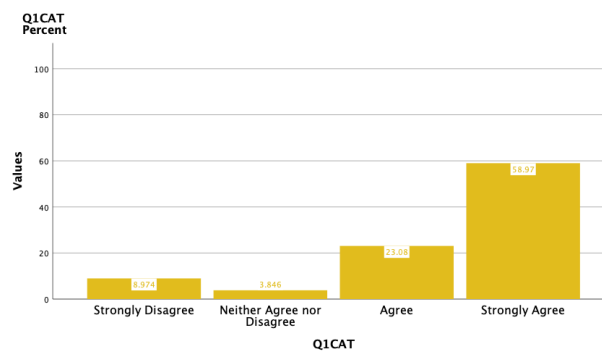


Figure 3

As shown in the frequency figure, most of the participants (58.97%) responded that the course materials including lectures, videos, documents have positive impact on learning experience. 23.08% of the users agreed that course materials have positive effects on learning experience. 3.846% of the users chose the option of “Neither agree nor disagree” while 8.9 % of the respondents strongly disagreed with this statement.

2.2.2. Course activities

Concerning the impacts of course activities, users were asked sharing the extent to which they agree with the statement about the positive effects of course activities on learning experience. As can be seen in figure 4, majority of the respondents highly agreed with the statement (56.41%). While 21.79% of the users agreed that course activities positively influence on learning experience, 10.2% of them strongly disagreed with this statement and 5.1% of users chose the neutral option, indicating neither agree nor disagree.

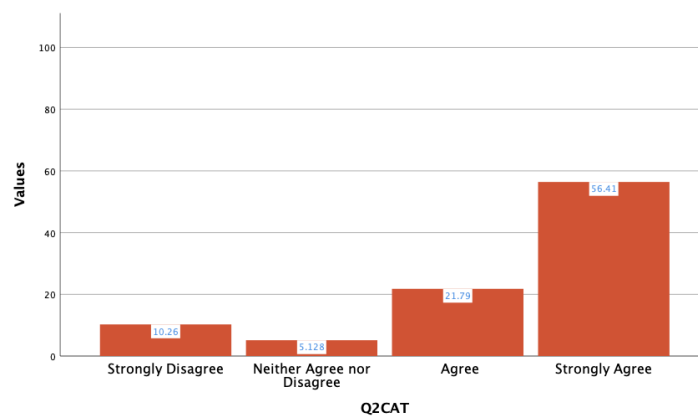


Figure 4

2.2.3. Learning devices

In order to access the MOOC, users can either choose smartphone device or tablet device. Thus, participants were asked sharing their experience while using these devices. The questions were “I have a positive user experience when I access my course on my smartphone/ tablet device”.

Regarding learning the course on smartphone device, the results are plotted in figure 5. The findings reveal that 21.79 % of users did not learn the course on smartphone devices including iPhone or Android phone. 34.62 % of respondents strongly agreed that they had positive learning experience when they accessed the course on smartphone. 24.49 % of users agreed with this statement while a minority of participants selected the options of “strongly disagree” to neutral (6.7 % in total of the respondents).

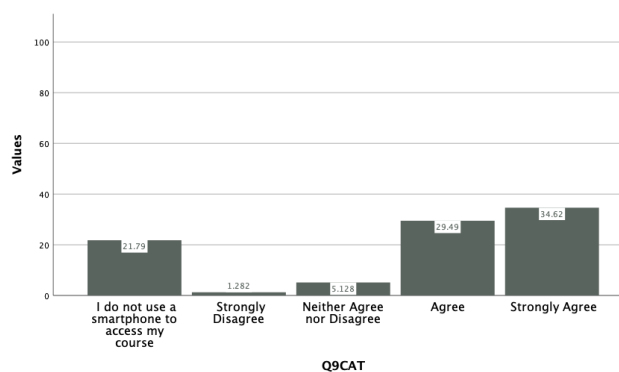


Figure 5

Concerning learning experience using the tablet devices including iPad, Nexus (figure 6), 19.23% of the users reported that they did not access the course on tablet devices. 32.05 % of the respondents selected the option of “Strongly agree” following by 25.64 % of users who chose the “Agree” option. 7.6 % of the respondents reported “neither agree nor disagree” while about 4.9 % of them selected “strongly disagree” or “disagree” options.

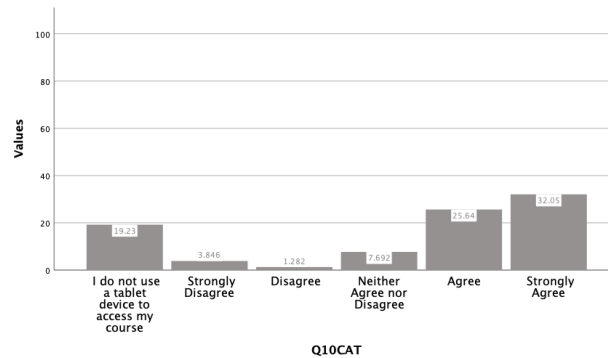


Figure 6

2.3. Suggestions based on learning experience

Based on learning experience regarding the LEAD MOOC, participants were asked to suggest the extent to which instructor should be involved in their online learning course as well as the ideal length of the Canvas Network should last. Results are presented as below.

2.3.1. Instructor involvement

Regarding instructor involvement, majority of the participants responded that they like variety, indicating that they would like to have both peer-to-peer interactions with classmates and also communication with instructor during the course(37.74%). 25.64 % of the users reported they like to learn on their own while 19.23 % of the respondents selected the option of “I prefer peer-to-peer interactions with my classmates”, indicating that they are familiar with social learning. 5.1% of the users chose the option of “I prefer to communicate only with instructor” while none of them shared that they did not interact with their instructors during the MOOC.

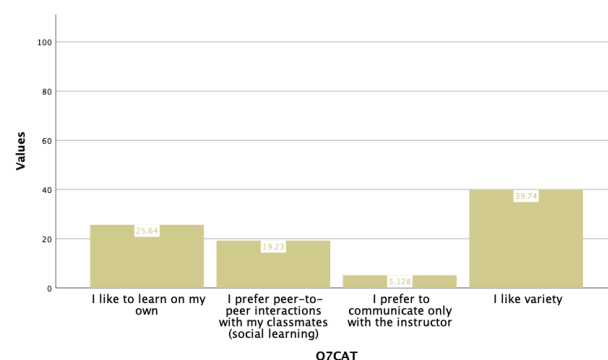


Figure 7

2.3.2 Ideal length for the LEAD MOOC

Participants were asked to suggest the ideal length of which the Canvas Network course should last. The results are indicated in figure 8. In general, 4-6 weeks are the ideal length for the Canvas Network course perceived by a majority of the respondents.

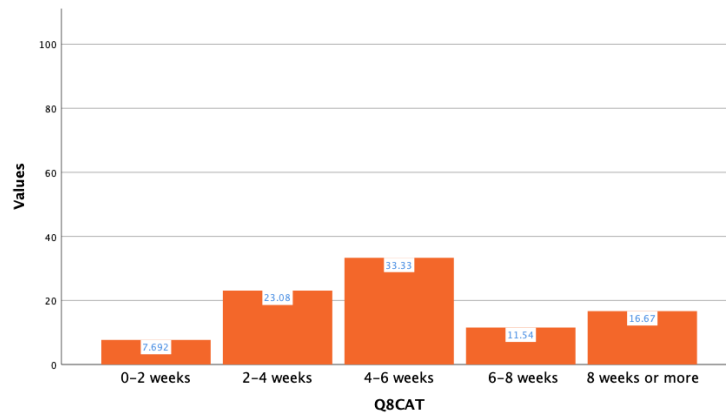


Figure 8

As indicated in the frequency figure, 33.33% of the users voted for the option of 4-6 weeks, indicating that the Canvas Network course should last for around 1-1.5 months. 23.08% of the respondents selected the “2-4 weeks” option while this percentage for users who chose the option of 8 weeks or more are 16.67%. Only 11.54% of the users reported the ideal length for the Canvas course should be 6-8 weeks while only 7.6% of them selected the option of 0-2 weeks.

3. Perceived effectiveness regarding course contents

In order to measure the effectiveness of the course contents, users were asked to evaluate the relevance of the MOOC contents and the engagement of teaching materials. The findings are depicted in figure 9 and figure 10.

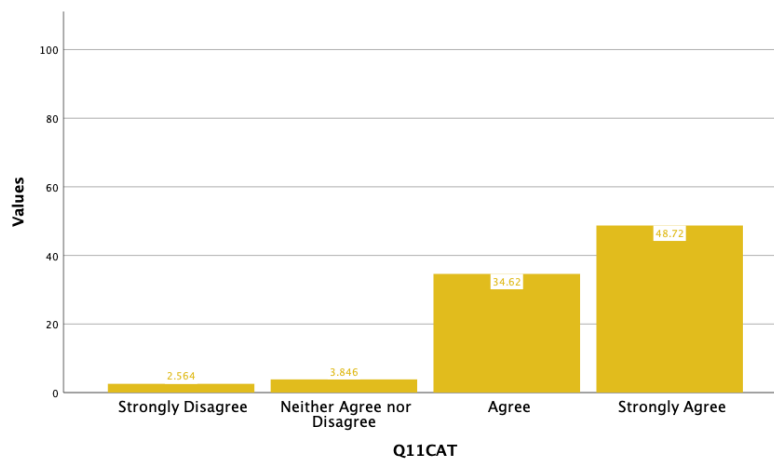


Figure 9

As shown in figure 9, the results reveal that 48.72% of the respondents selected the option of “Strongly agree”, meaning that the course was highly relevant for them. 34.62% of the users reported “agree” while a minority of them selected the options of “Strongly disagree” or “Neither agree nor disagree”.

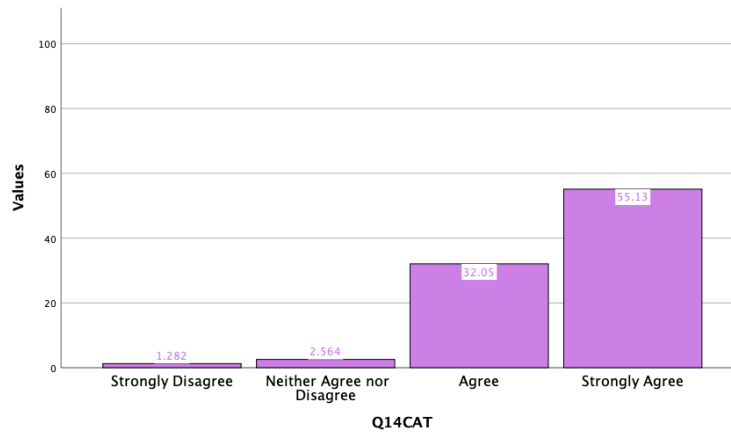


Figure 9

Concerning the engagement of teaching materials, 55.13% of the users strongly agreed that teaching materials for this course were engaging, indicating high satisfaction regarding teaching material engagement. While 32.05% of the users reported “agree”, only 3.7% of the respondents selected “Strongly disagree” or “neither agree nor disagree”.

4. Perceived effectiveness regarding MOOC design

To evaluate the effectiveness of the MOOC design, users were asked to assess overall quality of the course design, quality of discussion forums, feedback& support and access to the teaching materials. Results of the descriptive analysis, which include mean scores(M) and standard deviation (SD), for four questions are depicted in table 1. Particularly, on the scale of 1 to 5 (strongly disagree to strongly agree), most of the answers have a modal value and median of 4 or 5. Accordingly, the computed mean scores for these four questions were remarkably higher than 4, which means that participants strongly agreed with the statement. Of four questions, users expressed the highest agreement with overall quality of the MOOC design (M=4.51, SD=0.711). The respondents also reported a mean score for discussion forums(M=4.38, SD=0.77), feedback and supports (M=4.38, SD=0.70), and access to teaching materials (M=4.47, SD=0.71).

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Q13CAT	72	1.00	5.00	4.5139	.71193
Q15CAT	72	1.00	5.00	4.3889	.77923
Q16CAT	72	1.00	5.00	4.3889	.70322
Q17CAT	72	1.00	5.00	4.4722	.71152

Table 1

Frequency analysis for each question regarding quality of the MOOC design are presented as below.

The results of evaluating overall quality of the MOOC design rated by participants are plotted in figure 11. As can be seen in the frequency figure, more than 50% of the users strongly agreed that the MOOC design was generally good. 32.05% of the respondents reported “agree” with the statement while a few of the users chose the options of “Strongly disagree”, “disagree” or neutral which the percentage, together, were counted by 5%.

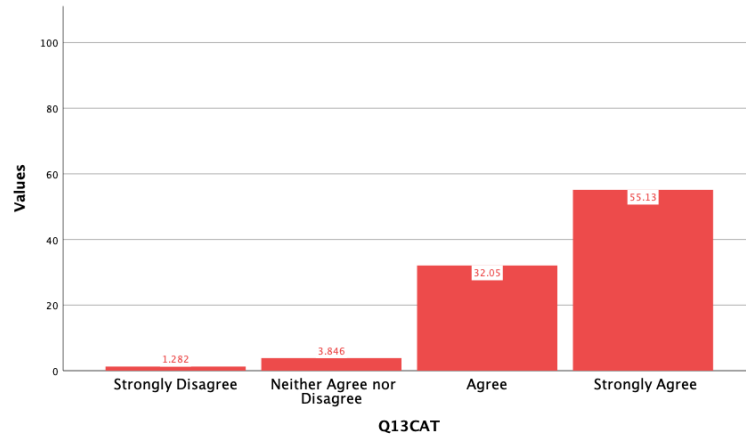


Figure 10

Regarding effectiveness of the discussion forum (figure 11), 47.44% of the respondents selected “strongly agree” option and 37.18% of them reported “Agree”. This mean that the discussion forums were fruitful perceived by participants. 5.1% of the users chose the neutral option while only 2.4% of the respondents reported “Strongly disagree” or “disagree” with the statement.

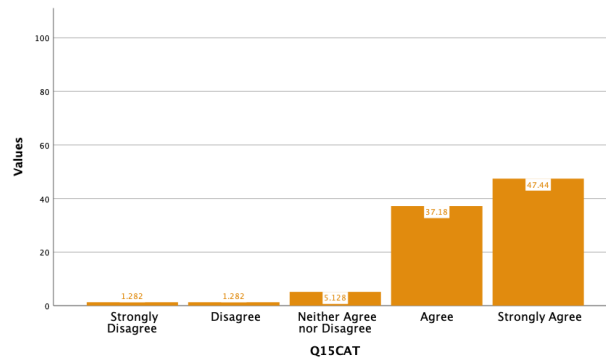


Figure 11

Users ‘perception about the effectiveness of feedback and support provided are illustrated in figure 12. Accordingly, 43.59% of users reported “strongly agree” and 43.5% of them selected “agree” option, indicating that the feedback and support provided were enough. No user chose the option of agree while 3.8% of them reported “Neither agree or disagree” and 1.2% of respondents chose “strongly disagree” option.

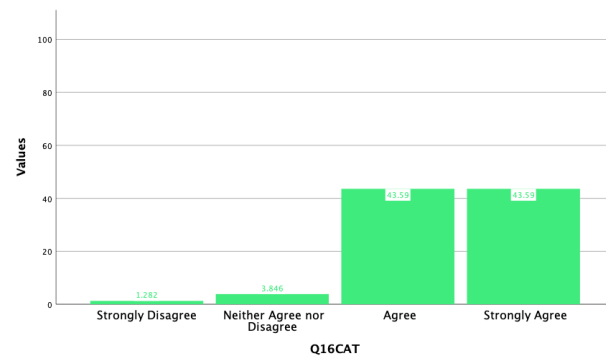


Figure 12

Regarding the convenience of accessing to the teaching material, it is illustrated in figure 17 that a majority of the users highly agreed with the statement. In particular, 51.28% of the users voted “strongly agree”

and 35.9% of them selected “agree” option. Just a few of the respondents reported “neither agree nor disagree” (3.8%), “disagree” (1.2%), or “strongly disagree” (1%).

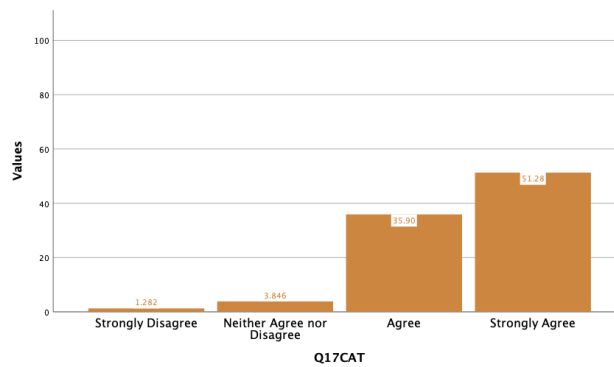


Figure 13

5. Perceived effectiveness regarding course-specific modules

To evaluate the effectiveness of the course on specific module, users were asked to evaluate the usefulness of the MOOC on addressing specific challenges for academic leaders including university governance structures (module 1). Results of descriptive analysis for course-specific modules are depicted in table 2.

Descriptive Statistics ^a					
	N	Minimum	Maximum	Mean	Std. Deviation
Q24CAT	70	2.00	5.00	4.4429	.62868
Q25CAT	70	2.00	5.00	4.4143	.75167
Q26CAT	71	3.00	5.00	4.4789	.58209
Q27CAT	71	3.00	5.00	4.5634	.52732
Q28CAT	70	3.00	5.00	4.5000	.60792

a. groupbyyear = 2.00

Table 2

As shown in the descriptive figure, a substantial majority of respondents rated high satisfaction for the quality of all module on addressing specific challenges for academic leaders. The mean score computed for each module were very close to each other and greater than 4, suggesting that participants found the course-specific modules were highly fruitful on addressing specific obstacles for academic leaders. Even though all mean scores were interpreted as positive, the mean scores computed for module 4 ($M=4.56$, $SD=0.527$) and module 5 ($M=4.5$, $SD=0.607$) were relatively higher than that calculated for the other modules.

The results of frequency analysis for course-specific modules are presented as below

Regarding module 1, which address the issue of university governance structures, a majority of respondents reported “extremely useful”(44.87%) and “very useful” (41.3%). Only 3.7% of the participants reported “slightly useful” or “moderately useful” while none of the participants chose the option of “Not at all useful” (figure 14).

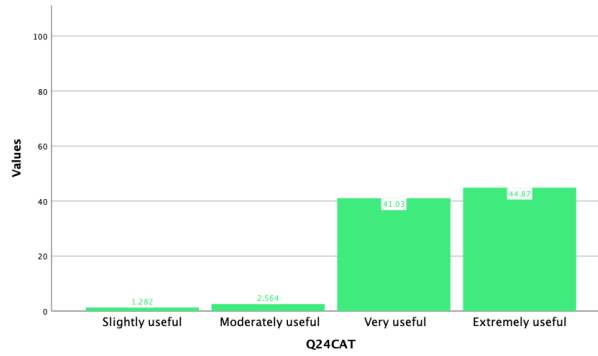


Figure 14

For the module 2, entitled “university governance for research, innovation, and valorization”, the results are depicted in figure 20. Particularly, 48.72% of the users rated the effectiveness as “extremely useful”. Among the participants, 32.05% evaluated the effectiveness of module 2 as “useful” while just a few of them reported “slightly useful” (2.5% or “moderately useful” (6.4%).

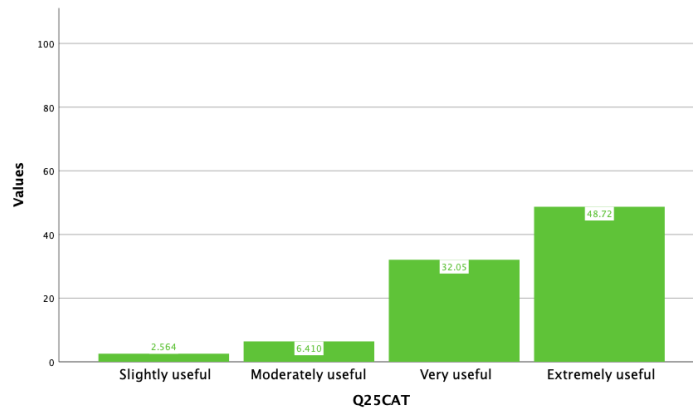


Figure 15

The results for the effectiveness of module 3 are presented in figure 16. In this light, 47.44% of the respondents selected “extremely useful” or “very useful” (39.74%), indicating the high effectiveness of this session on addressing current challenges for academic leaders. Only 3.8% of the users rated the effectiveness of module 3 as “moderately helpful” while none of them selected “not at all useful” or “slightly useful”.

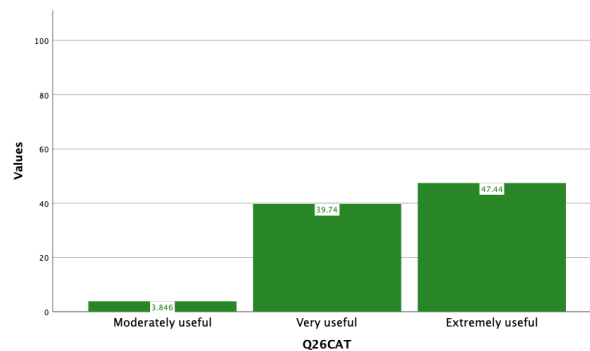


Figure 16

Figure 17 illustrates the results of effectiveness of module 4 perceived by respondents. In line with previous module, the findings reveal that users expressed high satisfaction with the usefulness of module 4 on addressing current challenges for academic leaders. Amongst participants, 52.56% rated the effectiveness as

“extremely useful”, 37.18% selected “very useful” and 1.2% reported “moderately useful”, No participant selected “not at all useful” or “slightly useful” options.

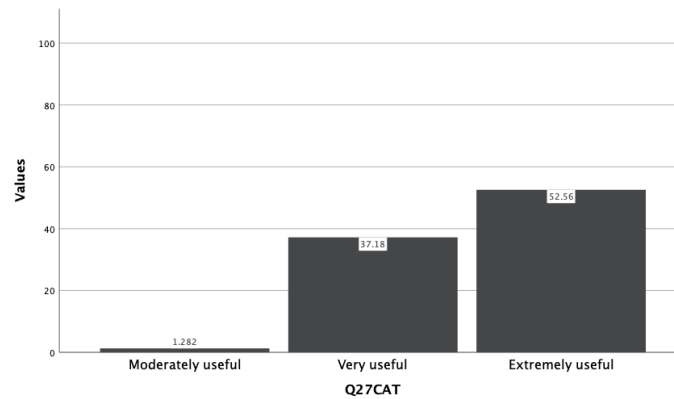


Figure 17

Concerning the last module under which reflections, lessons learned, and good practice shared were framed, the results are illustrated in figure 18. Obviously, a majority of the users selected “extremely useful” (50%) or “very useful”(34.62%), indicating the effectiveness of module 3 on addressing the challenges for academic leaders. Only 5.1% of the participants chose the option of “moderately useful” and none of them selected “not at all useful” or “slightly useful”.

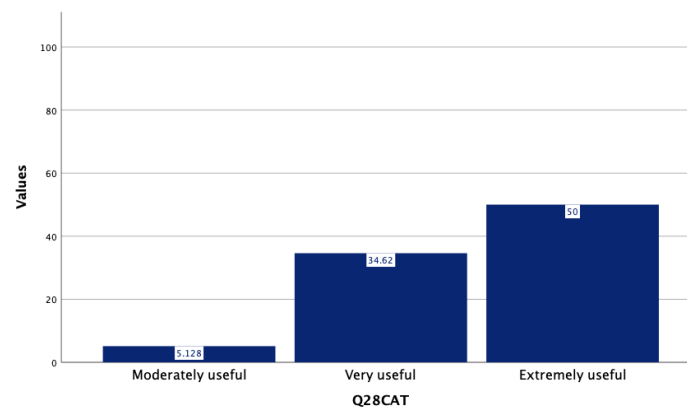


Figure 18

6. Potential impacts of the MOOC on knowledge and skill enhancement

The main aim of this session is evaluate potential impacts of the MOOC on knowledge and skill enhancement. To that end, two main themes potential impacts by specific objectives and potential impacts by MOOC elements were measured under which 10 questions were framed. The results are presented as below.

6.1. Potential impacts on knowledge and skill enhancement by course-specific objectives

Regarding perceived effectiveness with regard to course-specific objectives, participants were asked the extent to which the course was useful to meet learning objectives in improving knowledge and skills on academic leadership. The results of descriptive analysis are depicted in table 3. Accordingly, the mean scores for each category were between 4.34 and 4.53. The most highly rated category was “academic leadership skills”(M=4.54, SD=0.66). The second highest mean score objective was “understanding about challenges for HE” (M=4.49, SD=0.58). For the objective of knowledge about university governance structures, the rated score was 4.4 (M=4.4, SD=0.66). The attendees also reported a mean score for “Grasp of university governance structures in Europe

and/or China” (M=4.36, SD=0.77) and “Understanding about different leadership approached in university governance” (M=4.4, SD=0.62).

Descriptive Statistics ^a					
	N	Minimum	Maximum	Mean	Std. Deviation
Q19CAT	72	2.00	5.00	4.4028	.66417
Q20CAT	69	3.00	5.00	4.4928	.58469
Q21CAT	71	1.00	5.00	4.3662	.77900
Q22CAT	71	2.00	5.00	4.4507	.62767
Q23CAT	71	3.00	5.00	4.5493	.58036

a. groupbyyear = 2.00

Table 3

The results of frequency analysis for each objective are presented as below

As for the objective of improving knowledge about university governance structures, the results are plotted in figure 25. Significantly, a majority of participants reported “extremely useful” (43.59%) or “very useful” (44.87%), indicating the high effectiveness of the course in enhancing knowledge about university governance structures. 1.2% of the users chose “moderately useful” and 2.5% of them selected “slightly useful” option. No user selected the option of “not at all useful”.

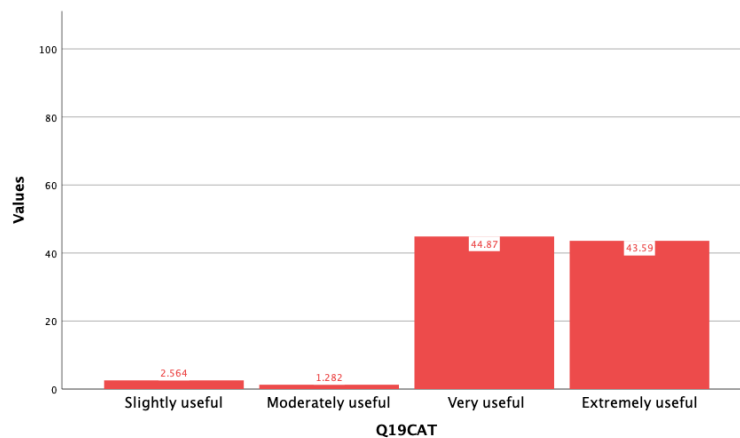


Figure 19

Concerning the objective of understanding about challenges for higher education. The results (figure 20) indicated high satisfactions of users with this aspect. Specifically, 47.44% of the respondents reported “extremely useful” and 37.18% of them reported “very useful”. Only 3.8% of the users selected option of “moderately useful” while none of the participants chose options of “not at all useful” or “slightly useful”.

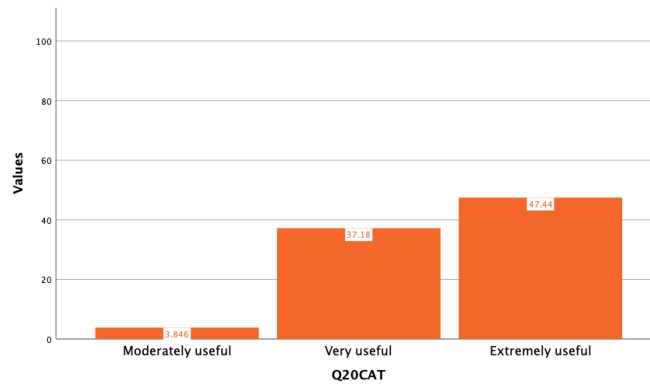


Figure 20

With regard to the aspect of grasp of university governance structures in Europe and China, the findings reveal that users expressed high satisfaction with this objective (figure 21). Of this, 44.87% of the users reported “extremely useful” and 38.46% of them selected option of “very useful. 5.1% of the respondents reported that the course was moderately useful in improving knowledge and skills on grasp of university governance structures in Europe and China. Only more than 2.4% of the users selected options of “not at all useful” or “slightly useful”.

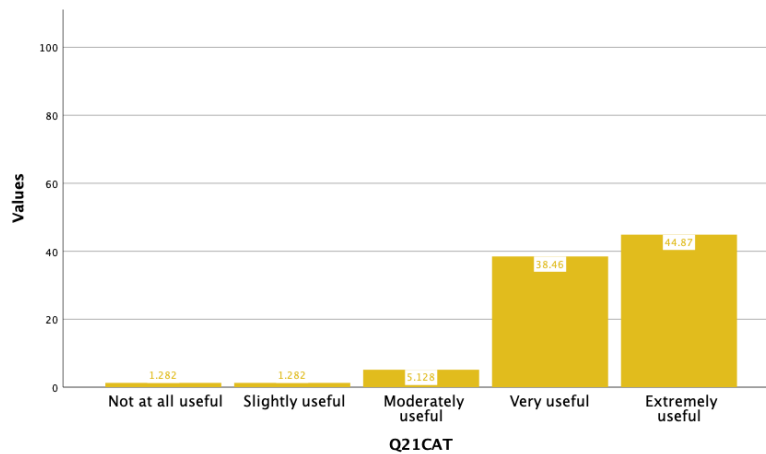


Figure 21

Concerning the objective of understanding about leadership approaches in university governance. The results (figure 22) indicated high satisfactions of users with this aspect. Specifically, 46.15% of the respondents reported “extremely useful” and 41.03% of them reported “very useful”. Only 2.5% of the users selected option of “moderately useful”. 1.2 % of users reported “slightly useful” while none of the participants chose options of “not at all useful”.

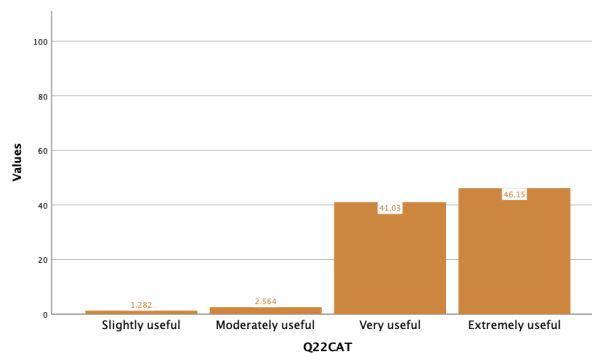


Figure 22

About the aspect of academic leadership skills, frequency analysis (figure 23) indicated that the most frequently selected options are “extremely useful” (53.85%) or “very useful” (33.33%). Only 3.8% of the users reported “moderately useful” and none of them selected options of “not at all useful” or “slightly useful”. Consequently, the computed mean score for this aspect is highest amongst four objectives which is presented in previous part.

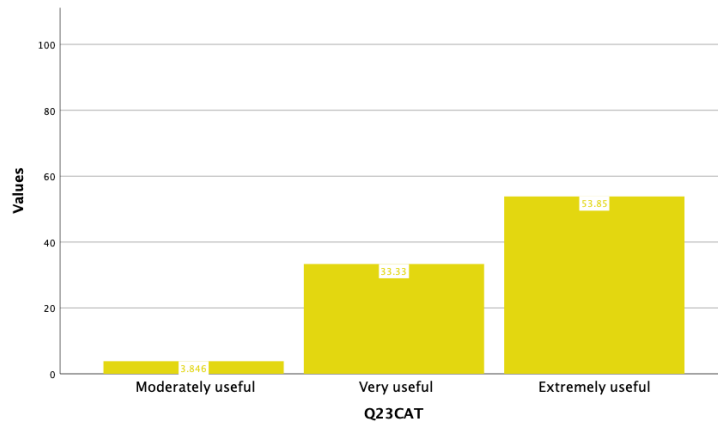


Figure 23

6.2. Potential impacts on knowledge and skill enhancement by MOOC elements

The main aim of this part is to evaluate the potential impacts of MOOC elements including videos, reading materials, discussion forums, assignments and experience sharing in improving knowledge and skills on academic leadership. Precisely, on the scale of 1 to 5 (poor to very well), most of the answers have a modal value and median of 4 or 5 (table 4). Accordingly, the computed mean scores for all categories were remarkably higher than 4, which means that participants were highly satisfied with the aspect of improving knowledge and skills by course-specific elements. Amongst five different MOOC elements, participants expressed the highest satisfaction with the videos (M=4.5, SD=0.58). The users also reported a mean score for reading material (M=4.49, SD=0.62), discussion forums (M=4.49, SD=0.60), assignments (M=4.38, SD=0.70) and experience sharing (M=4.45, SD=0.67).

Descriptive Statistics ^a					
	N	Minimum	Maximum	Mean	Std. Deviation
Q29CAT	71	3.00	5.00	4.5070	.58244
Q30CAT	71	3.0	5.0	4.493	.6296
Q31CAT	71	3.00	5.00	4.4930	.60647
Q32CAT	71	2.00	5.00	4.3803	.70440
Q33CAT	71	2.00	5.00	4.4507	.67164

a. groupbyyear = 2.00

Table 4

Frequency analysis results for each element are presented as below

Regarding videos, it is significant from the frequency figure (figure 24). A substantial majority of the users expressed high satisfaction with the usefulness of videos in improving knowledge and skills on academic

leadership. Specifically, the most frequently selected options are between “extremely useful” (50%) and “very useful” (37.18%). Only 3.8% of the participants chose option of “moderately useful” and none of them reported “not at all useful” or “slightly useful”.

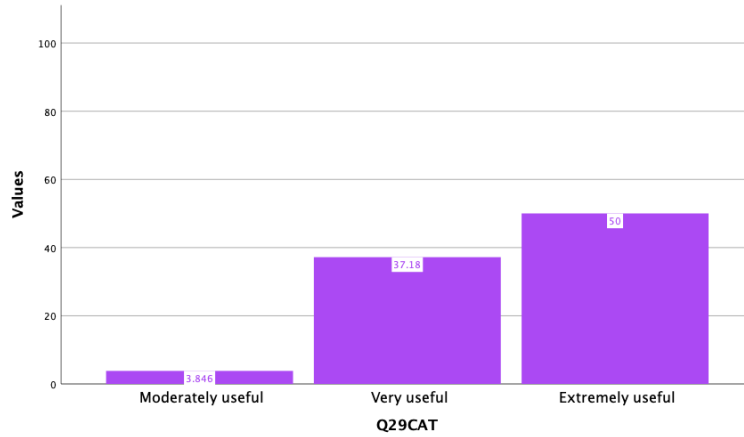


Figure 24

Concerning the aspect of reading materials (figure 25), the findings reveal that 51.28% of the participants reported “extremely useful” and 33.33% of them select option of “very useful”, indicating high satisfaction of participants with the effectiveness of reading materials in improving knowledge and skills on academic leadership. Only 6.4% of the participants chose option of “moderately useful” and none of them reported “not at all useful” or “slightly useful”.

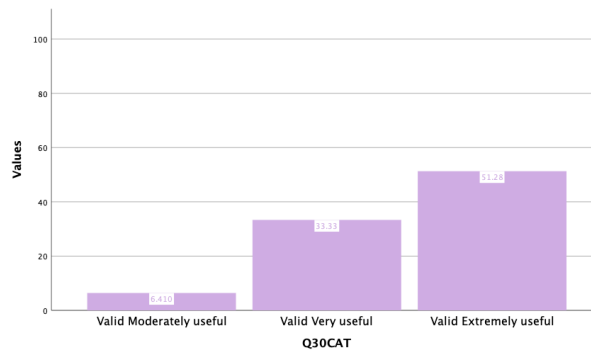


Figure 25

The results of frequency analysis for the aspect of discussion forums are depicted in figure 26. Accordingly, a majority of the users reported “extremely useful” (50%) and “very useful” (35.9%), indicating that discussion forums were very-extremely useful in improving knowledge and skills on academic leadership perceived by users. Only 5.1% of the respondents chose option of “moderately useful” while none of them reported “not at all useful” or “slightly useful”.

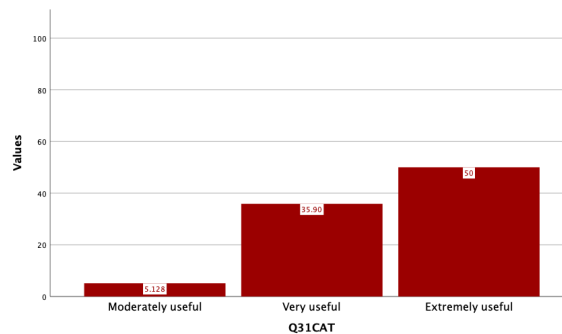


Figure 26

As for assignment aspect (figure 27), a majority of the users selected options of “extremely useful” (43.59%) and “very useful” (41.03%), indicating the effectiveness of assignment element in enhancing knowledge and skills perceived by participants. 3.8% of the users chose option of “moderately useful” while 2.5% of them selected option of “slightly useful”. None of the user reported “not at all useful”.

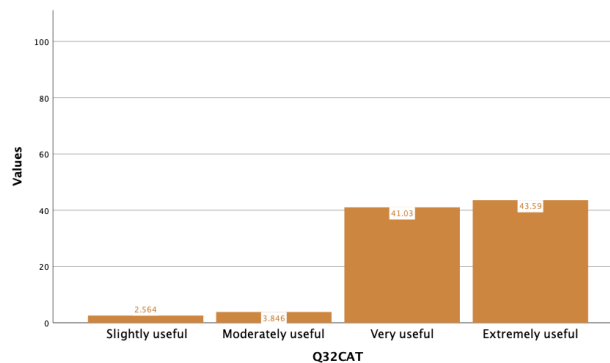


Figure 27

Regarding the aspect of experience sharing, the results are illustrated in figure 28. Accordingly, a substantial majority of the respondents expressed high effectiveness of experience sharing in improving knowledge and skills on academic leadership. In particular, 48.72% of the users reported “extremely useful” and 35.9% of them selected option of “very useful”. 5.1% of the respondents chose option of “moderately useful” and 1.2% selected “slightly useful” option. None of the user reported “not at all useful”.

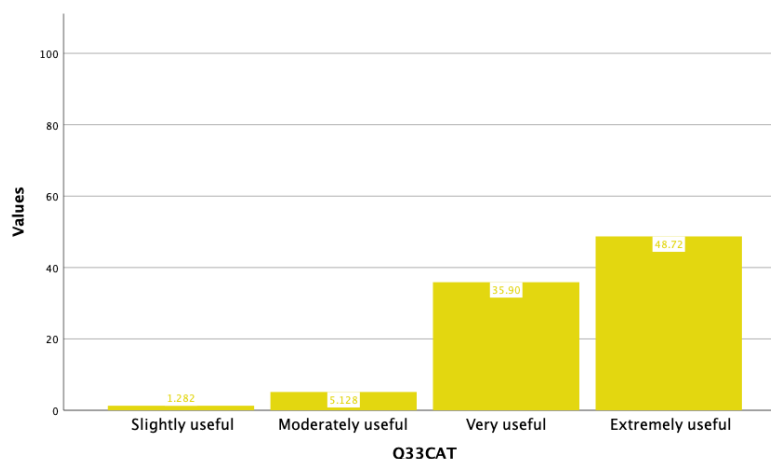


Figure 28

II. Open-ended questions

To gain deeper insights into how the course helped to meet users ‘personal goals, the challenges in completion of the MOOC as well as ask for recommendations for further improvement of the course, participants were asked to share about challenges they were facing to complete the course, suggestion regarding alternative topics about university governance and academic leadership, and learning materials needed for further development. The results are presented as below

1. Participants’ perception on how the course helped to meet their personal/ professional goals

To gain essence of the effectiveness of the MOOC with regard to meet personal goals, participants were asked to share about how the MOOC helped them meet their personal and professional goals. The comments generally clustered around enhancing knowledge, skills, and expanding the network which are in line with

previous findings of users 'perception on how the course will meet their personal goals in the welcome survey report.

The most frequent comment was about gaining more knowledge and skills on university governance and academic leadership. Of this, providing knowledge, understanding about university governance and academic leadership, knowing challenges leaders are facing within their academic institutions were highlighted. One participant remarked on this issue *“This course has broadened my understanding of the leadership issues confronted by the universities and how to address these issues in a more effective manner”*. Another participant noted *“In terms of my professional goals, keeping abreast with new trends in university governance and leadership is a key goal for me, and this course certainly challenged me to rethink some of my current strategies in that regard”*.

The second theme indicated by a majority of the participants was about preparation for future career. In particular, many participants commented that the course was provided them with a fundamental knowledge and skills on academic leadership which is valuable for their administrative positions in future. One participant stressed this aspect of the course by saying that *“It has helped me to understand the nature of academic leaders, and how I can be a future leader in my university”*.

2. Participants' perception on challenges in completion of the MOOC

Concerning challenges in completion of the MOOC, the comments generally clustered around the availability of time to learn, internet connection.

The most frequent challenge highlighted by participants was the availability of time. In particular, most of the participants indicated that due to workload, they did not have enough time to complete assignments. One participant remarked on this issue *“Maybe I run out of time because of the busy work schedule. But I hope I can still finish the course”*.

The second challenge mentioned by many participants was about the internet connection. Specifically, many users reported the technical problem of internet connection which significantly affected on their learning progress. One user noted that *“One other barrier that I encounter in completing this MOOC course is that there are times that I do not have access to the internet”*.

3. Suggestions regarding alternative topics about university governance and academic leadership

Participants were asked to suggest alternative topics about university governance and academic leadership. A majority of the users reported that they were satisfied with the current topics provided in the MOOC. Some participants recommend to add several topics to gain deep insights into university governance and academic leadership. Details are presented in table 1.

No	Suggested topics
1	Best practices on university governances
2	The future universities
3	Leadership challenges in the developing country contexts
4	Academic leadership in America and Caribbean
5	Different leadership styles and how they can be practiced in practical ways.
6	Governance partnership with private universities.
7	How to be a good leader



4. Users' recommendations on learning materials needed for further development

Participants were asked to suggest learning materials needed for further development. Most of the users reported that they were satisfied with learning materials provided in the MOOC. Consequently, there was no suggestion made by participants.

CONCLUSION

Taken together, the high overall mean scores and frequency results reported by participants showed that the MOOC was remarkable satisfactory in terms of its overall quality, contribution to the knowledge, skills and productively met users' personal goals. Responses given to the open-ended question on how the course helped to meet users' personal goals also indicated quite parallel results with the quantitative evaluations by yielding the results of improved knowledge and understanding on university governance and academic leadership. Challenges in completion of this MOOC were shared by participants. In addition, several suggestions regarding alternative/additional topics for the course were made by users.

The welcome survey report and users' experience report serve as a means for internal monitoring of the quality for the implementation of the LEAD2 MOOC; especially the comments and recommendations from the participants are essential elements for taking into consideration for further improvement. These measures are crucial for ensuring proper quality implementation and enhancing the impact of the online course on university governance and academic leadership.