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## LEAD2 MOOC Welcome Survey Report

(LEAD2 MOOC edition 2: September 2019- January 2020)

### PROJECT

Enhancing Academic Leadership and Governance of Chinese and European  
Universities in the Context of Innovation and Internationalization (LEAD2)

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## Introduction

The LEAD2 MOOC is part of the LEAD2 project which aims to enhance knowledge, skills, and competences regarding University Governance and Academic Leadership. This course is an output of the LEAD2 project. The MOOC is open for all people regardless of their countries, institutions, or academic positions, focusing on European and Chinese university governance and academic leadership. The MOOC has two versions on the Canvas Learning Management System (LMS), one in English and one in Chinese. Therefore, people can enroll in either version. In September 2019, the second edition of the LEAD2 MOOC was launched with around 500 MOOC participants enrolled and has attracted about over 600 participants during the past edition. Within this context, participants of the course are encouraged to complete the LEAD2 MOOC Welcome Survey at the beginning of the course in order to know their background, previous experiences, and expectations of the MOOC. The survey is a 20 items questionnaire of around 15 minutes long in which 97 people of both versions voluntarily participated. A summary of the analyzed variables is presented in Figure 1. in order to provide an overview of the categories covered in the instrument and guide the reader to know the structure in the presentation of the results. This report is divided into two sections. The first section of this report describes the results of the survey in terms of socio-demographic variables, previous experiences, and expectations of the participants related to the MOOC, as well as the associations that were statistically significant between the socio-demographic variables and the remaining variables. The second section will provide the conclusions that can be derived from the analysis of the results to rise new scenarios, lines of action and research questions.

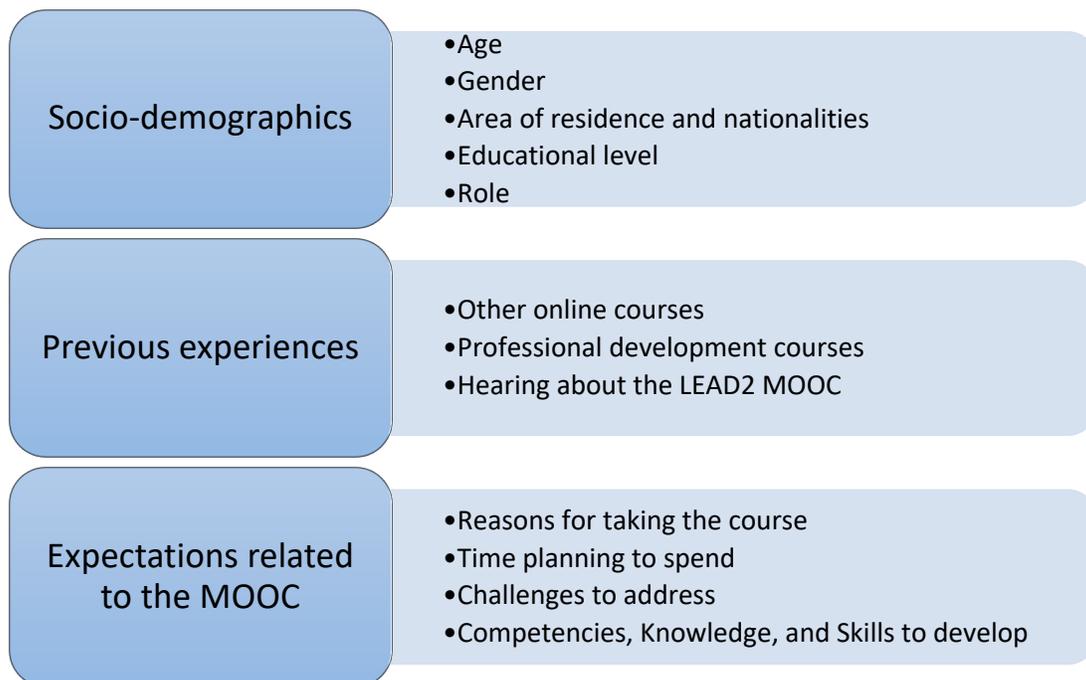


Figure 1. Categories and variables of the LEAD2 MOOC Welcome Survey

# 1. MOOC Welcome Survey: Information Regarding the MOOC Participants

This section<sup>1</sup> of the report will present the information gathered with the LEAD2 MOOC Welcome Survey about the background (Socio-demographics), previous experiences, and expectations of the respondents. Sub-section 1.1 presents the socio-demographic characteristics of the participants in terms of their age, gender, areas of residence and nationalities, educational level, and role. Sub-section 1.2 presents the previous experiences of the participants with other online courses, professional development courses, and how they heard about the MOOC. Sub-section 1.3, presents the expectations of the participants in terms of their reasons for taking the course, the time they plan to spend, challenges to address, and the set of Competencies, Knowledge, and Skills to develop. Finally, sub-section 1.4, presents the associations that were statistically significant between the socio-demographic variables and the remaining variables.

## 1.1. Socio-demographics

Below is the set of sociodemographic characteristics of the respondents in the following order: age, gender, residences and nationalities, educational level and role.

### 1.1.1. Age

Figure 2. shows the age ranges of the respondents. Most of the people (47%) are between 30 and 40 years old, followed by 38% of people under 30 years old and 16% remaining people with ages over 40 years old.

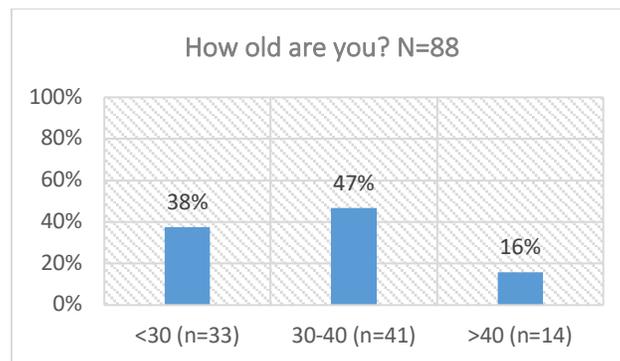


Figure 2. Age ranges

Table 1. shows some measures of central tendency and a measure of dispersion. In particular, the minimum age of the respondents is 18 years old while the maximum is 62 years old. The average age is 33 years old. However, the most common age is 24 years old. The standard deviation (SD) is 9.6, indicating that the dispersion of the data around the average age is 10 percentage points.

<sup>1</sup> The reader will constantly find in the tables and figures a big "N" and a small "n". The big "N" represents the total number of people who answered a given item and the small "n" represents the number of people who chose a given response option within the item. This distinction is made mainly because of two reasons. On the one hand, to clarify to the reader that the sum of the values of the small "n" will not always be equal to big "N" since some items had multiple response options (participants could select all that applied). On the other hand, to keep informed the reader about the number of people who participate in each item since it might vary throughout each question.

Table 1. Measures of central tendency about over age

Min	Max	Mean	Mode	SD
18	62	33	24	9,6

### 1.1.2. Gender

Figure 3. shows the gender of the respondents. In this regard, 66% of the participants are male and 34% are female.

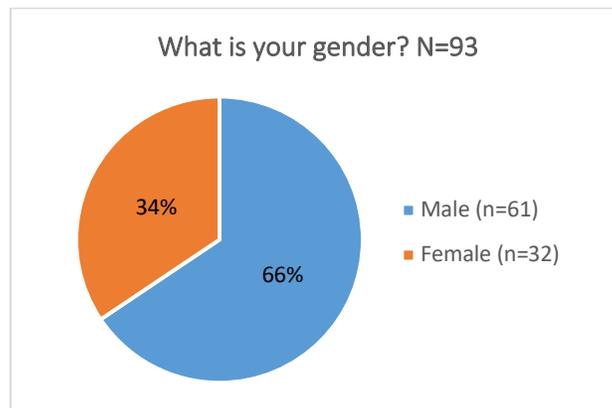


Figure 3. Gender of the respondents

### 1.1.3. Area of residence and nationalities

Figure 4. shows the residence area of the respondents. More than half of people (65%) reside in other parts of the world other than Europe or China. 25% of people reside in China while 12% reside in Europe.

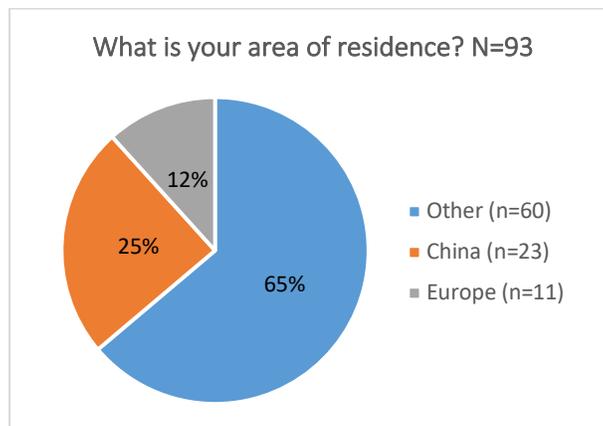


Figure 4. Residence area of the respondents

On the other hand, Figure 5. shows the different nationalities of the respondents. It is notable that, apart from Chinese (27%), the most common nationalities among the participants are Pakistani (11%), Filipino (8%), Moroccan (6%), Bangladeshi, Indian (4%), and Nigerian (3%).

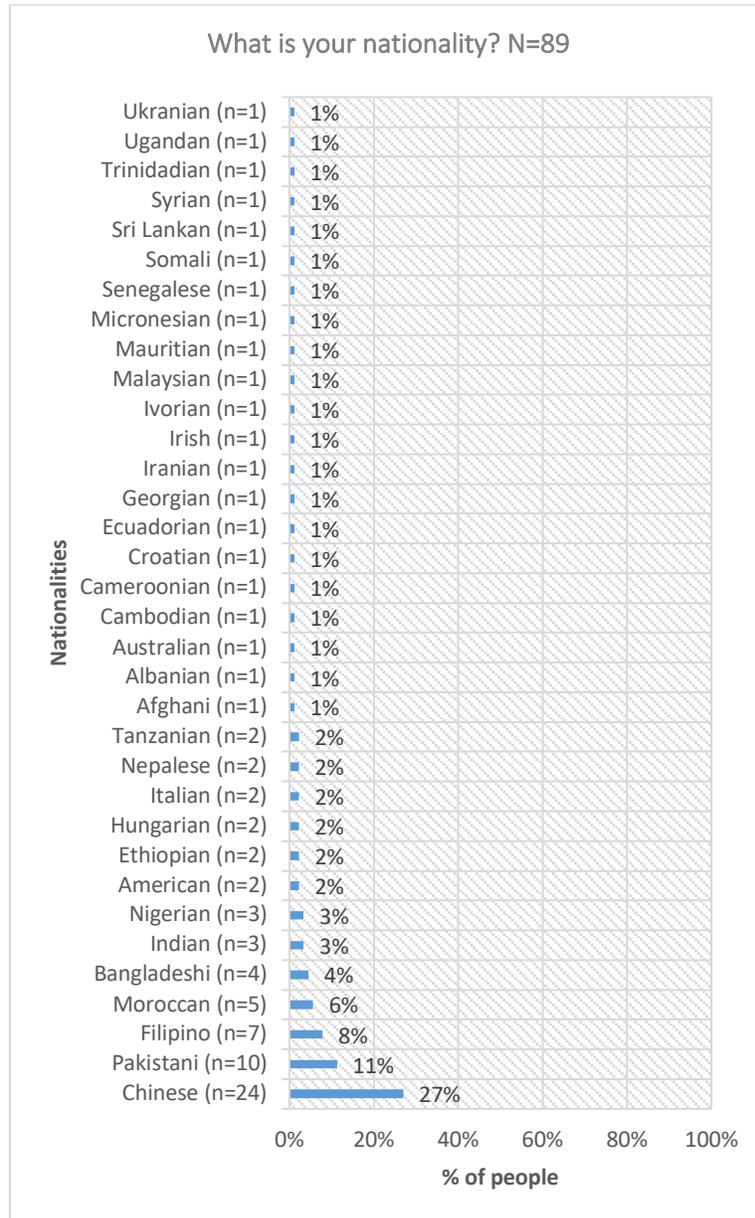


Figure 5. Nationalities of the respondents

#### 1.1.4. Educational level

Survey participants were asked about their highest educational level. In this sense, Figure 6. shows that most of the participants reached up to gradated school (44%), followed by 36% of the participants with a master’s degree (or equivalent), and a remaining 20% with Ph.D., J.D., or M.D. (or equivalent).

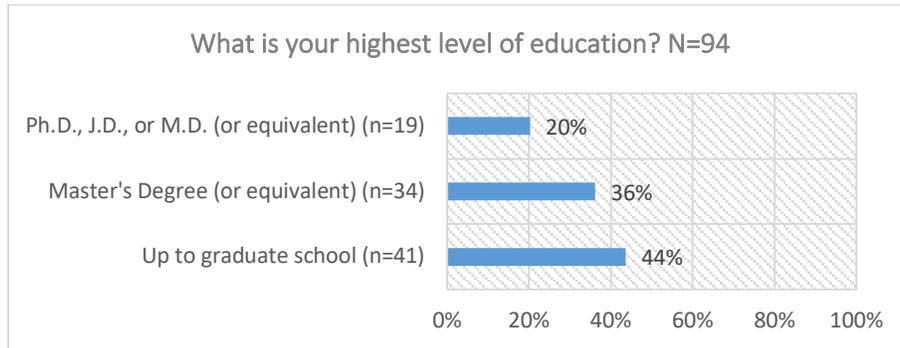


Figure 6. The highest educational level of the respondents

### 1.1.5. Role

Survey participants were also asked about their role in their institutions. In this regard, Figure 7. shows that half of the people have other positions (50%) than Non-manager academic (21%), Academic Leader (17%), and Non-academic staff members (11%).

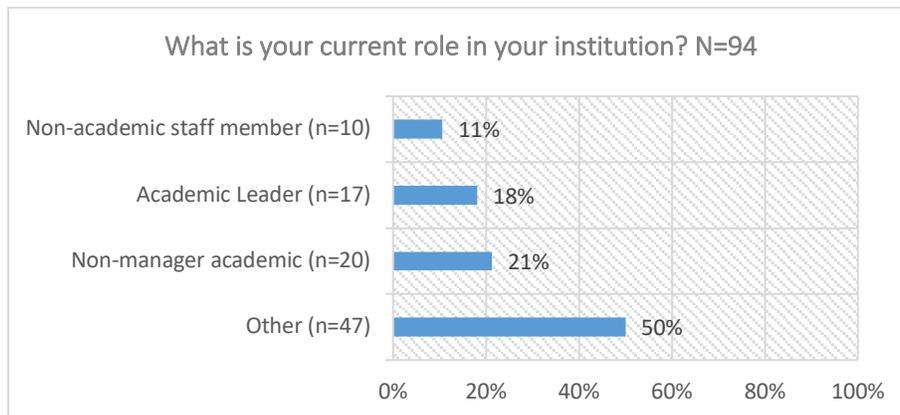


Figure 7. Role of the respondents

## 1.2. Previous experiences

Below is the set of variables related to previous experiences of the participant regarding other online courses, professional development courses, and how they heard about the LEAD2 MOOC.

### 1.2.1. Other online courses

Related to previous experiences, survey participants were asked where they have taken an online course before. Figure 8. shows that, with 55%, the Canvas Network appears as the most popular platform among the options. Followed by at school (28%), Coursera (24%), Future-Learn (20%), Other (19%), and EdX (16%). Interestingly, 10% of the time participants reported that they had never taken an online course.

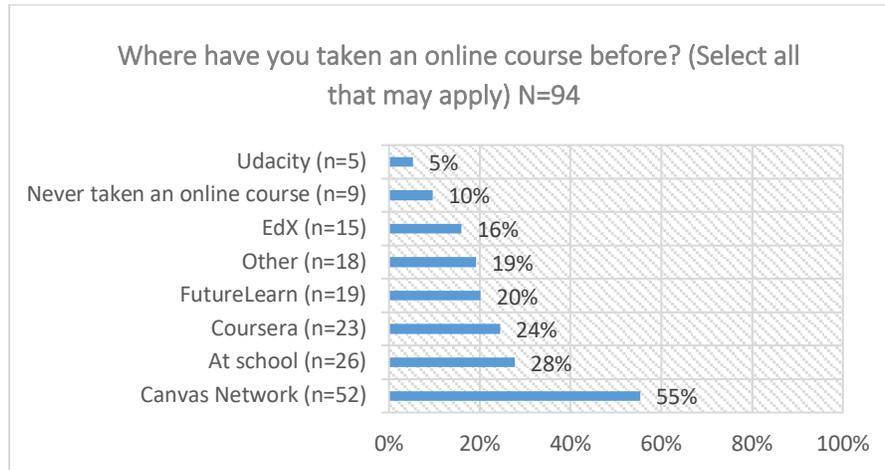


Figure 8. Places where respondents have taken online courses before

### 1.2.2. Professional development courses

Similarly, participants were asked about their previous participation in any professional development training and/or course about academic leadership and university governance. In this sense, Figure 9. Shows that most people (72%) reported not having participated while only 28% of people have participated.

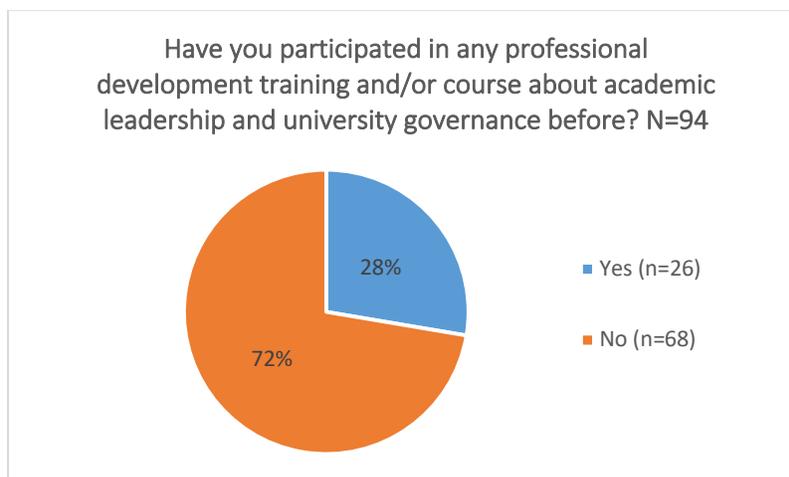


Figure 9. Previous experiences with professional development course

### 1.2.3. Hearing about the LEAD2 MOOC

Finally, among the variables related to previous experiences, participants were also asked about how they heard about the LEAD2 MOOC. In this regard, Figure 10. shows that survey participants reported knowing about the MOOC mainly by web searching (34%), followed by the options of from a friend/colleague/professor (30%), through a social media site (e.g. Facebook) (25%), because their institution is a LEAD partner (13%), other (11%), through a newsletter/website of the university (10%), and from a university event (1%).

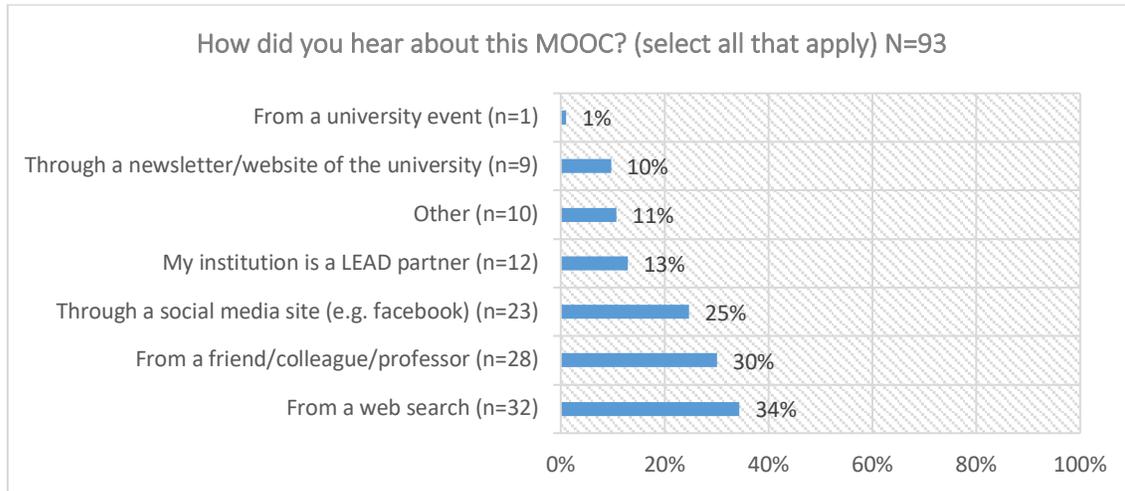


Figure 10. How participant hear about the LEAD2 MOOC

### 1.3. Expectations related to the MOOC

Below is the set of variables related to the participants' expectations regarding the MOOC. Specifically, the reasons for taking the course, time planning to spend, challenges to address and set of competencies, knowledge, and skills to gain.

#### 1.3.1. Reasons for taking the course

Participants were asked about the reasons for taking the LEAD2 MOOC. Details on this can be seen in Figure 11. However, more than 60% of survey participants report that they want to gain new or broaden existing academic leadership skills (64%) and personally enjoy learning about university governance and academic leadership (62%). Similarly, about 50% of participants report wanting to better understand the practices and decisions of academic leaders in their institution (48%), and to learn more about university governance and academic leadership practices in China and/or in Europe (46%). Furthermore, around 40% of the participants chose the following reasons: learning the current approaches and trends in higher education governance through MOOC is convenient for them (43%), they want to receive different practical ideas that can be applied in their context (41%), and they want to gain deeper insight into the Chinese and/or European higher education structure and governance (38%). Finally, around 30% of the participants chose the following reasons: they hope to find networking opportunities for further research and educational collaborations (36%), they hope to connect with the top scholars and/or academic leaders from across different nations (33%), and they believe the certificate awarded will help me to have a managerial position in a university (29%).

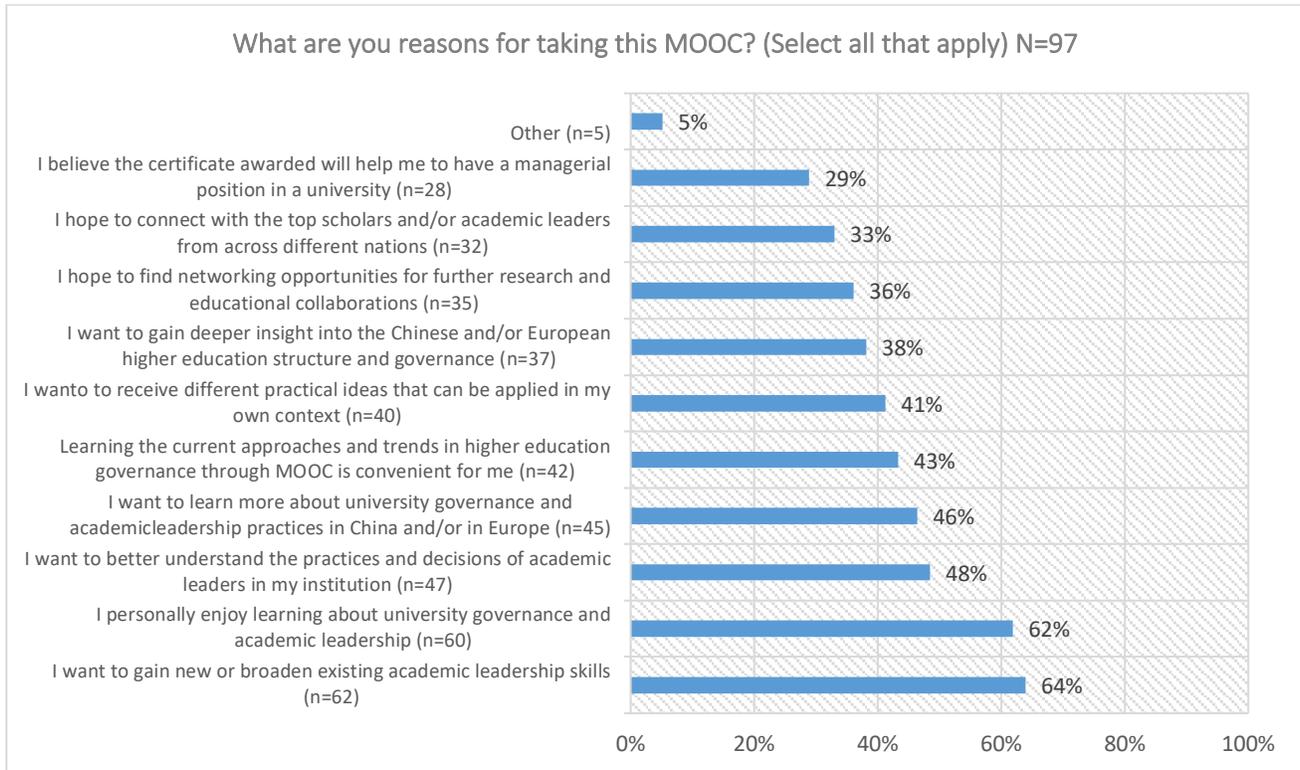


Figure 11. Reasons for taking the LEAD2 MOOC

### 1.3.2. Time planning to spend

In the expectation category, MOOC participants were also asked about the number of hours per week they planned to spend on the course. In this sense, Figure 12. shows a similar distribution along with the response options. However, more frequently (32%), participants reported that they planned to spend between 2 and 4 hours a week. Then, less than two hours (28%), between 4 and 6 hours, and finally, 18% of the time, more than 6 hours.

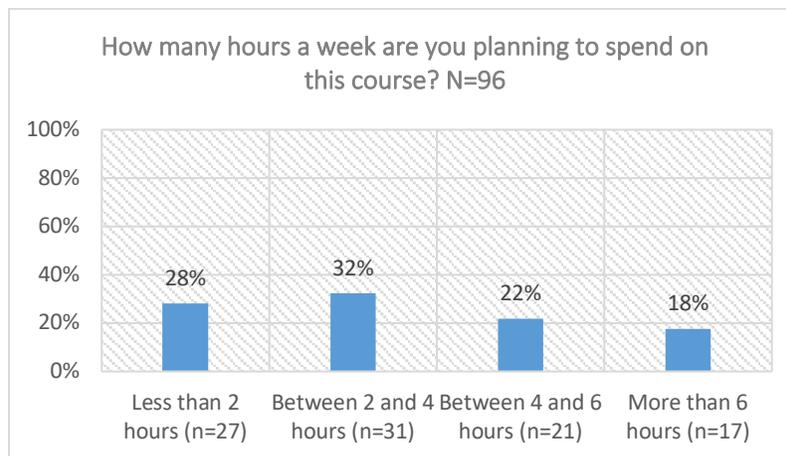


Figure 12. Planned number of hours a week to spend

### 1.3.3. Challenges to address

Within the same category, participants were asked to what extent they expect the MOOC will be helpful to address a given challenge. Particularly, MOOC participants rated each challenge from 1 (not at all helpful) to 5 (extremely helpful). Therefore, Figure 13. shows the average of the scores received in each rated challenge. In general terms, participants had high expectations in this regard among all the challenges. However, the highest average can be observed in the challenge of changing academic leadership skills and knowledge (4,01), followed by academic leadership for internationalization (3,99), then globalization and internationalization (3,94), research and innovation capacity of the university (3,89), changing university governance structures (3,79), and competition for resources (3,71).



Figure 13. Average of expectations on how helpful the MOOC will be to address a given challenge

Similarly, Table 2. and Figure 14. shows the same tendency but zooming into the distributions of percentages among the response options (1: not at all helpful, 2: slightly helpful, 3: moderately helpful, 4: very helpful, 5: extremely helpful). In this sense, the highest percentages are concentrated in the response option “4: very helpful” with an average of 44% followed by “5: extremely helpful” with an average of 27%.

Table 2. Percentage of expectations on how helpful the MOOC will be to address a given challenge

Challenges	Response options				
	1: not at all helpful	2: slightly helpful	3: moderately helpful	4: very helpful	5: extremely helpful
Changing academic leadership skills and knowledge	0%	8%	17%	42%	33%
Academic leadership for internationalization	1%	2%	21%	48%	28%
Globalization and internationalization	0%	4%	26%	43%	28%
Research and innovation capacity of the university	1%	8%	18%	47%	26%
Changing university governance structures	2%	7%	25%	42%	24%
Competition for resources	1%	12%	25%	40%	23%

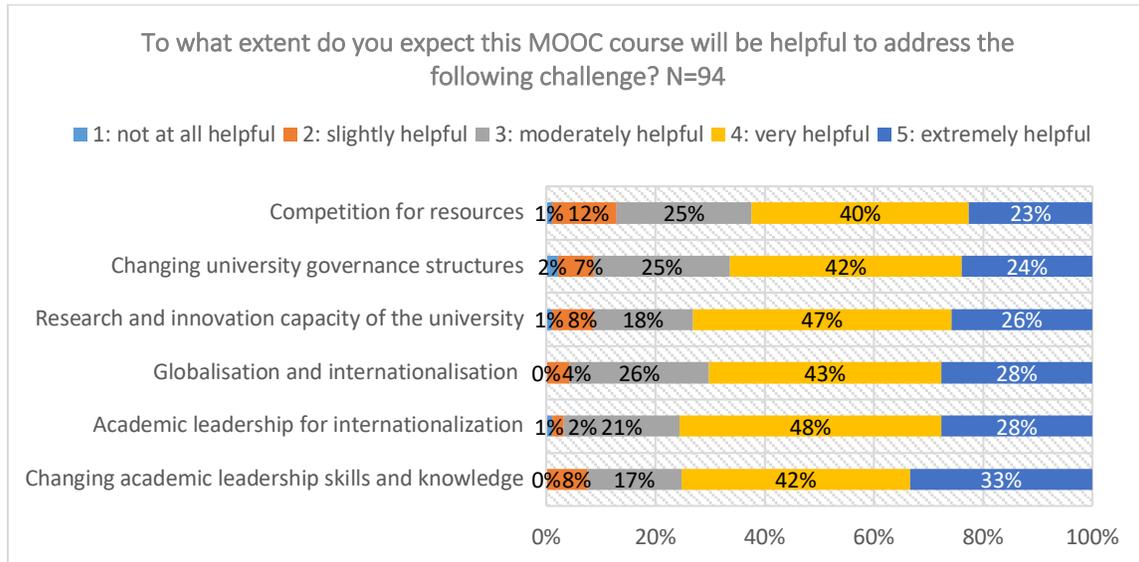


Figure 14. Percentage of expectations on how helpful the MOOC will be to address a given challenge

#### 1.3.4. Competencies, Knowledge, and Skills to develop

The last variable related to the participants' expectations regarding the MOOC is the set of competencies, knowledge, and skills (CKS) they want to develop. In this sense, Figure 15. shows that participants expect to develop primarily academic leadership skills (71%), followed by understanding about current challenges for higher education (66%), Knowledge about university governance structures (65%), understanding about different leadership approaches in university governance (64%), and grasp of university governance structures in Europe and/or China (52%).

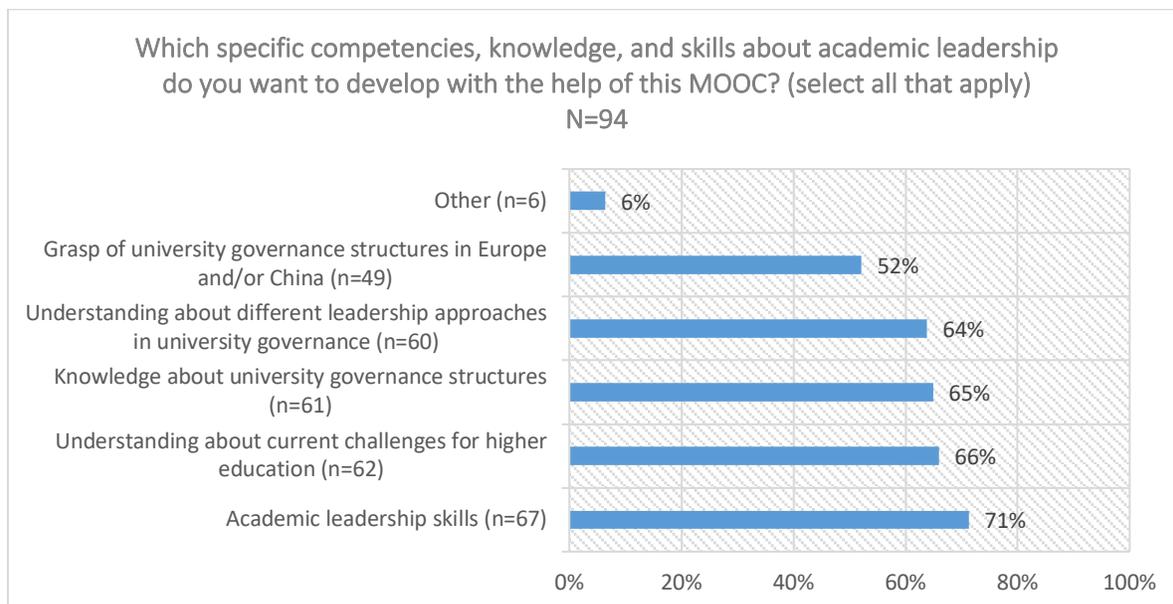


Figure 15. Specific competencies, knowledge, and skills to gain about academic leadership

## 1.4. Associations between Socio-demographics and Expectations

In order to determine the probability that the analyzed variables are associated, and due to the nature of the data (categorical variables), a Chi-square test was implemented. After obtaining all the possible contingency tables (crosstabs) between the socio-demographic variables and the remaining variables (previous experiences and expectations), statistically significant associations were found between the variables presented in Table 3.

The following sub-sections present the details for each of the associations.

*Table 3. Statistically significant associations between Socio-demographics and Expectations*

Expectations related to the MOOC	Socio-demographics				
	Age	Gender	Area of residence	Educational Level	Role
<b>Reasons for taking the course</b>					
- I personally enjoy learning about university governance and academic leadership			*		
- Learning the current approaches and trends in higher education governance through MOOC is convenient for me			*		
- I want to receive different practical ideas that can be applied in my own context			*		
- I hope to find networking opportunities for further research and educational collaborations			*		
- I hope to connect with the top scholars and/or academic leaders from across different nations		*	*		
- I believe the certificate awarded will help me to have a managerial position in a university			*		
<b>Challenges to address</b>					
- Globalization and internationalization	*		*		
- Changing academic leadership skills and knowledge			*		
- Changing university governance structures			*		*
- Competition for resources			*		
- Research and innovation capacity of the university			*		*
<b>Competencies, Knowledge, and Skills to develop</b>					
- Knowledge about university governance structures			*		
- Understanding about current challenges for higher education			*		
- Grasp of university governance structures in Europe and/or China			*	*	
- Understanding about different leadership approaches in university governance			*		
- Academic leadership skills			*		

\* P-Values for Pearson Chi-Square <0,05

### 1.4.1. Associations between Age and Challenges

The associations between age and challenges are depicted in Table 4. In general, it is more likely to find participants between 30 and 40 years old expecting the MOOC to help them address the challenge of globalization and internationalization. Particularly, 47,5% of participants within that age range expect the MOOC to be very helpful to addresses that specific challenge.

*Table 4. Odds between Age and Challenges*

To what extent do you expect this MOOC course will be helpful to address the following challenge?	How old are you?		
	<30	30-40	>40

Globalization and internationalization	Slightly helpful	1 3,0%	3 7,3%	0 0,0%
	Moderately helpful	15 45,5%	3 7,3%	4 28,6%
	Very helpful	12 36,4%	19 46,3%	5 35,7%
	Extremely helpful	5 15,2%	16 39%	5 35,7%

These results may suggest that most people who answered the survey expect the course to be very valuable in addressing the challenge of globalization and internationalization, especially if they are between 30 and 40 years old.

#### 1.4.2. Associations between Gender and Reasons

The associations between gender and reasons can be seen in Table. 5. In general terms, it is more likely that males choose the course because they hope to connect with the top scholars and/or academic leaders from across different nations.

Table 5. Odds between Gender and Reasons

What is your primary reason for taking this MOOC?		What is your gender?	
		Male	Female
I hope to connect with the top scholars and/or academic leaders from across different nations	No	35 57,4%	26 81,3%
	Yes	26 42,6%	6 18,8%

In other words, these results suggest that men expect more than women to connect with the top scholars and/or academic leaders from across different nations. Specifically, only 18,8% of the females choose that reason for taking the course while there are 42,6% of males choosing that option as a reason for taking the course.

#### 1.4.3. Associations between Area of residence and Reasons

The associations between the area of residence and reasons can be seen in Table 6. On the one hand, it can be inferred that it is always more likely to find participants from areas of residence other than China and Europe taking the course because of one or more of the reasons where the association was found. In this regard, it is important to highlight that, even in the cases when the percentages within participants from other parts of the world of not taking the course are higher than taking the course because of the given reasons, that same percentage is higher than the observed in the participants that reside in China and Europe and choose the given reason.

On the other hand, there is a probability of more than 80% that people residing in China do not choose 3 reasons to register for the course: the belief that the certificate awarded will help them to have a managerial position in a university (87%), the desire to receive different practical ideas that can be applied in their context (78,3%), and the hope of connecting with the top scholars and/or academic leaders from across different

nations (81,3%). Regarding the latter reason, it is important to notice that it is more likely (42,6%) that people from both areas of residence, other and Europe, choose it when compared to residents of China (18,8%).

*Table 6. Odds between Area of residence and Reasons*

What is your primary reason for taking this MOOC?		What is your country of residence?		
		Other	China	Europe
I personally enjoy learning about university governance and academic leadership	No	17 28,3%	14 60,9%	5 45,5%
	Yes	43 71,7%	9 39,1%	6 54,5%
I hope to find networking opportunities for further research and educational collaborations	No	32 53,3%	17 73,9%	10 90,9%
	Yes	28 46,7%	6 26,1%	1 9,1%
Learning the current approaches and trends in higher education governance through MOOC is convenient for me	No	28 46,7%	14 60,9%	10 90,9%
	Yes	32 53,3%	9 39,1%	1 9,1%
I believe the certificate awarded will help me to have a managerial position in a university	No	36 60,0%	20 87,0%	10 90,9%
	Yes	24 40,0%	3 13,0%	1 9,1%
I want to receive different practical ideas that can be applied in my own context	No	27 45,0%	18 78,3%	9 81,8%
	Yes	33 55,0%	5 21,7%	2 18,2%
I hope to connect with the top scholars and/or academic leaders from across different nations	No	35 57,4%	26 81,3%	35 57,4%
	Yes	26 42,6%	6 18,8%	26 42,6%

Similarly, there is an average probability of 90% that people residing in Europe do not choose 4 reasons to register for the course: the hope of finding networking opportunities for further research and educational collaborations (90,9%), the idea of that learning the current approaches and trends in higher education governance through MOOC is convenient for them (90,9%), the belief that the certificate awarded will help them to have a managerial position in a university (90,9%), and the desire to receive different practical ideas that can be applied in their context (81,8%)

#### 1.4.4. Associations between Area of residence and Challenges

The associations between area of residence and challenges can be observe in Table 7. In general, it is more likely to find participants from Europe expecting the MOOC to be helpful to addresses all challenges where the association was found. Very helpful to address four challenges and moderately helpful for one. In particular, very helpful for the challenges of changing academic leadership skills and knowledge (72,7%), changing university governance structures (81,8%), competition for resources (60%), research and innovation capacity of the university (80%), and moderately helpful for the challenge of globalization and internationalization (54,5%).

Table 7. Odds between Area of residence and Challenges

To what extent do you expect this MOOC course will be helpful to address the following challenge?	What is your country of residence?			
	Other	China	Europe	
Globalization and internationalization	Slightly helpful	1 1,7%	3 13,0%	0 0,0%
	Moderately helpful	8 13,3%	10 43,5%	6 54,5%
	Very helpful	27 45,0%	8 34,8%	5 45,5%
	Extremely helpful	24 40,0%	2 8,7%	0 0,0%
	Not at all helpful	2 3,4%	0 0,0%	0 0,0%
Changing academic leadership skills and knowledge	Slightly helpful	3 5,1%	4 17,4%	0 0,0%
	Moderately helpful	5 8,5%	9 39,1%	2 18,2%
	Very helpful	23 39,0%	8 34,8%	8 72,7%
	Extremely helpful	28 47,5%	2 8,7%	1 9,1%
	Not at all helpful	2 3,4%	0 0,0%	0 0,0%
Changing university governance structures	Slightly helpful	1 1,7%	3 13,6%	2 18,2%
	Moderately helpful	12 20,3%	11 50,0%	0 0,0%
	Very helpful	24 40,7%	6 27,3%	9 81,8%
	Extremely helpful	20 33,9%	2 9,1%	0 0,0%
	Not at all helpful	0 0,0%	0 0,0%	1 10,0%
Competition for resources	Slightly helpful	5 8,3%	6 26,1%	0 0,0%
	Moderately helpful	12 20,0%	8 34,8%	3 30,0%
	Very helpful	24 40,0%	7 30,4%	6 60,0%
	Extremely helpful	19 31,7%	2 8,7%	0 0,0%
	Not at all helpful	1 1,7%	0 0,0%	0 0,0%
Research and innovation capacity of the university	Slightly helpful	5 8,3%	1 4,3%	1 10,0%
	Moderately helpful	6 10,0%	10 43,5%	1 10,0%
	Very helpful	27 45,0%	9 39,1%	8 80,0%
	Extremely helpful	21 35,0%	3 13,0%	0 0,0%
	Not at all helpful	1 1,7%	0 0,0%	0 0,0%

#### 1.4.5. Associations between Area of residence and Competencies, Knowledge, and Skills

The associations between the area of residence and competencies, knowledge, and skills (CKS) are presented in Table 8. On the one hand, it is more likely to find participants from China wanting to develop four of the five-set of CKS. They particularly want to develop the understanding about current challenges for higher education (82,6%), the knowledge about university governance structures (82,6%), the grasp of university governance structures in Europe and/or China (82,6%), the understanding about different leadership approaches in university governance (69,6%). It is important to mention regarding the latter CKS that it is also likely to likely find participants from other parts of the world wanting to develop it (68,3%). On the other hand, it is 83,3% more likely to find participants from areas of residence other than China and Europe wanting to develop academic leadership skills.

*Table 8. Odds between Area of residence and Competencies, Knowledge, and Skills*

Which specific competencies, knowledge, and skills about academic leadership do you want to develop with the help of this MOOC?		What is your country of residence?		
		Other	China	Europe
Understanding about current challenges for higher education	No	21 35,0%	4 17,4%	7 63,6%
	Yes	39 65,0%	19 82,6%	4 36,4%
Knowledge about university governance structures	No	22 36,7%	4 17,4%	7 63,6%
	Yes	38 63,3%	19 82,6%	4 36,4%
Grasp of university governance structures in Europe and/or China	No	33 55,0%	4 17,4%	8 72,7%
	Yes	27 45,0%	19 82,6%	3 27,3%
Understanding about different leadership approaches in university governance	No	19 31,7%	7 30,4%	8 72,7%
	Yes	41 68,3%	16 69,6%	3 27,3%
Academic leadership skills	No	10 16,7%	10 43,5%	7 63,6%
	Yes	50 83,3%	13 56,5%	4 36,4%

#### 1.4.6. Associations between Educational Level and Competencies, Knowledge, and Skills

The associations between the educational level and the set of CKS are presented in Table 9. It is less likely to find participants with master's degree (70,6%) and more likely with up to graduate school (65,9%) and Ph.D., J.D., or M.D. (63,2%) wanting to develop a grasp of university governance structures in Europe and/or China.

*Table 9. Odds between Level of education and Competencies, Knowledges, and Skills*

Which specific competencies, knowledge, and skills about academic leadership do you want to develop with the help of this MOOC?		What is your highest level of education?		
		Up to graduate school	Master's Degree (or equivalent)	Ph.D., J.D., or M.D. (or equivalent)
Grasp of university governance structures in Europe and/or China	No	14 34,1%	24 70,6%	7 36,8%
	Yes	27 65,9%	10 29,4%	12 63,2%

#### 1.4.7. Associations between Role and Challenges

The associations between the role and the challenges are depicted in Table 10. It is more likely to find participants with different roles, apart from academic leaders, non-manager academic, and non-academic staff members, expecting the MOOC to be very helpful to addresses the challenge of changing university governance structures (54,3%) and the challenge of research and innovation capacity of the university (59,6%).

Table 10. Odds between Role and Challenges

To what extent do you expect this MOOC course will be helpful to address the following challenge?	What is your current role in your institution?				
	Other	Non-manager academic	Non-academic staff member	Academic Leader	
Changing university governance structures	Not at all helpful	1 2,2%	0 0,0%	0 0,0%	1 5,9%
	Slightly helpful	1 2,2%	2 10,5%	3 30,0%	0 0,0%
	Moderately helpful	7 15,2%	8 42,1%	2 20,0%	6 35,3%
	Very helpful	25 54,3%	6 31,6%	4 40,0%	4 23,5%
	Extremely helpful	1 2,2%	0 0,0%	0 0,0%	1 5,9%
	Not at all helpful	0 0,0%	0 0,0%	0 0,0%	1 5,9%
	Slightly helpful	3 6,4%	0 0,0%	2 22,2%	2 11,8%
Research and innovation capacity of the university	Moderately helpful	4 8,5%	8 40,0%	2 22,2%	3 17,6%
	Very helpful	28 59,6%	7 35,0%	5 55,6%	4 23,5%
	Extremely helpful	12 25,5%	5 25,0%	0 0,0%	7 41,2%
	Not at all helpful	0 0,0%	0 0,0%	0 0,0%	1 5,9%

## 2. Conclusions

This section provides the conclusions derived from the analysis of the results aiming to rise new scenarios, lines of action and research questions.

On the one hand, the analyses of the survey results suggest interesting associations between challenges, age, area of residence and role of the participants. For instance, characteristics of the participants such as age range between 30 and 40 years old, Europa as the area of residence, and performing a role different than non-manager academic, non-academic staff member and academic leader, are associated with the expectation of the helpfulness of the course to address certain challenges (e.g., globalization and internationalization). This raises the question of why people with these socio-demographic characteristics expect more about the course in terms of the challenges proposed within the course? Therefore, further research on the subject is how do age, area of residence and the role of the participants predict or affect the expectation regarding the challenges the course proposes to address? Furthermore, a possible line of action could be to review the characteristics of the MOOC such as its pedagogical content and marketing strategies that could be associated with these

challenges to attract a more diverse population in terms of age, region, and roles of participants. For example, It is worth checking whether the promotion and dissemination strategies of the course consider a public with an age range outside the 30s and 40s, if the strategy is reaching China and other parts of the world, and if there is a need to narrow the course content to specific roles.

On the other hand, interesting associations were also found between the reasons for taking the course, gender, and area of residence of the participants. First, the fact that it is more likely to find male than female expecting to connect with the top scholars and/or academic leaders from across different nations, may suggest gender issues related to the reasons of each group to enroll the course that could be evaluated. Even when that particular reason is one of the least chosen by all participants (see Figure 11), It is worth researching about gender-associated variables that may influence the reasons for enrolling the course, especially when it comes to expanding the academic networks for women from across different nations. Second, the fact that it is less likely to find participants from China and Europe believing that the certificate awarded will help them to have a managerial position in a university, might suggest reviewing the particular needs for the participants of each area in terms of the reasons they have to enroll in the course. Consequently, a research question that arises from interpretations is what is the role of gender and place of residence in the reasons for enrolling a course on university governance and academic leadership? Especially, when it comes to a MOOC that is open for all people regardless of their countries, institutions, or academic positions, and focusing on European and Chinese university governance and academic leadership.

Finally, the analyses of the survey results also show interesting associations between the set of competencies, knowledge, and skills (CKS), the area of residence and the educational level. Unexpectedly or not, wanting to develop a set of CKS on the grasp of university governance structures in Europe and/or China is less likely in participants who reside in Europe or have an educational level up to master's degree (or equivalent). Consequently, some research questions in this regard could be what is the difference within the educational levels and different areas of the residence that are associated with the development of CKS? Why is it more likely to find course participants living in China wanting to develop the whole set of CKS more than Europeans? What do people with an educational level of "up to graduate school" and "Ph.D., J.D., or M.D. (or equivalent)" have in common that makes them want to develop a set of CKS on the grasp of university governance structures in Europe and/or China? Likewise, a line of action in this regard could be the creation of virtual learning scenarios focused on the development of CKS for both young and senior leaders. For instance, it would be worth analyzing the most relevant set of competencies, knowledge, and skills for each group of leaders and designing teaching-learning strategies differentiated by the level of expertise in the field of university governance and academic leadership.