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## LEAD2 MOOC Welcome Survey Report

(LEAD2MOOCedition 1:February-July2019)

### PROJECT

Enhancing Academic Leadership and Governance of Chinese and European  
Universities in the Context of Innovation and Internationalization (LEAD2)  
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## I. 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 second MOOC edition was successfully organized from February- July 2019. In order to evaluate users' expectation regarding the course, participants were invited to fill in the welcome 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 motivations for taking the course, the time they planned to spend for the course completion, their prior experience regarding online learning and professional training, their expectations for joining the course. Of 606 participants who registered for the course, 227 respondents voluntarily took the survey. After steps of collecting and cleaning data, data analysis has been set up: descriptive statistics and multinomial logistic regression have been calculated for the close-ended questions, while the qualitative approach has been applied for the open-ended questions.

To that end, the report presents the results of this evaluation as follow: session 2.1 to session 2.6 present an assessment based on close-ended questions, session 2.7 carries out an evaluation based on open-ended questions.

## II. RESULTS

### 2.1 Demographic Characteristics of the Respondents

The demographic characteristics of participants are depicted in Table 1.

Variable	f	%	Min	Max	Mean
<i>N=227</i>					
Age			18	63	35.30 (SD=10.037)
Gender					
Male	107	54.9			
Female	88	45.1			
Education level					
High school to some graduate school	81	41.5			
Masters' degree	64	32.8			
Ph.D. Degree	50	25.6			
Academic role					
Non-manager academic	34	17.4			
Academic leaders	53	27.2			
Non-academic staff member and others	108	55.4			

Table 1

As can be seen from Table 1, participants from the course edition from February to July 2019 were predominantly male (54.9%). The mean age was 35.30 (M=35.30, SD= 10.037). When the education levels of participants were asked, 32.8% reported to have Master's degree or equivalent, 25.6% of users reported having Ph.D.'s degree and 41.5% reported completing some colleges or graduate schools. Regarding the current roles, a majority of participants reported to have non-academic staff position and others (55.4%). 27.2% of users reported holding academic positions such as head of department, dean or vice-dean while 17.4% selected "non-manager academic" option.

## 2.2. Motivation for taking the MOOC

Participants were asked motivation for taking the LEAD2 MOOC. In general, a substantial majority of users expressed primary reasons for taking the course were personal interests (enjoy learning about university governance and academic leadership), to gain new broaden academic leadership skills, to explore academic leadership in China and EU, and to obtain different practical ideas that can be applied in their own contexts.

The brief statistics regarding user answer choices are illustrated in figure 1. Notably, the highest priorities were for obtaining academic leadership skills, gaining practical ideas to apply in specific contexts, and personal interest to learn about the topics. Precisely, the results indicate that the highest votes regarding the primary reason for taking this MOOC were for personal interests and broadening academic leadership skills, which are in line with the results for the first course. Besides, some other reasons including finding network opportunities, gaining deeper insights into the Chinese and European higher education structures, learning the current approaches and trends in HE governance were frequently chosen by users. Only 7.1 % were counted for the reason of earning certification.

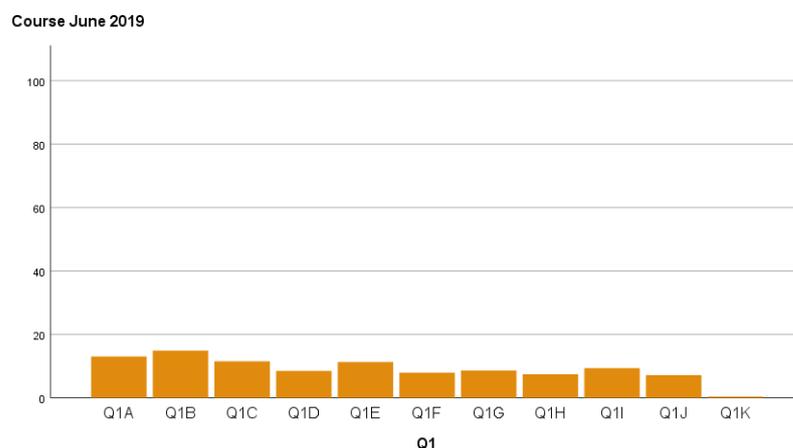


Figure 1

## 2.2. How do participants know about this MOOC

Users were asked about how do they know about this MOOC. In general, participants know the MOOC from a web search or from a friend/ colleague. The findings evidently show the importance of web search, networking, and social media in advertising the online course on university governance and academic leadership. The results are depicted in figure 2. The findings reveal that knowing about the MOOC from friends/ colleagues received the highest votes, which accounted for 33.3% of total observations, followed by the web search (24.33%). Several votes were for social media site and other method( 12.94% and 12.16% respectively). Interestingly, spreading the online course from LEAD2 university partners and newsletter, which were the second and the third highest votes for the course in September 2018, became the least two popular methods for the course in July 2019 voted by participants. However, this findings doesn't mean the decreasingly effectiveness of advertising the course through university partners and newsletter. Instead, the results evidently show that there were more people who were personally interested in enhancing knowledge and skills regarding university governance and academic leadership. This results are consistent with the findings of primary reason for joining the course shared by the LEAD2 MOOC' users.

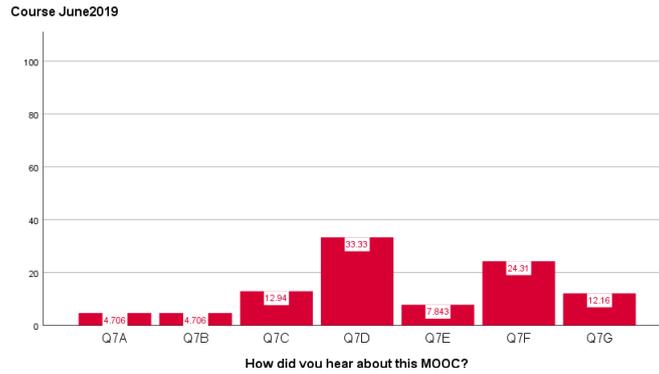


Figure 2

### 2.3. Participants' prior experience of using online platform and professional training on university governance and academic leadership

#### 2.3.1 Prior experience regarding online learning

As users' prior experience of using online platform significantly affect their learning achievement and satisfaction, LEAD2 participants were asked whether they have taken an online course before. The findings reveal that respondents predominantly had experience with some online courses on Canvas Network or/and Coursera. Besides, a minority of users who had never taken an online course before. The results (figure 3) show that Canvas Network was the predominant option voted by participants (42.5%) which is in line with the results for the first course. Of total, 20.7% was equally filled by Coursera and other sources while the percentage of never taken an online course before were 11.7%.

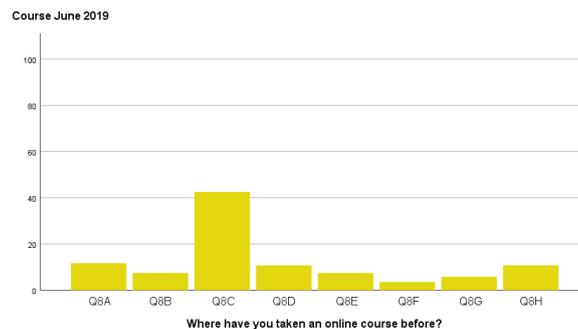


Figure 3

#### 2.3.2. Prior experience regarding professional training on university governance and academic leadership

Participants were asked whether they have participated in any professional training or course about university governance and academic leadership before. The findings reveal that a majority of the participants in both courses have not experienced with professional training on this theme.

It can be seen in figure 4, there were 44.9% of participants in the course September 2018 who has not experienced with professional training about academic leadership while the percentage of users who has experience were 24%. Similarly, more than 57% of participants in the course July 2019 who has not experienced with professional training regarding university governance and academic leadership. The number of respondents who did experience were 34.4%.

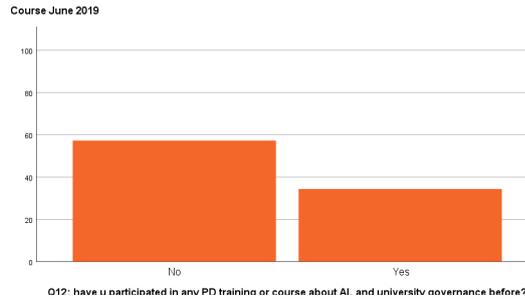


Figure 4

## 2.4. The effects of demographic variables on the work plan

### 2.4.1. Users' expectations for the work plan

Figure 5 and figure 6 plot time schedule participants planned to spend on the MOOC in September 2018 and July 2019. Between 1 and 2 hours and between 2 and 4 hours were predominantly chosen by respondents in both courses.

It can be seen in figure 5, 40% attendees reported that they intended to spend 2-4 hours per week for learning while 26.3 % of participants wanted to spend 1-2 hours a week learning the course. A few of the users chose the time schedule between 4-6 hours (10.5%), between 6-8 hours), more than 8 hours (5.7%), and less than 1 hour (3%).

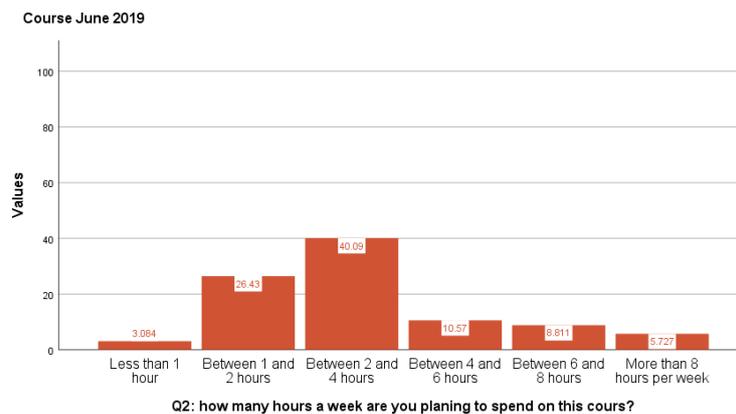


Figure 5

### 2.4.2. The effects of demographic variables on the workplan

In order to evaluate whether demographic variables including gender, age, educational attainments, and current roles have effects on the work plan, multinomial logistic regression was utilized. Regarding variables for the analysis, the dependent variable, work plan, was restricted to three categories including between 1-2 hours, between 2-4 hours, and others. Four independent variables were included in the analysis: gender which consists of 2 categories (male and female), age which is recoded into nominal variable with three categories (less than 39, 40-49, more than 50), educational attainment variable was restricted into 3 categories (Master's degree or equivalent, Ph.D.'s degree or equivalent, and up to graduate schools), current role variable was restricted into three categories including non-manager academic, academic leaders, non-academic staff and other). After removing missing data, there remained 223 cases valid for the analysis. The results are depicted in Table 2:

<i>Demographic variables</i>	<i>Between 1-2 hours</i>	<i>Between 2-4 hours</i>
<i>Intercept</i>		
<i>Gender</i>		
Male	.747	.501*
Female	<i>Reference category</i>	
<i>Age</i>		
<40	1.568	1.579
40-49	2.052	1.807
>50	<i>Reference category</i>	
<i>Educational levels</i>		
Master's degree or equivalent	1.190	.762
Ph.D.'s degree or equivalent	.964	1.410
Others	<i>Reference category</i>	
<i>Current role</i>		
Non- manager academic	.821	1.119
Academic leaders	.855	.820
Non-academic staff and other	<i>Reference category</i>	

\*:  $p < .05$

*Reference category for the outcome variable: others*

*Table 2*

*Between 1-2 hours vs. others*

Concerning the gender variable, it can be seen from the table that the odds of choosing the time schedule between 1-2 hours per week vs others are .747 time lower for male than for female. In other words, men were less likely to choose the 1-2 hours schedule than women while controlling the other variables. Regarding age effect, the results reveal that the odd of choosing the learning plan between 1-2 hours vs other are 1.568 time higher for users less than 40 years old compared to participants who is more than 50 years old. The odds of choosing the working plan between 1-2 hours vs others for respondents between 40-49 years old are only 2.052 times higher relative to users more older than 50. Regarding educational attainment, users who obtained a Master's degree or equivalent are more likely to choose the option between 1-2 hours per week to learn vs other option rather than participants who did join some college but have not finished a degree or completed graduate school. On the contrary, users who obtained a PhD's degree or equivalent are less likely to choose the option between 1-2 hours per week to learn vs other option rather than participants who did join some college but have not finished a degree or completed graduate school by factor of .964. Regarding the current role, the odds of choosing to learn 1-2 hours per week vs other options for non-manager academic are 0.821 lower than for non-academic staff and other. Academic leaders are also less likely to plan 1-2 hours per week learning this MOOC vs. other options compared to non-academic staff and other.

*Between 2-4 hours vs. others*

As for gender, the odds of choosing the schedule between 2-4 hours are .501 times lower for male than for female and the difference is significant at 0.05 significance level. Participants who is less than 40 years old are more likely to choose the schedule between 2-4 hours vs other schedules rather than users who are more than 50 years old. Similarly, the odds of choosing 2-4 hours per week to learn vs other options for users at the age between 40-49 are 1.807 times than the odds of 2-4 hours per week to learn vs other options for users who are older than 50. Users with a Master 'degree or equivalent are less likely to choose the option of 2-4 hours vs other options compared to users with lower qualification while participants with a Ph.D.'s degree or equivalent are more likely to choose the schedule between 2-4 hours vs. others compared to users who had low qualifications or just completed graduate schools. For the current role effects, while non-managers academic are more likely to choose

the option of 2-4 hours vs. other than non-academic staff and other, the odds of choosing 2-4 hours a week learning this MOOC vs. others for academic leaders are .820 times lower than for non-academic staff and other.

## 2.5. The effects of demographic variables on course-specific topic expectations perceived by users

As one of the main objectives of the MOOC on university governance and academic leadership is to equip participants with knowledge and skills relating to current challenges which higher institutions are facing with. Several topics are covered in the course including: globalization and internationalization, changing academic leadership skills and knowledge, changing university governance structures, competition for resources, research and innovation capacity of the university, and academic leadership for internationalization. To measure the extent to which users expected that the MOOC will be helpful to address those topics, participants were asked to share their opinion on this issue. Likert scale from 1 to 5 (not at all useful to extremely useful) were applied to evaluate users' perceptions on the usefulness of the MOOC regarding current challenges. Descriptive analysis was exploited to analyze data and interpret results. The findings for this part will be interpreted by subgroups (two courses separately). Besides, the measurement on the extent to which demographic variables affect on users' course-specific topic expectations was conducted. To that end, multinomial logistic regression was used. Similar to session 2.4.2, demographic variables include gender, age, educational attainment, current role. However, the dependent variable is now users' course-specific topic expectation (question 13 to question 18 in the survey). The outcome variables for question 13, 15 were restricted into three categories including not-slightly helpful, moderately helpful, and very-extremely helpful. The outcome variables for question 14, 16, 17, 18 were restricted into two categories including not-moderately helpful and very-extremely helpful because the number of respondents choosing not-slightly useful were too small. The results are presented as below.

### 2.5.1. The challenge of globalization and internationalization

#### 2.5.1.1. Users' expectations for the effectiveness of the course on addressing the challenge of globalization and internationalization

Figure 6 plots the frequencies of users' expectation on the effectiveness of the course regarding globalization and internationalization. In general, users predominantly chose between the two options namely very helpful or extremely helpful. In other words, that a majority of respondents in both courses believed that the MOOC will be very or extremely useful to address the challenge on globalization and internationalization.

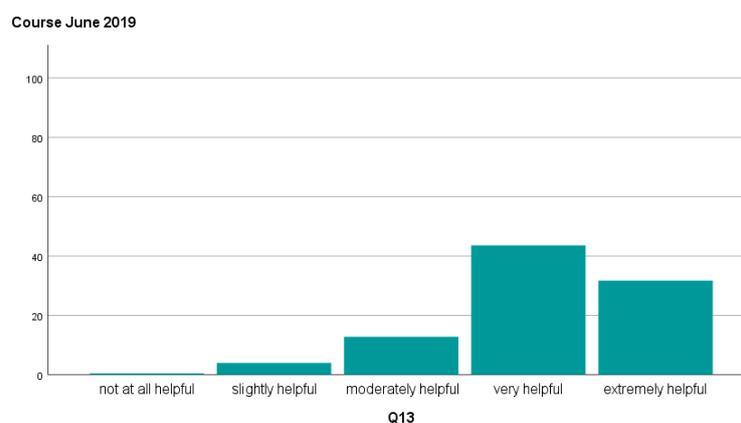


Figure 6

It is can be seen in figure 6, a majority of participants agreed on the argument that the course will be very useful (43.6 %) or extremely useful (31.7%) to address the specific challenge regarding globalization and internationalization. The finding is in line with previous results. Following the two most frequent choices, 12.8%

of the users thought the course is moderately useful. A few of respondents supported the argument that the course will be not at all useful or slightly useful.

*2.5.1.2. Effects of demographic variables on users' expectations regarding the effectiveness of the course on addressing the challenge of globalization and internationalization*

The effects of demographic variables on users' expectations for the effectiveness of the course on addressing the challenge of globalization and internationalization are displayed in table 3.

<i>Demographic variables</i>	<i>Odds ratio</i>	
	<i>Moderately helpful</i>	<i>Very-extremely helpful</i>
<i>Intercept</i>		
<i>Gender</i>		
Male	.071*	.147
Female	<i>Reference category</i>	
<i>Age</i>		
<40	.505	1.043
40-49	.352	.872
>50	<i>Reference category</i>	
<i>Educational levels</i>		
Master's degree or equivalent	.735	1.455
Ph.D.'s degree or equivalent	2.606	1.524
Others	<i>Reference category</i>	
<i>Current role</i>		
Non- manager academic	1.662	.639
Academic leaders	.535	.75
Non-academic staff and others	<i>Reference category</i>	

\*:  $p < .05$

*Reference category for the outcome variable: not-slightly helpful*

*Table 3*

*Moderately helpful vs. not-slightly helpful*

Concerning the gender variable, it can be seen from the table that the odds of reporting “moderately helpful” vs “not-slightly helpful” are .71 time lower for male than for female. In other words, men were less likely to choose the “moderately helpful” option than women while controlling the other variables. The effects is significant at .05 significance level. Regarding age effect, the results reveal that the odds of choosing the “moderately helpful” option vs “not-slightly helpful” are .505 time lower for users less than 40 years old compared to participants who is more than 50 years old. The odds of choosing the option of “moderately helpful” vs “not- slightly helpful” for respondents between 40-49 years old are .352 times lower relative to users more older than 50. Regarding educational attainment, users who obtained a Master's degree equivalent are less likely to choose the option of “moderately helpful” vs “not-slightly helpful” option rather than participants who did join some college but have not finished a degree or completed graduate school. Users who obtained a PhD's degree equivalent are more likely to choose the option of “moderately helpful” vs. “not-slightly helpful” option relative to participants who did join some college but have not finished a degree or completed graduate school (the odds are 2.606 times higher). Regarding the current role, the odds of choosing “moderately helpful” vs “not-slightly helpful” options for non-manager academic are 1.662 times higher than for non-academic staff and others. Academic leaders are less likely to report “moderately helpful” vs “not-slightly helpful” compared to non- academic staff and others.

*Very-extremely helpful vs. not-slightly helpful*

As for gender, the odds of choosing “very-extremely helpful” vs. “not-slightly helpful” are .147 times lower for male than for female and the effect is significant at 0.05 significance level. Participants who is less than 40 years old are more likely to choose the option of “very-extremely helpful” vs. “not-slightly helpful” rather than users who are more than 50 years old. On the contrary, the odds of choosing “very-extremely helpful” vs. “not-slightly helpful” for users at the age between 40-49 are .872 times lower than for users who are older than 50. Users with a Master ‘degree, Ph.D.’s degree or equivalent are more likely to choose the option of “very-extremely helpful” vs. “not-slightly helpful” compared to users with lower qualification. For the current role effects, the odds of choosing “very-extremely helpful” for non-managers academic are .639 times lower than non-academic staff and other. The odds of choosing “very-extremely helpful” vs. “not-slightly helpful” for academic leaders are .75 times lower than for non-academic staff and other.

**2.5.2. The challenge of changing academic leadership skills and knowledge**

*2.5.2.1. Users’ expectations for the effectiveness of the course on addressing the challenge of changing academic leadership skills and knowledge*

The results of users ‘expectations toward the usefulness of the course on addressing the challenge of changing academic leadership skills and knowledge are indicated in figure 7.

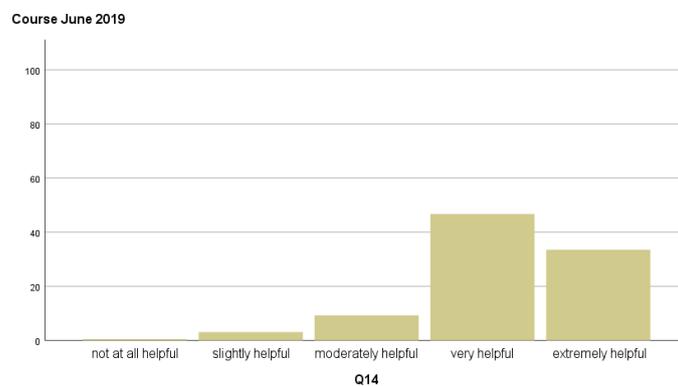


Figure 7

As indicated in figure 7, 46.7 % of respondents reported “very helpful” and 33.5 % of users reported “extremely helpful”. A few of participants chose option “moderately helpful”, “slightly helpful” or “not at all helpful”.

*2.5.2.2. Effects of demographic variables on users’ expectations regarding the effectiveness of the course on addressing the challenge of changing academic leadership skills and knowledge*

The effects of demographic variables on users’ expectation regarding the effectiveness of the course on addressing the challenge of changing academic leadership skills and knowledge are displayed in table 4.

<i>Demographic variables</i>	<i>Odds ratio</i>
	<i>Very-extremely helpful</i>
<i>Intercept</i>	
<i>Gender</i>	
Male	.516
Female	<i>Reference category</i>
<i>Age</i>	
<40	1.506

40-49	2.834
>50	Reference category
<i>Educational levels</i>	
Master's degree or equivalent	3.347*
Ph.D.'s degree or equivalent	1.024
Others	Reference category
<i>Current role</i>	
Non- manager academic	1.210
Academic leaders	.924
Non-academic staff and other	Reference category

\*:  $p < .05$

Reference category for the outcome variable: not-moderately helpful

Table 4

As for gender, the odds of choosing “very-extremely helpful” vs. “not-moderately helpful” are .516 times lower for male than for female. Participants who is less than 40 years old are more likely to choose the option of “very-extremely helpful” vs. “not-moderately helpful” rather than users who are more than 50 years old. The odds of choosing “very-extremely helpful” vs. “not- moderately helpful” for users at the age between 40-49 are 2.834 times higher than for users who are older than 50. Users with a Master ‘degree, Ph.D.’s degree or equivalent are more likely to choose the option of “very-extremely helpful” vs. “not- moderately helpful” compared to users with lower qualifications by the factor of 3.347 and 1.024 respectively. For the current role effects, the odds of choosing “very-extremely helpful” for non-managers academic are 1.210 times higher than non-academic staff and other. The odds of choosing “very-extremely helpful” vs. “not- moderately helpful” for academic leaders are .924 times lower than for non-academic staff and other.

### 2.5.3. The challenge of changing university governance structures

#### 2.5.3.1. Users’ expectations for the effectiveness of the course on addressing the challenge of changing university governance structures

Participants were asked to evaluate whether the course will be useful to address the challenge of changing university governance structures. The results are depicted in figure 8. In general, a majority of users believed that the course will be very helpful or extremely helpful to address the chosen challenge.

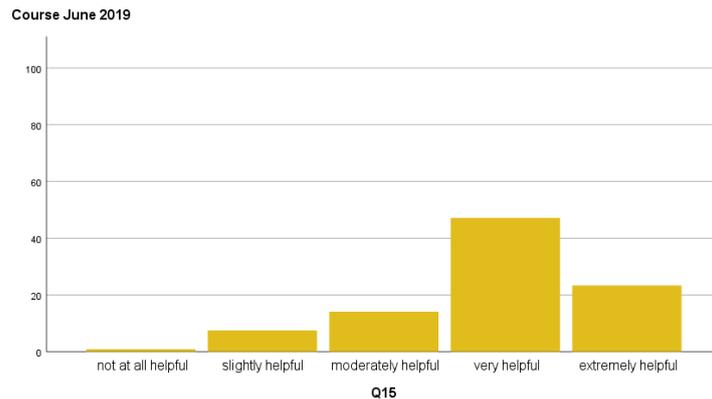


Figure 8

As shown in figure 8, participants predominantly chose the option “very helpful” ( 47.1%), followed by “extremely helpful” option (23.3%). While the percentage of users who reported “moderately helpful” is 14.1%, just a few number of users reported “slightly helpful” or “not at all helpful” (8.5%).

2.5.3.2. *Effects of demographic variables on users’ expectations regarding the effectiveness of the course on addressing the challenge of changing university governance structures*

The effects of demographic variables on users’ expectation regarding the effectiveness of the course on addressing the challenge of changing university governance structures are presented in table 5.

<i>Demographic variables</i>	<i>Odds ratio</i>	
	<i>Moderately helpful</i>	<i>Very-extremely helpful</i>
<i>Intercept</i>		
<i>Gender</i>		
Male	.880	.694
Female	<i>Reference category</i>	
<i>Age</i>		
<40	.989	1.563
40-49	.621	1.409
>50	<i>Reference category</i>	
<i>Educational levels</i>		
Master’s degree or equivalent	2.548	4.362
Ph.D.’s degree or equivalent	.868	.715
Others	<i>Reference category</i>	
<i>Current role</i>		
Non- manager academic	.268	.331
Academic leaders	.655	.732
Non-academic staff and other	<i>Reference category</i>	

\*:  $p < .05$

*Reference category for the outcome variable: not-slightly helpful*

Table 5

*Moderately helpful vs. not-slightly helpful*

Concerning the gender variable, it can be seen from the table that the odds of reporting “moderately helpful” vs “not-slightly helpful” are .88 time lower for male than for female. In other words, men were less likely to choose the “moderately helpful” option vs “not-slightly helpful” than women while controlling the other variables. Regarding age effect, the results reveal that the odds of choosing the “moderately helpful” option vs “not-slightly helpful” are .989 times lower for users less than 40 years old compared to participants who is more than 50 years old. The odds of choosing the option of “moderately helpful” vs “not-slightly helpful” for respondents between 40-49 years old are .621 times lower relative to users more older than 50. Regarding educational attainment, users who obtained a Master’s degree equivalent are more likely to choose the option of “moderately helpful” vs “not-slightly helpful” option rather than participants who did join some college but have not finished a degree or completed graduate school by the factor of 2.548. Users who obtained a PhD’s degree equivalent are less likely to choose the option of “moderately helpful” vs. “not-slightly helpful” option relative to participants who did join some college but have not finished a degree or completed graduate school (the odds are .868 times lower). Regarding the current role, the odds of choosing “moderately helpful” vs “not-slightly helpful” options for non-manager academic are .268 times lower than for non-academic staff and others. Academic leaders

are less likely to report “moderately helpful” vs “not-slightly helpful” compared to non-academic staff and others by the factor of .655.

*Very-extremely helpful vs. not-slightly helpful*

As for gender, the odds of choosing “very-extremely helpful” vs. “not-slightly helpful” are .694 times lower for male than for female. Participants who is less than 40 years old are more likely to choose the option of “very-extremely helpful” vs. “not-slightly helpful” rather than users who are more than 50 years old by factor of 1.563. The odds of choosing “very-extremely helpful” vs. “not-slightly helpful” for users at the age between 40- 49 are 1.409 times higher than for users who are older than 50. Users with a Master ‘degree or equivalent are more likely to choose the option of “very-extremely helpful” vs. “not-slightly helpful” compared to users with lower qualifications by the factor of 4.362. Participants who got Ph.D.’s degree or equivalent are less likely to choose the option of “very-extremely helpful” vs. “not-slightly helpful” relative to users with lower qualifications by factor of .715. For the current role effects, the odds of choosing “very-extremely helpful” for non-managers academic are .331 times lower than non-academic staff and other. The odds of choosing “very-extremely helpful” vs. “not-slightly helpful” for academic leaders are .732 times lower than for non-academic staff and others.

**2.5.4. The challenge of competition for resources**

*2.5.4.1. Users’ expectations for the effectiveness of the course on addressing the challenge of competition for resources*

The findings of users’ expectations regarding the usefulness of the course on addressing the obstacle of competition for resources are illustrated in figure 9.

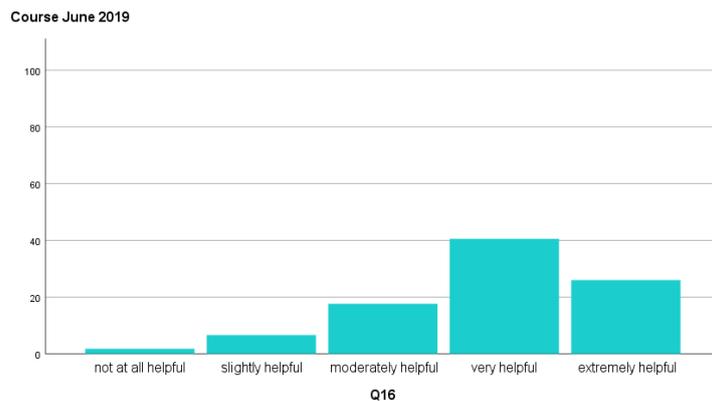


Figure 9

As can be seen in figure 9, a majority of participants selected “very helpful” and extremely helpful” options ( 40.5% and 26% respectively), suggesting a high expectation of the usefulness of the course. 17.6% of users reported “moderately helpful” while just a few of the participants reported “slightly helpful” or “not at all helpful” (8.4% of total).

*2.5.4.2. Effects of demographic variables on users’ expectations regarding the effectiveness of the course on addressing the challenge of competition for resources*

The effects of demographic variables on users’ expectation regarding the effectiveness of the course on addressing the challenge of competition for resources are presented in table 6.

<i>Demographic variables</i>	<i>Odds ratio</i>
	<i>Very-extremely helpful</i>
<i>Intercept</i>	
<i>Gender</i>	
Male	.592
Female	<i>Reference category</i>
<i>Age</i>	
<40	2.281
40-49	1.457
>50	<i>Reference category</i>
<i>Educational levels</i>	
Master's degree or equivalent	2.474*
Ph.D.'s degree or equivalent	.745
Others	<i>Reference category</i>
<i>Current role</i>	
Non- manager academic	.991
Academic leaders	1.114
Non-academic staff and other	<i>Reference category</i>

\*:  $p < .05$

*Reference category for the outcome variable: not-moderately helpful*

*Table 6*

As for gender, the odds of choosing “very-extremely helpful” vs. “not-moderately helpful” are .592 times lower for male than for female. Participants who is less than 40 years old are more likely to choose the option of “very-extremely helpful” vs. “not-moderately helpful” rather than users who are more than 50 years old by factor of 2.281. The odds of choosing “very-extremely helpful” vs. “not-moderately helpful” for users at the age between 40-49 are 1.457 times higher than for users who are older than 50. Users with a Master ‘degree or equivalent are more likely to choose the option of “very-extremely helpful” vs. “not-moderately helpful” compared to users with lower qualifications by the factor of 2.474. The effect is significant at .05 significance level. Participants who got Ph.D.'s degree or equivalent are less likely to choose the option of “very-extremely helpful” vs. “not-moderately helpful” relative to users with lower qualifications by factor of .745. For the current role effects, the odds of choosing “very-extremely helpful” for non-managers academic are .991 times lower than non-academic staff and other. The odds of choosing “very-extremely helpful” vs. “not-moderately helpful” for academic leaders are 1.114 times higher than for non-academic staff and others.

### **2.5.5. The challenge of research and innovation capacity of the university**

#### **2.5.5.1. Users' expectations for the effectiveness of the course on addressing the challenge of research and innovation capacity of the university**

The findings of users' perception on the usefulness of the course with regard to addressing the challenges of research and innovation capacity of the university are depicted in figure 10. In general, participants predominantly chose the option “very helpful” and “extremely helpful”.

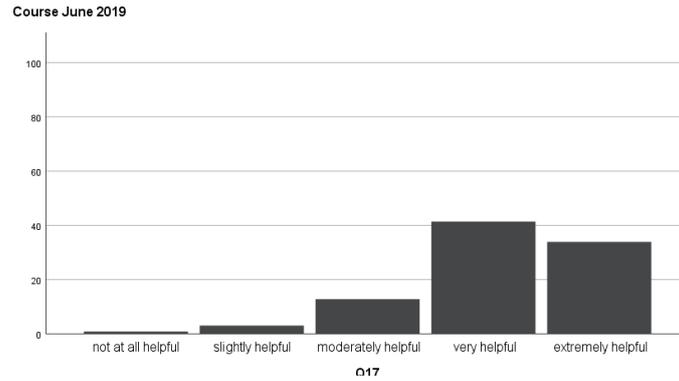


Figure 10

As shown in figure 10, frequencies analysis illustrates the high expectation of users regarding the usefulness of the course on addressing the chosen challenge. Particularly, 41.1% of respondents reported “very helpful” while 33.9% of users reported “extremely helpful”. “Moderately useful” option was chosen by 12.8% of respondents while only about 4% of users chose the option “slightly helpful” or “not at all helpful”.

2.5.5.2. *Effects of demographic variables on users’ expectations regarding the effectiveness of the course on addressing the challenge of research and innovation capacity of the university*

The effects of demographic variables on users’ expectation regarding the effectiveness of the course on addressing the challenge of research and innovation capacity of the university are presented in table 7.

<i>Demographic variables</i>	<i>Odds ratio</i>
	<i>Very-extremely helpful</i>
<i>Intercept</i>	
<i>Gender</i>	
Male	.874
Female	<i>Reference category</i>
<i>Age</i>	
<40	.994
40-49	.815
>50	<i>Reference category</i>
<i>Educational levels</i>	
Master’s degree or equivalent	2.238
Ph.D.’s degree or equivalent	1.374
Others	<i>Reference category</i>
<i>Current role</i>	
Non- manager academic	.728
Academic leaders	1.511
Non-academic staff and other	<i>Reference category</i>

\*:  $p < .05$

*Reference category for the outcome variable: not-moderately helpful*

Table 7

As for gender, the odds of choosing “very-extremely helpful” vs. “not-moderately helpful” are .874 times lower for male than for female. Participants who is less than 40 years old are more likely to choose the option of “very-extremely helpful” vs. “not- moderately helpful” rather than users who are lower than 50 years old by factor of .994. The odds of choosing “very-extremely helpful” vs. “not- moderately helpful “for users at the age between 40-49 are .815 times lower than for users who are older than 50. Users with a Master’s degree or equivalent are more likely to choose the option of “very-extremely helpful” vs. “not- moderately helpful” compared to users with lower qualifications by the factor of 2.238. Participants who got Ph.D.’s degree or equivalent are also more likely to choose the option of “very-extremely helpful” vs. “not- moderately helpful” relative to users with lower qualifications by factor of 1.374. For the current role effects, the odds of choosing “very-extremely helpful” for non-managers academic are .728 times lower than non-academic staff and other. The odds of choosing “very-extremely helpful” vs. “not- moderately helpful” for academic leaders are 1.511 times higher than for non-academic staff and others.

### 2.5.6. The challenge of academic leadership for internationalization

#### 2.5.6.1. Users’ expectations for the effectiveness of the course on addressing the challenge of academic leadership for internationalization

The findings of users’ expectations regarding the usefulness of the course on addressing the chosen challenge are depicted in figure 11. Notably, a substantial majority of respondents expressed high expectation on the productiveness of the course on addressing the selected obstacle.

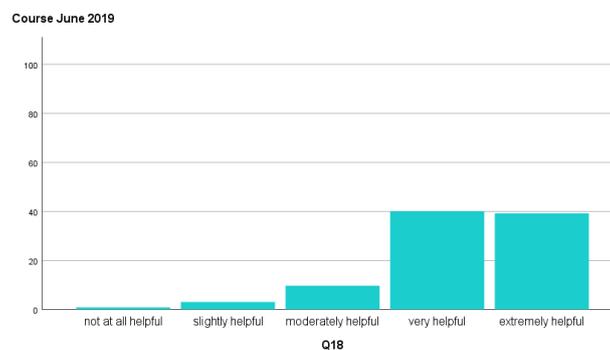


Figure 11

As can be seen in figure 11, respondents predominantly chooses the two options of “very helpful”(40.1%) and “extremely helpful” (39.2%). 9.7% of the users reported “moderately helpful” while the number of respondents who chose the top options of “slightly helpful” and “not at all helpful” was just 4%.

#### 2.5.6.2. Effects of demographic variables on users’ expectations regarding the effectiveness of the course on addressing the challenge of academic leadership for internationalization

The effects of demographic variables on users’ expectations regarding the effectiveness of the course on addressing the challenge of academic leadership for internationalization are presented in table 8.

Demographic variables	Odds ratio
	Very-extremely helpful
Intercept	
Gender	
Male	.570
Female	Reference category
Age	
<40	1.167

40-49	2.029
>50	Reference category
<i>Educational levels</i>	
Master's degree or equivalent	4.912*
Ph.D.'s degree or equivalent	1.246
Others	Reference category
<i>Current role</i>	
Non- manager academic	1.143
Academic leaders	1.008
Non-academic staff and other	Reference category

\*:  $p < .05$

Reference category for the outcome variable: not-moderately helpful

Table 8

Concerning gender, the odds of choosing “very-extremely helpful” vs. “not-moderately helpful” are .2570 times lower for male than for female. Participants who is less than 40 years old are more likely to choose the option of “very-extremely helpful” vs. “not- moderately helpful” rather than users who are more than 50 years old by factor of 1.167. The odds of choosing “very-extremely helpful” vs. “not- moderately helpful” for users at the age between 40-49 are 2.029 times higher than for users who are older than 50. Users with a Master ‘degree or equivalent are more likely to choose the option of “very-extremely helpful” vs. “not- moderately helpful” compared to users with lower qualifications by the factor of 4.912. Participants who got Ph.D.’s degree or equivalent are more likely to choose the option of “very-extremely helpful” vs. “not- moderately helpful” relative to users with lower qualifications by factor of 1.246. For the current role effects, the odds of choosing “very-extremely helpful” for non-managers academic are 1.143 times higher than non-academic staff and other. The odds of choosing “very-extremely helpful” vs. “not- moderately helpful” for academic leaders are 1.008 times higher than for non-academic staff and others.

## 2.6. Specific competences, knowledge, and skills intended to develop with the help of the MOOC

Users were asked the extent wo which they believed the course will provide them with upgraded specific competencies, knowledge, and skills. The results are plotted in figure 12. In general, the majority of participants agreed that the course will be useful in order to enhance knowledge about university structures, understanding about current challenges for HEs, obtaining new insights into university governance structures in EU and China, understanding about different leadership approaches in university governance, mastering academic leadership skills.

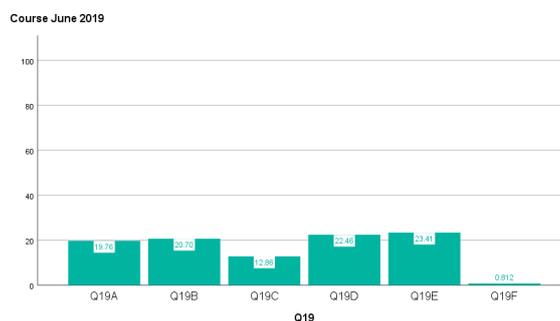


Figure 11

As shown in figure 11, the highest frequent options were for understanding about different leadership approaches in university governance and upgrading academic leadership skills ( 22.5% and 23.4% respectively) which is in line with the results of the previous course. 20.7% of observations were filled by the option of understanding about the current challenges for HEs while 19.8% of total observations were for knowledge about university governance structures. 12.9% of total observations were for grasp of university governance structures in EU and Chile while only 0.8% of observations were for other choices.

### **2.7. Participants' perception on how the course will meet their personal/ professional goals (open-ended question)**

To gain deeper insights into the motivation for taking the course, participants were asked to share about how the MOOC help 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 the close-ended questions.

The most frequent comment was about enhancing and broadening knowledge on university governance and academic leadership. Of this, having a comprehensive or extensive knowledge in academic and institutional leadership, understanding about university structures, gaining new insights into university governance and academic leadership, exploring various perspectives of leadership in different academic cultures were emphasized. One participant remarked on this issue *" I am hoping for this course to broaden my existing knowledge in school administration and leadership. I believe new things I would learn from this course could give me new insights into the challenges that a school leader would face as well as provide great an appropriate ideas to solve certain issues and concern in running an educational institution"*.

The second theme indicated by a majority of participants was improving competencies and skills. In particular, respondents mainly highlighted the goal of taking this MOOC was to enhance skills regarding academic leadership. Many participants shared that they are holding administrative positions in academic institutions. Unfortunately, they pointed out the lack of professional development trainings within their institutions, Thus, the goal of taking this MOOC was to sharpen professional skills. Respondents expected that the course will help them to upgrade professional skills and then can assist them in administrative work. One participants stressed the importance of taking this MOOC by saying that *"With this course I hope to enhance my skills and expertise both in management and governance aspects"*.

The third main them highlighted by respondents was about preparing future career. Several participants shared their ambition to obtain promotion in academic institutions. To that end, taking the MOOC and earn certificate was highlighted as a good start. One user highlighted the goal of job promotion by saying that *"This course will enable me to understand university governance and academic leadership. It will help me to work in senior positions and smoothly implement the objectives which are assigned to me"*.

The goal of conducting research on university governance and academic leadership was also emphasized by a few of users. One participant noted that *"The course will help to increase knowledge of research, innovation, valorization. I want to apply this information for my research, study application in future"*.

### **III. CONCLUSION**

Taking together, the results of the survey reported by participants showed specific motivations and high expectation regarding the MOOC. Also, the findings showed the effects of users' gender, age, education attainment, and current role on their expectations with regard to course-specific topics. In addition, responses given to the open-ended questions also indicated quite parallel results with the quantitative evaluations with regard to motivation by yielding the results of enhancing knowledge, skills and preparing for future career. The suggestions given for enhancing the quality of the course and creating opportunities for networking activities (via discussion forum for example).