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LEAD2 MOOC Report

LEAD2 MOOC
Leadership Development for Young Academic Leaders
Edition 2 – March 2021 - July 2021

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 part of WP3 (D3.2, internal quality assurance reports)

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I. Introduction

The LEAD2 MOOCs are part of the LEAD2 project which aims to enhance knowledge, skills, and competencies regarding University Governance and Academic Leadership. These MOOC courses are one of the deliverables of the LEAD2 project. They focus on European and Chinese university governance and academic leadership and are open to all people regardless of their countries, institutions, or academic positions. In March 2021, the second edition of the English and Chinese version of MOOC on Leadership Development for Young Academic Leaders was launched with 1435 learners enrolled.

Within this context, learners of the course were invited to participate in the LEAD2 MOOC Survey to evaluate their perceived effectiveness of MOOCs on leadership development (a total of 148 responses were obtained). They also participated in the Canvas survey to know more about their experience with the course (a total of 29 responses were obtained) and is used to complement the analyses of this report. Similarly, data from the LMS Canvas Network® (the platform hosting the LEAD2 MOOC) is utilized to analyze the participation's engagement and learning results in the MOOC. This setting provides an overview of MOOC participants' activity and it has also been used to complement the analyses of the user experience and perceived effectiveness in this report.

Consequently, this report includes a combination of these sources including the results of both closed and open-ended questions. A summary of the main result sections to be presented in this report is depicted in Figure 1. These main sections are: Sociodemographic Characteristics, Motivations and Attitudes to register for the LEAD2 MOOC, Acceptance of the MOOC on leadership development, Learning progress, Perceived effectiveness of the LEAD2 MOOC, Reflections on transformational leadership style, Challenges in completion of the LEAD2 MOOC (closed ended), Effectiveness of the course in addressing/achieving personal or professional goals, General feedback on the course, and Challenges in completion of the LEAD2 MOOC (open-ended). A final section with discussions and conclusions derived from the analyses of the results is provided to summarize a comprehensive view of the experiences of the MOOC participants.

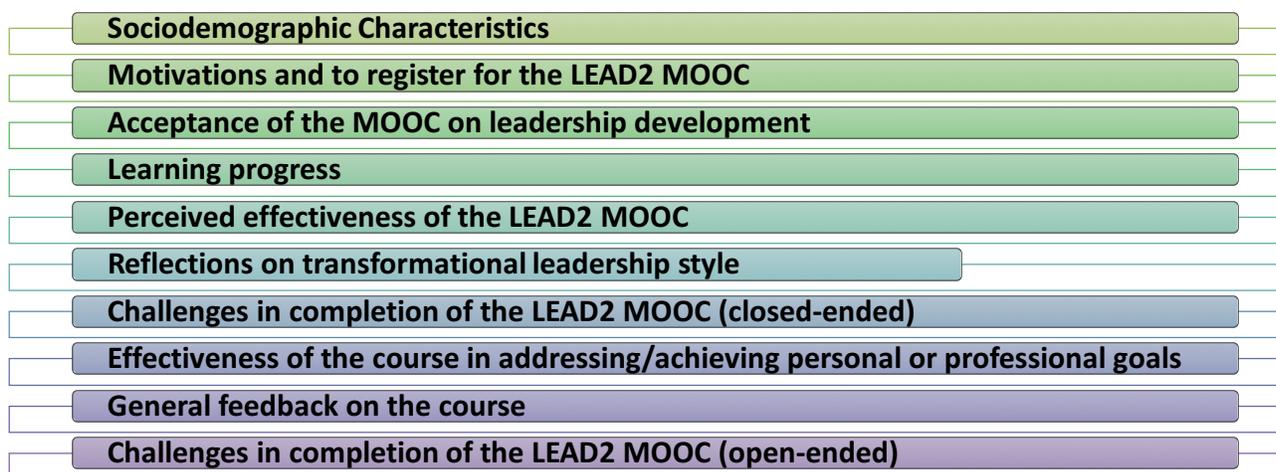


Figure 1. Summary of the main result sections to be presented in the report.

II. Results

This section of the report presents the details of the sociodemographic characteristics of the participants (data obtained from the LEAD2 survey), the results of the close ended-questions and the analysis of the open-ended questions (both with data obtained from the LEAD2 survey and Canvas User Experience Survey).

2.1. Sociodemographic Characteristics

This subsection presents the information regarding the sociodemographic characteristics of the participants in terms of the set of genders, age, and educational levels. Then, the type of institution that participants belong to, whether they hold an academic position and their years of academic leadership experience.

2.1.1. Genders – Age – Educational levels

Figure 2. shows the genders, age, and educational levels. Most of them are male (68%). Most of the participants have less than 30 years old (60%), followed by 27% having between 30 and 40 years old, and the remaining 14% more than 40 years old. Regarding educational level, almost half of the participants (47%) have a college or a bachelor’s degree, 43% master’s degree (or equivalent), and the remaining 9% PhD, J.D., or M.D. (or equivalent).

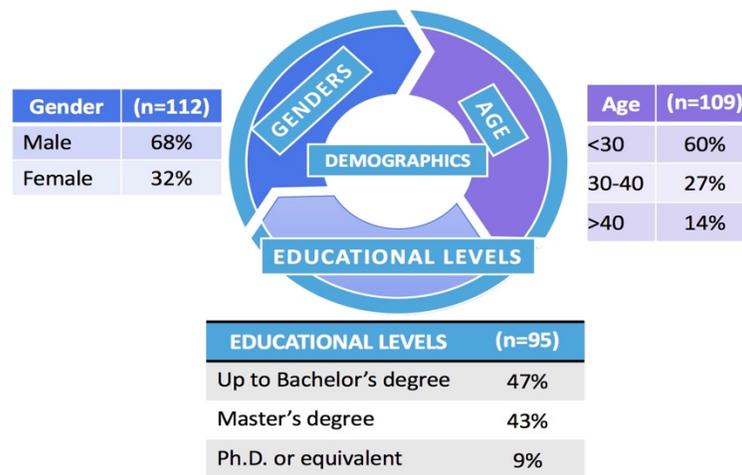


Figure 2. Genders, age, and educational levels.

2.1.2. Type of Institution

Figure 3. shows the type of institution that participants belong to. In this regard, 62% of them belong to a public university/institution, followed by 26% to a private university/institution, and 12% to other institutions.

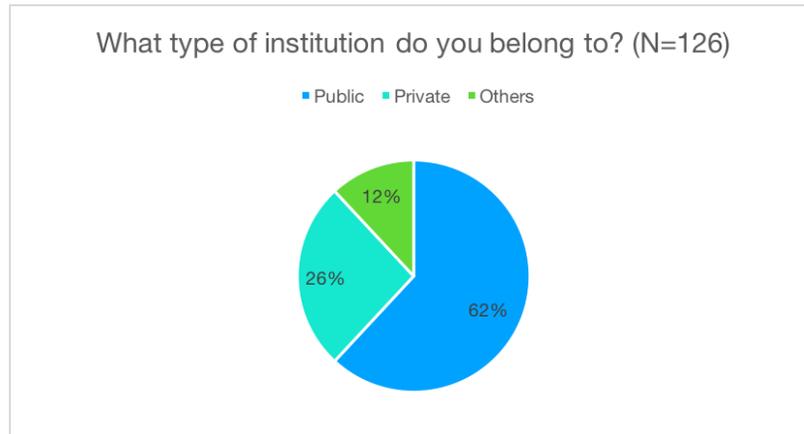


Figure 3. Type of institution that participants belong to.

2.1.3. Academic position

Figure 4. shows whether participants hold an academic position. In this regard, 50% of them hold it and 50% do not.

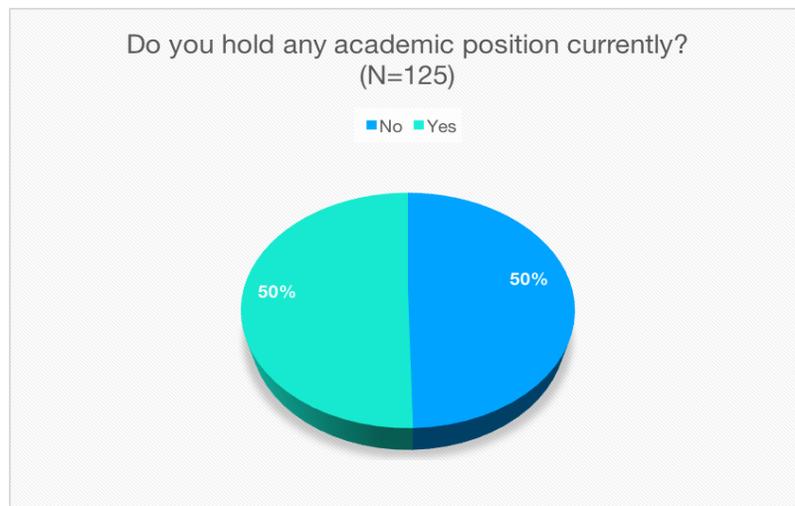


Figure 4. Participants holding an academic position.

2.2. Close-ended questions

Below are presented the results of the close-ended questions in terms of Motivations and Attitudes to register for the LEAD2 MOOC, Acceptance of the MOOC on leadership development, learning progress, Perceived effectiveness of the LEAD2 MOOC, and Challenges in completion of the LEAD2 MOOC (closed ended).

2.2.1. Motivations to register for the LEAD2 MOOC

This section of the report presents data (obtained from the LEAD2 survey) regarding participants' motivations for enrolling in the LEAD2 MOOC. Regarding motivation, Figure 5. depicts respondents' motivations to participate in leadership development through LEAD2 MOOCs. The following components are considered: practical enhancement (PE), occupational promotion (OP), external expectations (EE), and social contact (SC). Respondents rated each component on a scale from 1 to 5.

The scores presented are the average in each component from YAL MOOCs. Practical enhancement is the main motivation from young leaders (4,3). It suggests reasons for taking the course such as adapting to a new leadership style, increase competence, achieve accountability, and work for the institution. Further, occupational promotion is another important motivation (average score of 4,3 for YAL MOOCs). It includes motivations such as getting better qualifications in leadership, higher job status, a better job, and preparing for their career/job. Additionally, social contact is rated third in the list of motivations from YAL MOOCs (4,3). Particularly, to learn with other leaders and academic staff, make more friends with the same interest, exchange their social relationships and ideas about leadership. The last motivation is external expectations from YAL MOOCs (3,6). It includes others encouragement, participation, or telling about what to do or to meet institutional requirements. A one-way ANOVA was conducted to assess whether the motivation differed depending on participants' age (<30, 30-40, >40). The assumptions of normality and homoscedasticity were tested. Although the sample size in each group is sharply different, the assumption of normality was observed through a P-P plot and histogram and the homogeneity of the variance was met.

The analysis showed that there were no significant differences between age groups ($F(2)=,221$; $p > ,05$) Similarly, one-way ANOVA was also conducted to assess whether the motivation differed depending on participants' gender (female and male) and holding an academic position (yes and no). The analysis showed that there were no significant differences between genders ($F(1)=.007$; $P=.932 > 0.05$) and holding an academic position ($F(1)=.039$; $P=.845 > 0.05$).

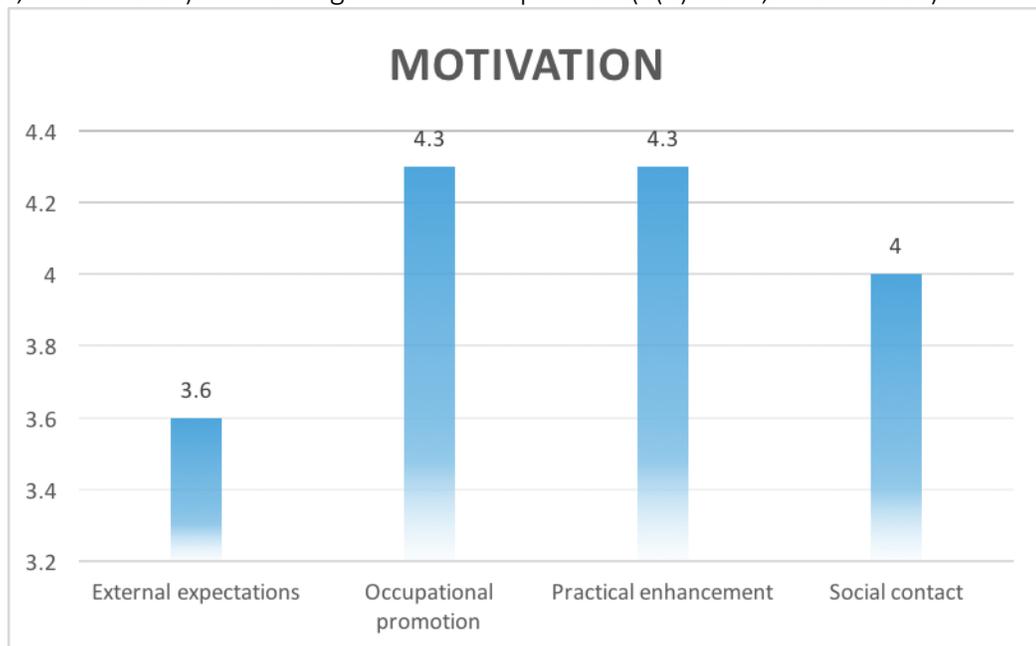


Figure 5. Motivations to register the LEAD2 MOOC.

2.2.2. Acceptance of the MOOC on leadership development

According to Fred Davis' Technology Acceptance Model (TAM), Perceived Usefulness and Perceived Ease of Use drive usage or, what is before it, Behavioral Intention to Use. In short, Perceived Usefulness is the degree of utility, and Ease of Use the degree of effort to use the system/technology.

These two variables lead to acceptance and future use of a technological system such as a MOOC. Figure 6. shows the respondents acceptance of the MOOC on leadership development in terms of perceived usefulness, perceived ease of use, and behavioral intention to use. Respondents rated each component on a scale from 1 to 5. The scores presented are the average in each component from YAL MOOC. In general terms, there is a high acceptance and intention to use a MOOC on leadership development in the future. They perceive the MOOC as useful (4,5). Meaning they think that the course can increase their job productivity, improve their job performance, and make it easier to work. Similarly, they perceive ease of use in the MOOCs (4,3). It includes easy to use, learn and be skillful at using it. Likewise, they have behavioral Intention to use them (4,5). For instance, intention to use the MOOC in the future, and for various purposes such as self-development, and after the current course.

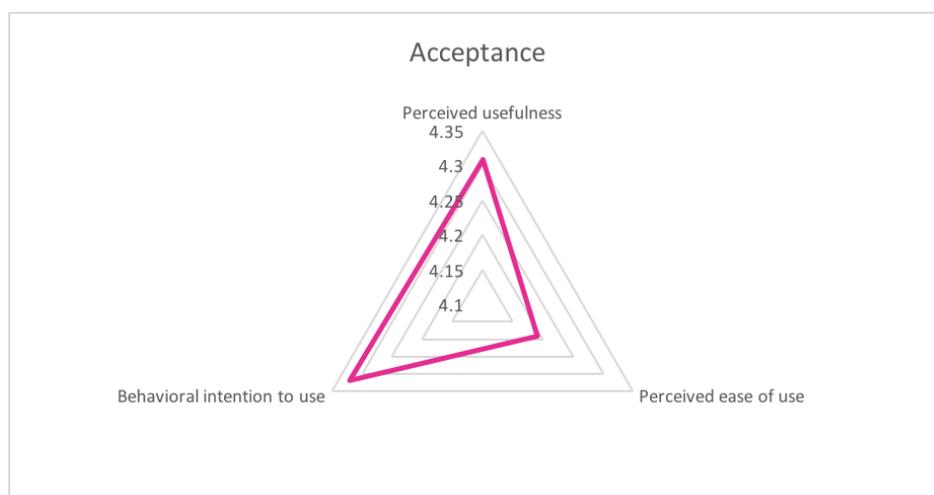


Figure 6. Acceptance of the MOOC on leadership development.

2.2.3. Learning progress

Learning progress is presented in terms of the learning analytics and the learning progress reported by learners.

2.2.3.1. Learning analytics

This section of the report presents the information generated from the function setting "New Analytics" of the LMS Canvas Network®. First, MOOC participants' weekly online activity. Second, MOOC participants' activity in the module sections. Finally, MOOC participants' average grades in module activities.

2.2.3.1.1. MOOC participants' weekly online activity

Figure 7. depicts the MOOC participants' weekly online activity by average page views and average participation over the 20 weeks that the course was open for MOOC participants. In general terms, the dotted lines show a tendency towards the activity to decrease over the weeks. The activity of the first week starts with the highest average page views during the entire course but with low average participation (0,4 out of 1). From the second week to the eighth week both the average page views and the average participation remain low. It is only from the three week to the ninth week (from March 22 to May 03) that both averages of page views participation (0,3 out of 1) start to increase.

Although in the following two weeks the average page views remain similar to the previous ones, the average participation begins to drop again. In the last fifth weeks (from June 21 to July 26) both the average page views and the average participation have the lowest rate.

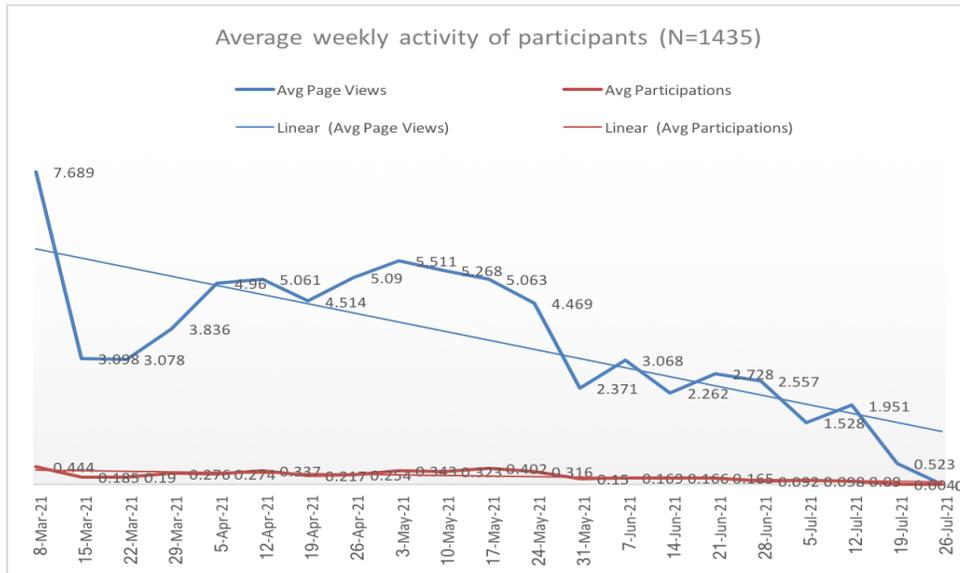


Figure 7. Participants' weekly online activity by the average page views and participation

2.2.3.1.2. MOOC participants' activity in the module sections

Figure 8. shows the MOOC participants' activity in the module sections by the number of participants and the number of page views. In general terms, the activity in module sections decreases from module 1 to module 5. Sections in module 1 have considerably more activity in terms of the number of participants and the number of page views compared to the remaining modules. While sections in module 1 have on average 423 participants and on average 1109 page views, the remaining modules have on average 165 participants and 386 page views. However, the highest average activity that can be seen in module 2 (in sub-modules 2.1. about the concept of university governance and 2.2. about the university governance structure), while the lowest average activity can be seen in module 5 (in sub-module 5.4 about personal growth path). The lowest activity is registered in sections module 4, followed by sections Module 3, then by sections module 5.

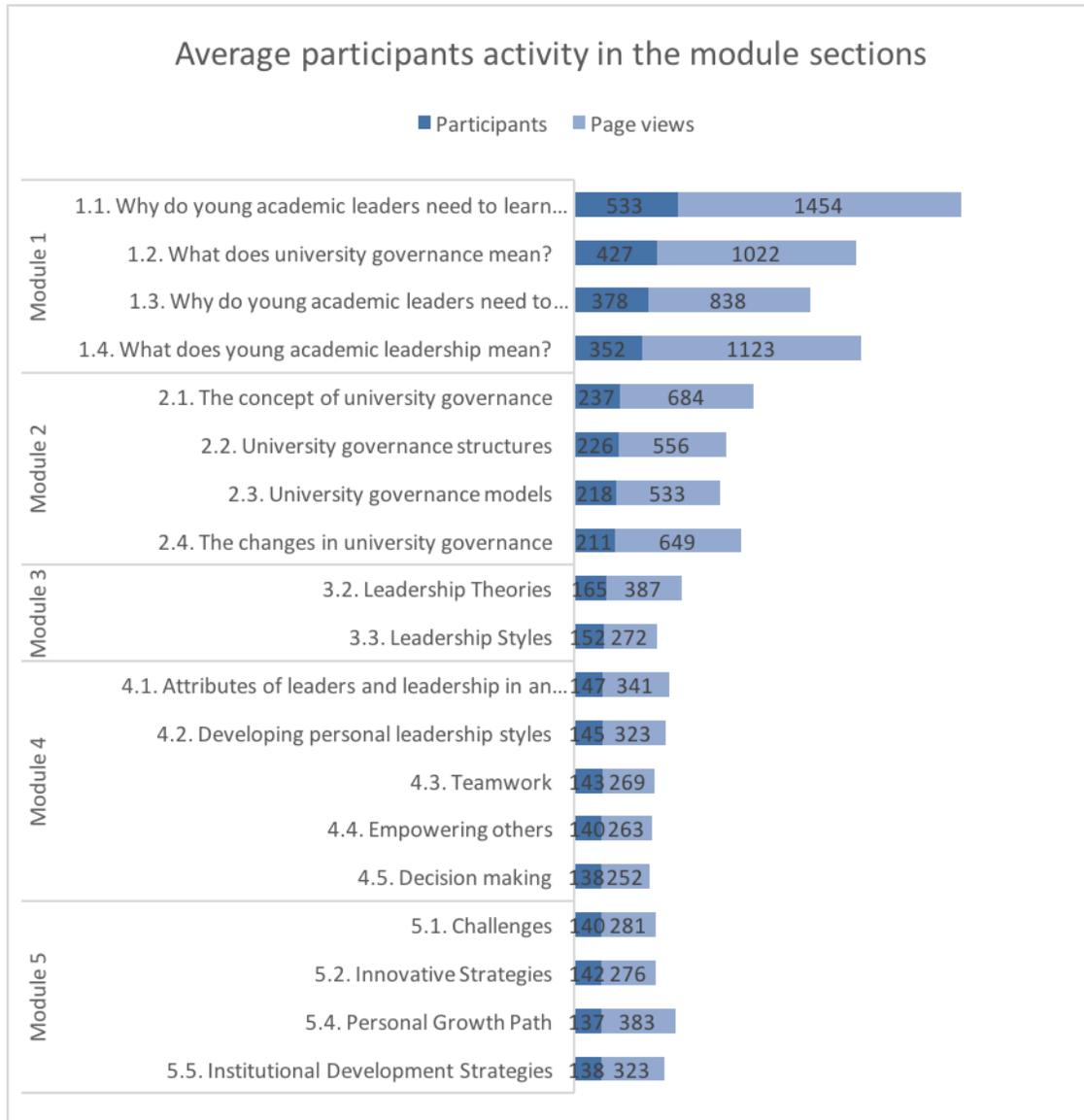


Figure 8. Participants' activity in the module sections

2.2.3.1.3. MOOC participants' average grades in module activities

Figure 9 depicts the participants' average grades in modules activities. On the one hand, it can be said that participants achieved at least 54% and at most 76% of the grade in module activities (quizzes 2.5 and 1.5, respectively). Additionally, the highest-grade achievement average per module is presented in module 1 and module 5 (69% and 66% respectively), followed by modules 4 and 3 (62% and 60.5% respectively), then finally module 2 (60%). On the other hand, regarding forums, the highest-grade achievements is module 2 (66%) followed by modules 1 and 4 (both with 62%), followed by module 3 (58%). Finally, the highest grade achievement in quizzes is as follows: quiz 1.5 (76%), quiz 2.5 (66%), quiz 5.7 (66%), quiz 3.4 (63%), quiz 4.7 (62%), and quiz 2.5 (54%).

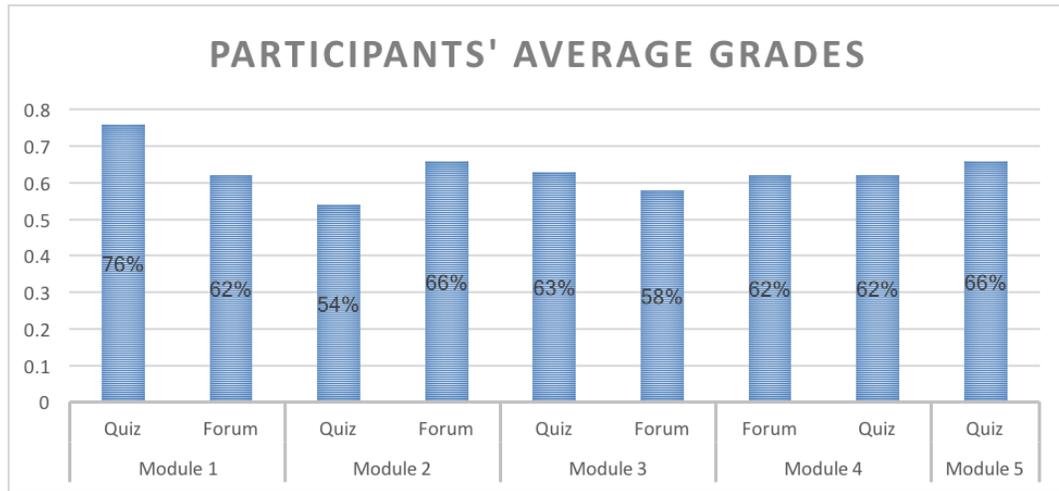


Figure 9. Participants' average grades in modules activities

2.2.3.2. Learning progress reported by learners

This subsection presents the Learning progress reported by learners in terms of the number of hours a week spent by participants (data obtained from the Canvas survey).

2.2.4. Perceived effectiveness of the LEAD2 MOOC

This section of the report presents the information regarding the perceived effectiveness of the LEAD2 MOOC in terms of overall satisfaction of the participants, perceived impact of the course content, and perception of knowledge and skills developed.

2.2.4.1. Overall satisfaction of the participants

Figure 10 shows satisfaction with the overall MOOC experience and goal achievement in the course (data obtained from the LEAD2 Survey). In this regard, 95% of participants either agree or strongly agree that they have achieved their goals after finishing this course. Further, 93% of participants either agree or strongly agree that they have felt satisfied with the overall experience with MOOC use to learn university governance and academic leadership. Comparisons between means were employed to assess differences between the groups of sociodemographic variables age, educational levels, gender, and academic position. A one-way ANOVA was conducted to assess whether the reported overall satisfaction differed depending on participants' age (<30, 30-40, >40) and educational levels (High School or College Preparatory School, College or Bachelor's Degree, Master's Degree (or equivalent), and Ph.D., J.D., or M.D. (or equivalent)). The analysis showed that there were no significant differences between age groups ($F(2) = .2,498$; $p > .05$) and the groups of educational levels ($F(3) = .688$; $p > .05$). Similarly, an independent t-test was conducted to assess whether the reported overall satisfaction differed depending on participants' gender (female and male) and holding an academic position (yes and no). The analysis showed that there were no significant differences between genders ($t(80) = -.280$; $p > .05$) and in whether holding an academic position ($t(78) = .053$; $p > .05$).

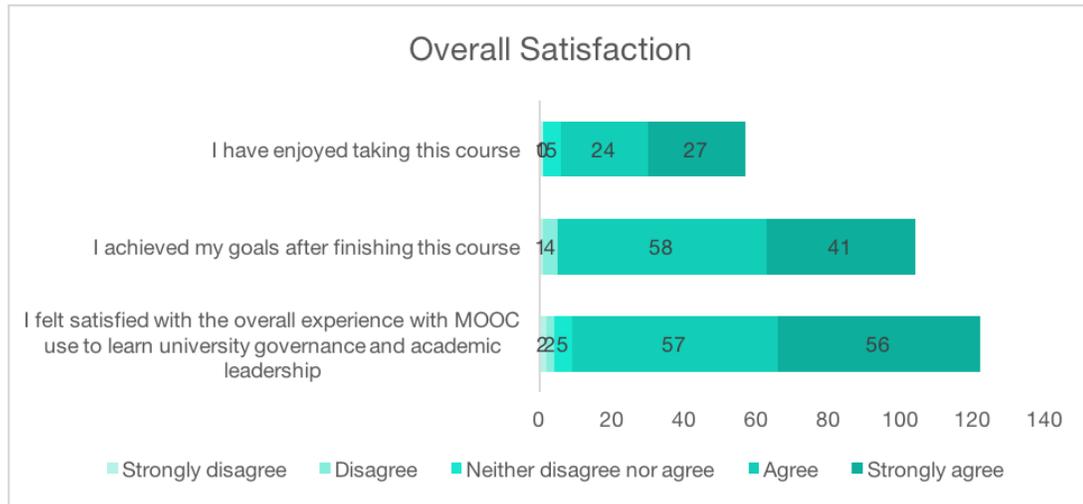


Figure 10. Satisfaction with the overall MOOC experience and Goal achievement in the course.

2.2.4.2. Perceived impact of the course content

Perceived impact of the course content is measured by the perceived effectiveness of the course content (data obtained from the LEAD2 Survey) and the level of agreement about the positive impact of the course materials and activities on the learning experience (data obtained from the Canvas Survey). Regarding the perceived impact of the course content,

Figure 11. shows the perceived effectiveness of respondents after taking the LEAD2 MOOC in terms of the following components: overall satisfaction (OS), online learning effectiveness (OLE) and boosting (BS). Respondents rated each component on a scale from 1 to 5. The scores presented are the average in each component from YAL MOOC. In general terms, there is high effectiveness of YAL course (average scores 4.6). However, the best-rated component by young leaders is online learning effectiveness (4,3) followed by boosting (4,3), and then overall satisfaction (4,2). It suggests that participants enjoy, learn, and recommend the course (OLE). Furthermore, they think the course challenge and stimulate them (BS). Likewise, they feel satisfied and achieving their goals (OS).

A one-way ANOVA was conducted to assess whether the perceived impact differed depending on participants' age (<30, 30-40, >40) and educational levels (High School or College Preparatory School, College or Bachelor's Degree, Master's Degree (or equivalent), and Ph.D., J.D., or M.D. (or equivalent)). The analysis showed that there were no significant differences between age groups ($F(2)=,931$; $p > ,05$) and the groups of educational levels ($F(3)=,295$; $p > ,05$). Similarly, an independent t-test was conducted to assess whether the perceived impact differed depending on participants' gender (female and male) and holding an academic position (yes and no). The analysis showed that there were no significant differences between genders ($t(80)= -,316$; $p > ,05$) and holding an academic position ($t(78)= ,213$; $p > ,05$).

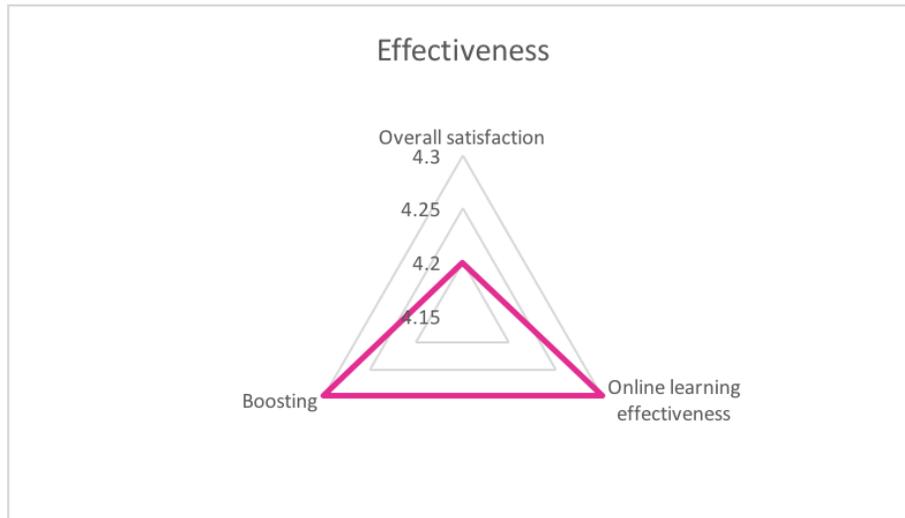


Figure 11. Perceived effectiveness of the course content.

2.2.4.3. Perception of knowledge and skills developed

Figure 12. shows the perception of knowledge and skills developed (data obtained from the LEAD2 Survey). Regarding knowledge, 100% of the participants either agree or strongly agree that they had a better understanding of old and new challenges for higher education in different contexts. Similarly, 92% of the participants either agree or strongly agree that they gained knowledge on university governance and academic leadership and of challenges academic leaders are facing. Likewise, 95% of the participants either agree or strongly agree that they gained knowledge of different leadership approaches and have gained, and enhanced awareness of the roles of leaders for educational innovation and internationalization. A one-way ANOVA was conducted to assess whether the perceived knowledge gained differed depending on participants' age (<30, 30-40, >40). The analysis showed that there were no significant differences between age groups ($F(2)=.199; P=.314 > .05$). Similarly, one-way ANOVA was also conducted to assess whether the perceived knowledge differed depending on participants' gender (female and male) and holding an academic position (yes and no). The analysis showed that there were no significant differences between genders ($F(1)=.077; P=.783 > .05$) and holding an academic position ($F(1)=.798; P=.378 > .05$).

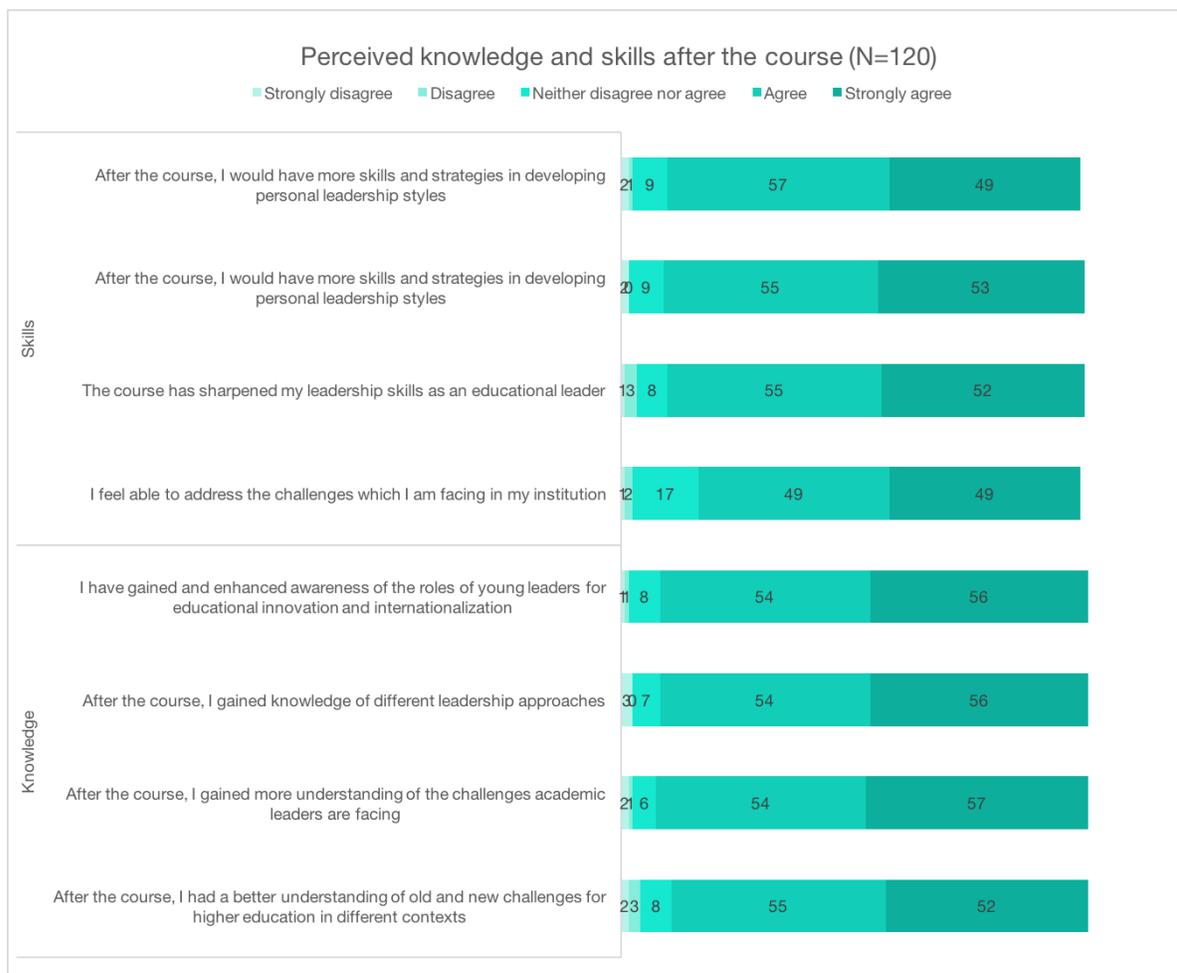


Figure 12. Perception of knowledge and skills developed

As for skills, about 90% of the participants either agree or strongly agree that after the course they would feel more confident about tackling unfamiliar problems (92%) and engaging colleagues to develop and achieve academic visions in my institution/ faculty (91%). Similarly, about 90% participants either agree or strongly agree that after the course they would more skills and strategies in developing personal leadership styles, and in terms of university governance and academic leadership. Comparisons between means were employed to assess differences between the groups of sociodemographic variables age, educational levels, gender, and academic position. A one-way ANOVA was conducted to assess whether the perceived skills developed differed depending on participants' age (<30, 30-40, >40) and educational levels (High School or College Preparatory School, College or Bachelor's Degree, Master's Degree (or equivalent), and Ph.D., J.D., or M.D. (or equivalent)). The analysis showed that there were no significant differences between age groups ($F(2) = ,044$; $p > ,05$) and the groups of educational levels ($F(3) = 1,511$; $p > ,05$). Similarly, an independent t-test was conducted to assess whether the perceived skills developed differed depending on participants' gender (female and male) and holding an academic position (yes and no). The analysis showed that there were no significant differences between genders ($t(76) = 1,028$; $p > ,05$) and holding an academic position ($t(75) = ,845$; $p > ,05$).

2.2.5. Transformational leadership style in educational settings with colleagues, followers, or students

Figure 13. shows a set of components of transformational leadership style that respondents reflect on while practicing leadership in their educational settings with their colleagues, followers, or students. The following components are included: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Respondents rated each component on a scale from 1 to 5. Inspirational motivation and intellectual stimulation have the highest rate for the YAL MOOC participants (4,2). Inspirational motivation includes talking optimistically and enthusiastically about the future and what needs to be accomplished, as well as developing a team attitude and spirit among staff members and expressing confidence about the goals to be achieved. Intellectual stimulation includes re-examining critical assumptions, suggesting new ways/different angles of looking at problems, as well as different perspectives when solving them. Individualized consideration (4,1) includes spending time teaching and coaching, treating followers/others as individuals rather than just as a member of a group, considering an individual as having different needs, abilities, and aspirations from others, and helping followers/others to develop their strengths. Idealized influence (4,1) includes to instill pride in others for being associated with them, display a sense of power and confidence, go beyond self-interest for the good of the group, specify the importance of having a strong sense of purpose, to consider the moral and ethical consequences of decisions, and to emphasize the importance of having a collective sense.

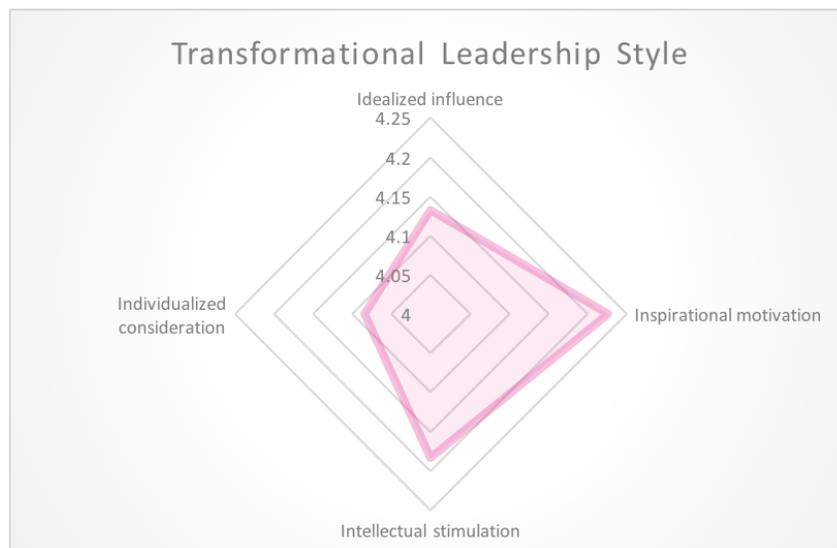


Figure 13. Reflections on transformational leadership style

A one-way ANOVA was conducted to assess whether the reflections on transformational leadership style developed differed depending on participants' age (<30, 30-40, >40). The analysis showed that there were no significant differences between age groups ($F(2)=.692;P=.2>.05$). Similarly, one-way ANOVA was also conducted to assess whether the reflections on transformational leadership style

differed depending on participants' gender (female and male) and holding an academic position (yes and no). The analysis showed that there were no significant differences between genders ($F(1)=.213;P=.647>.05$) and between holding an academic position ($F(1)=.002;P=.967>.05$).

2.2.6. Challenges in completion of the LEAD2 MOOC (closed-ended)

Figure 14. depicts a set of challenges that participants had in the completion of the LEAD2 MOOC (data obtained from the LEAD2 Survey). Lack of time and imbalance between work and life seem to be the major challenge for participants, both with 49% of the participants agreeing or strongly agreeing on it as a challenge. However, it is important to notice that also 33% of the participants either disagree or strongly disagree that lack of time was a challenge in the completion of the MOOC. Likewise, almost 47% of the participants either disagree or strongly disagree that the language barrier was a challenge. However, 43% of the participants agree or strongly agree that was the language barrier was a challenge in the completion of the MOOC. With around 41% of participants agreeing or strongly agreeing, less or not self-directed and lack self-confidence (40%) appears also as an important challenge in the completion of the MOOC.

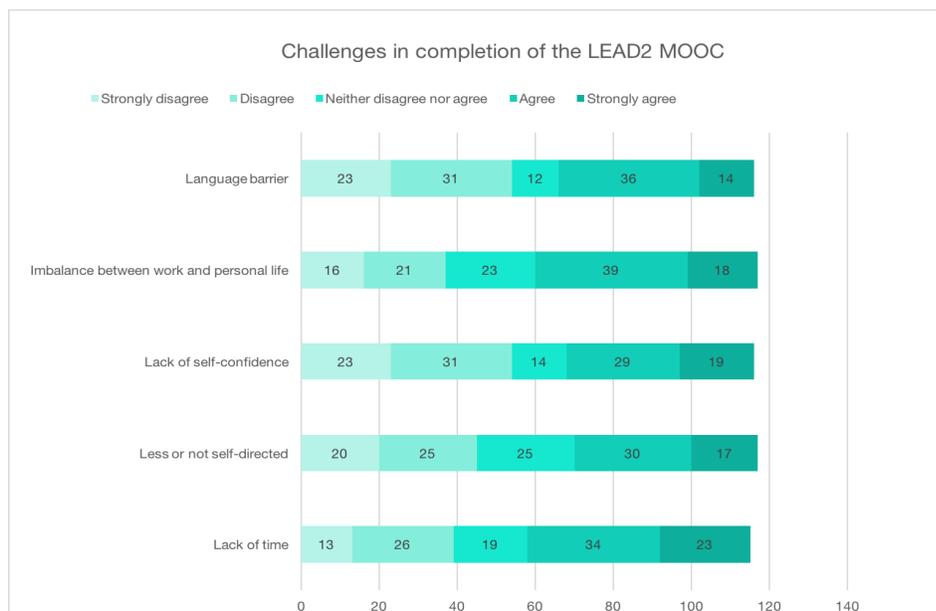


Figure 54. Challenges in the completion of the LEAD2 MOOC

2.3. Open-ended questions

To gain deeper insights into the learners' perceptions of the course, three open-ended questions were considered. First, the effectiveness of the course in addressing/achieving personal or professional goals. Second, the general feedback on the course. Third, the challenges in the completion of the LEAD2 MOOC. The analyzes of the answers to these questions are presented below.

2.3.1. Reflections on improving leadership practices

Participants were asked their reflections on improving their own leadership practices (data obtained from the discussion forum). Some answers that illustrate this perspective are shown below.

“The course was encouraging and highly guiding. It helped me clear my mind of several misconceptions and helped me believe in my inner instincts. It not only taught me leadership but also the subtle art of working with other people. I will now focus on personal milestones like achieving success and increasing skills as well as having the passion and motivation to work in a team and work for a common cause.” (19, Male)

“Personally, as one of faculty teaching staff, this course is both instructive and motivating. Equally important, this course not only assist me in understanding how HEI governed, but also open my mind by looking up to the experiences of other young leaders, worldwide. Thus, I need to keep developing skills in understanding how HEI governed, but more importantly having the desire to work in a faculty team. Further, transforming leaders into someone who is more proactive and communicative is really significant. By being proactive means that the subordinates officers will receive a work-ethic vibe and support throughout daily work-routines; simultaneously, having a communicative skill-set will smooth the interaction between leaders (rector, dean, head department) and the staff; thus, it will not only inspire others to work, but it will also motivate them, therefore, a leader who is proactive and communicative, will transform an ordinary team into a super-team by thoroughly developing it.” (32, Male)

“Leadership is defined by many theories that try to explain what leadership is, in terms of different standpoints.

As we become a more effective and efficient leader, then our peers will have less reason to resent our management style and pressure us into acting upon issues. Our own self confidence is directly affected by poorly self-managed confrontations and an increasing number of tasks that are left undone or incomplete.” (28, Male)

2.3.2. General feedback on the course

Participants were also asked to provide any general feedback on the course (data obtained from the Canvas survey). Most of the responses were acknowledgments and thanks for providing training opportunities and the usefulness of the course content. Some answers that illustrate this perspective are shown below.

“I always make reflections after an unexpected experience, such as an incident or a health problem, and then the outcomes change our lives. Although it’s a really powerful learning tool, it needs to be used consciously to boost our leadership and management skills.

This is an excellent contribution to transformational and empowering leadership. Adaptive leaders are willing to tackle tough conflict-ridden, belief-stretching issues, their leadership often causes pain for themselves and others. The members of the society may react to the leader's role, to the issues brought to the fore, based on our fears and loss, or based on our shared assessment of the challenge and its importance rather than on the person of the leader. They will attack or defend, denigrate or praise the leader as a person based on the basis of the reader's identification with the adaptive challenge, not on the qualities of the leaders. It is obvious that all our action plans to link to each other.” (23, Male)

“The problem is, most leaders, if we're honest about it, struggle with self-doubt. The more we succeed, the more we are likely to wrestle with those feelings that we are not really who people think we are. That's known as imposter syndrome, and it can be a particularly painful challenge for many leaders, because it creates so much self-doubt. It can cripple our ability to inspire, motivate and serve your team.

We can make ourselves smarter by reading books or learning through games, or reduce the need for a lot of processing capacity to complete certain tasks by automating them or ingrain them in our brain, and this will be accessed by:

Step 1 . Why?

Step 2. What?

Step 3. How?

Step 4. The power of One

Step 5. Make it challenging” (25, Female)

“I have learned a lot from this MOOC....I am really interested on how to improve my leadership skills and knowledge, because I know that even though as of now I am a member a group and not yet a leader, most of the time I act as one especially when I feel that I have the skills and knowledge to accomplish a task.... Few years from now, I am very possible that I will become a leader. And joining this MOOC will be a great help to become an effective and efficient leader.” (40, Female)

After going through all these modules plus all the videos, I have reflected that to manage people effectively, you should be able to develop good leadership skills and good personality in handling and communicating with people in order for you to motivate them to be more productive. And in spite of the challenges that you might face along the way, you should also be equipped and prepared to develop personal development and professional development for you to be more effective in being a leader. (29, female)

2.3.3. Challenges in the completion of the LEAD2 MOOC (open-ended)

Participants were also asked to share the challenges in the completion of the MOOC (data obtained from the LEAD2 Survey). Answers were variate; However, three main challenges were identified: content accessibility, workload, and lack of time. Below some responses that illustrate these challenges.

“Sometime the work load in my job descriptions led me to skip my course and work in my home for the next day, my delayed course in due to the overburdened work.” (30, Female)

“I wished that we were a team from my university and we were all involved in this MOOC under the direction of one of our seniors, so I would be more engaged and more motivated.” (A member of quality committee (under construction), 28, Female)

“This is very challenging and a course inspiring for me because I want to improve my knowledge through this course, I started to dream again that someday I can take my masters degree. This course also serves as a refresher for me. Thank you so much” (39, Female)

“Literature on MOOCs has shown that understanding learners’ perspectives in taking MOOCs is critical if a MOOC needs to be successful. Now that MOOCs have been in wide use, in this study we took an updated look at learners’ perspective of taking MOOCs designed for working professionals and course aspects that these MOOC participants found beneficial. General interest in the topic, personal growth and enrichment, relevance to job, and career change were the top reasons for working professionals to enroll in MOOCs. First-time MOOC takers were more likely to seek a certificate, while MOOC veterans may complete most assignments but did not seek for a certificate. Quality materials from a reputable provider remains an important reason for working professionals to enroll in a MOOC. Offering meaningful ways for MOOC participants to interact with instructors and with each other calls for innovative designs than the current discussion forums that a learning management system can offer. This remains to be a big challenge for MOOC designers.” (28)

“This wasn't a challenge, but I thought the discussions were somewhat frustrating. Some of the students in the MOOC openly participated, but there were many students who would either plagiarize their work or only write a one or two-word response. I thought this did make it harder to create a discussion environment.” (31, female)

III. Conclusions

Combining different sources of information to assess the participants' experience in the course, some conclusions can be drawn.

On the one hand, the profile of the participants can be described as mostly male participants under the age of 30, who have a bachelor or master degree. Their main motivation for enrolling in the program was to adapt to the new academic leadership style of the future and to enhance their self-growth in university governance and academic leadership. They had a high positive attitude towards learning through the MOOC in leadership development. Similarly, they had a good acceptance of the MOOC for leadership development at the beginning of the course and had the intention to use the course in the future.

In the middle of the course, their activity started with a higher level of navigation of the platform but a lower level of engagement. It was only in the middle of the course that engagement began to increase significantly. In terms of their performance, they achieved at least half of all learning activities, with modules 1 and 2 being more difficult and modules 3 through 5 being less difficult. Overall performance on the quizzes was better, followed by the assignments and then the forums.

Participants had a high level of awareness of the effectiveness of the MOOC. They rated the course with 5 stars and they achieved their professional and personal goals after completing the course. For example, positive thinking self-awareness, skills to understand leadership and self-development, positive and democratic leadership in the work environment, and knowledge of the higher education environment as a leader. In addition, they gain knowledge and skills in university administration and academic leadership, an understanding of the old and new challenges of higher education in different contexts, and the challenges faced by academic leaders. They feel more confident in solving unfamiliar problems and engaging colleagues to develop and achieve their institution's/college's academic vision. Similarly, they had a good sense of the effectiveness of the course content and felt that the materials and activities had an impact on their learning experience. They acknowledged learner interaction as an important learning component of the course. The challenges that learners encountered in completing the course need to be considered in the next editions. In general, the learners reported positive learning gains and development of their competences.