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LEAD2 MOOC 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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This report is part of project deliverables of
WP2 (D2.1 Improvement and implementation of MOOCs)
and WP3 (D3.2, internal quality assurance)

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Introduction

The LEAD2 MOOC is part of the LEAD2 project which aims to enhance knowledge, skills, and competences regarding University Governance and Academic Leadership. This MOOC course is one of the deliverables of the LEAD2 project. The LEAD2 MOOC is open for all people regardless of their countries, institutions, or academic positions, focusing on European and Chinese university governance and academic leadership.

Each edition of the MOOC has two versions, 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. It has attracted about **500** participants. There were **322** participants enrolled in the English version of the MOOC, and **175** participants enrolled in the Chinese version of the MOOC.

In order to collect feedback and analyze the participant's perceptions and experience of the LEAD2 MOOC, two surveys have been used, namely the LEAD2 MOOC survey (to evaluate **perceived effectiveness of MOOCs on leadership development**) and the Canvas user experience survey (to evaluate **perceived effectiveness of the course**), at the end of the MOOC course.

Additionally, the data from the LMS Canvas Network® (the platform hosting the LEAD2 MOOC) is also utilized to analyze the participation's engagement and learning results in the MOOC. This Learning Tool Interoperability (LTI) provides an overview of MOOC participants' activity and it has been used to complement the analyses of the user experience.

This report includes a combination of the overview of MOOC participants' activity, the LEAD2' MOOC survey, and the Canvas' user experience survey. A summary of the main sections to be presented in this report is depicted in Figure 1. Consequently, this report presents the results divided into three sections. The first section presents the information about the MOOC participants' activity in terms of the weekly online activity, the activity in the module sections, the average grades in module activities, and the total hours of activity. The second section reports the data analysis results from the LEAD2 MOOC survey in terms of the following participants' characteristics: sociodemographic, perceived impact of MOOCs on leadership development, interactions, and challenges. Finally, the third section presents the results of the Canvas' user experience survey general satisfaction, learning progress, perceived and potential impact of the MOOC, and suggestions to enhance course quality. A final section with conclusions derived from the analyses of the results is provided to summarize a comprehensive view of the experiences of the MOOC participants.

1. Overview of MOOC participants' activity

- MOOC participants' weekly online activity
- MOOC participants' activity in the module sections
- MOOC participants' average grades in module activities
- Total hours of MOOC participants' activity

2. Perceived effectiveness of MOOCs on leadership development

- Sociodemographic
- Perceived impact of MOOCs on leadership development
- Interactions
- Challenges

3. Perceived effectiveness of the course

- General satisfaction of the participants
- Participants' learning progress
- Perceived impact of the course material and activities
- Perceived impact of the course content
- Potential impact of the course on knowledge and skill enhancement
- Perceived impact of the course to address challenges of academic leaders
- Perceived impact of the course design
- Suggestions to enhance course quality

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

1. Overview of MOOC participants' activity

This section of the report presents the information generated from the Learning Tools Interoperability (LTI) setting "New Analytics" of the LMS Canvas Network®. Subsection 1.1 presents the participants' weekly online activity. Subsection 1.2 presents the MOOC participants' activity in the module sections. Subsection 1.3 presents the MOOC participants' average grades in module activities. Finally, subsection 1.4, presents the total hours of MOOC participants' activity.

1.1. MOOC participants' weekly online activity

Figure 2. depicts the MOOC participants' weekly online activity by average page views and average participation over the 25 weeks that the course was open for the MOOC participants. Both, the page views and participation over the weeks, present similar behavior. In general, the activity decreases as the weeks goes by. However, the greatest participants' activity is concentrated around the second third of the course weeks (between weeks 9 and 17).

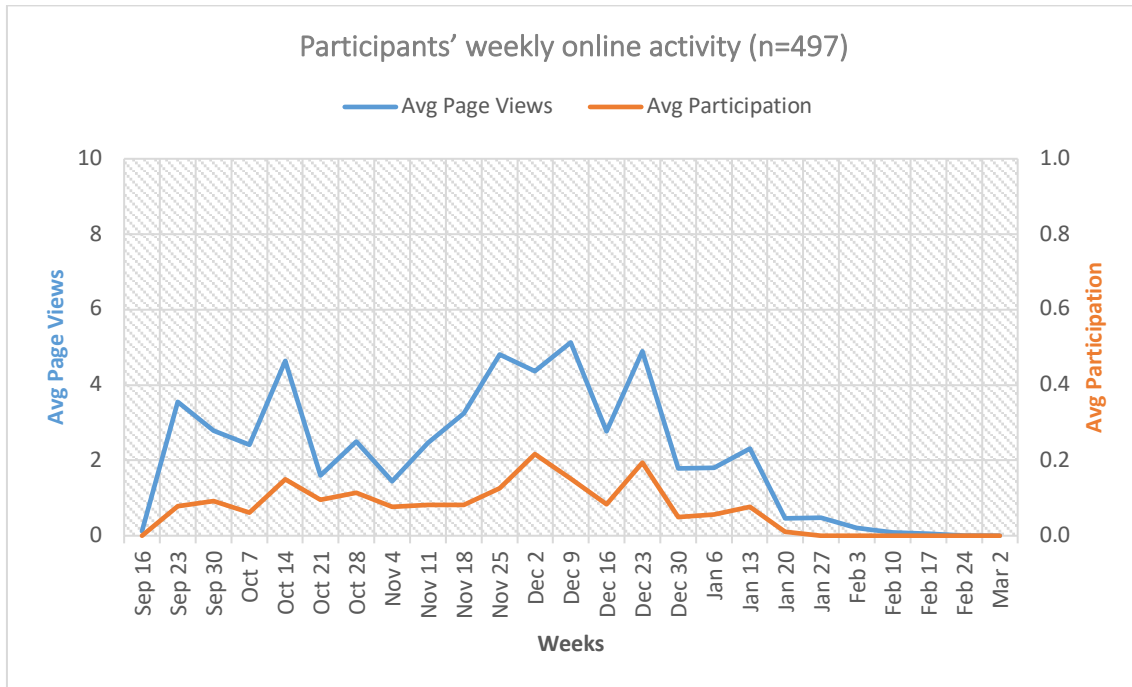


Figure 2. Participants' weekly online activity by the average page views and participation

1.2. MOOC participants' activity in the module sections

Figure 3. shows the MOOC participants' activity in the module sections by the number of participants and the number of page views. Similar to the participants' weekly online activity, the activity decreases from module 1 to module 4. 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 124 participants and 371 page views, the remaining modules have on average 43 participants and 125 page views.

Participants' activity in the module sections

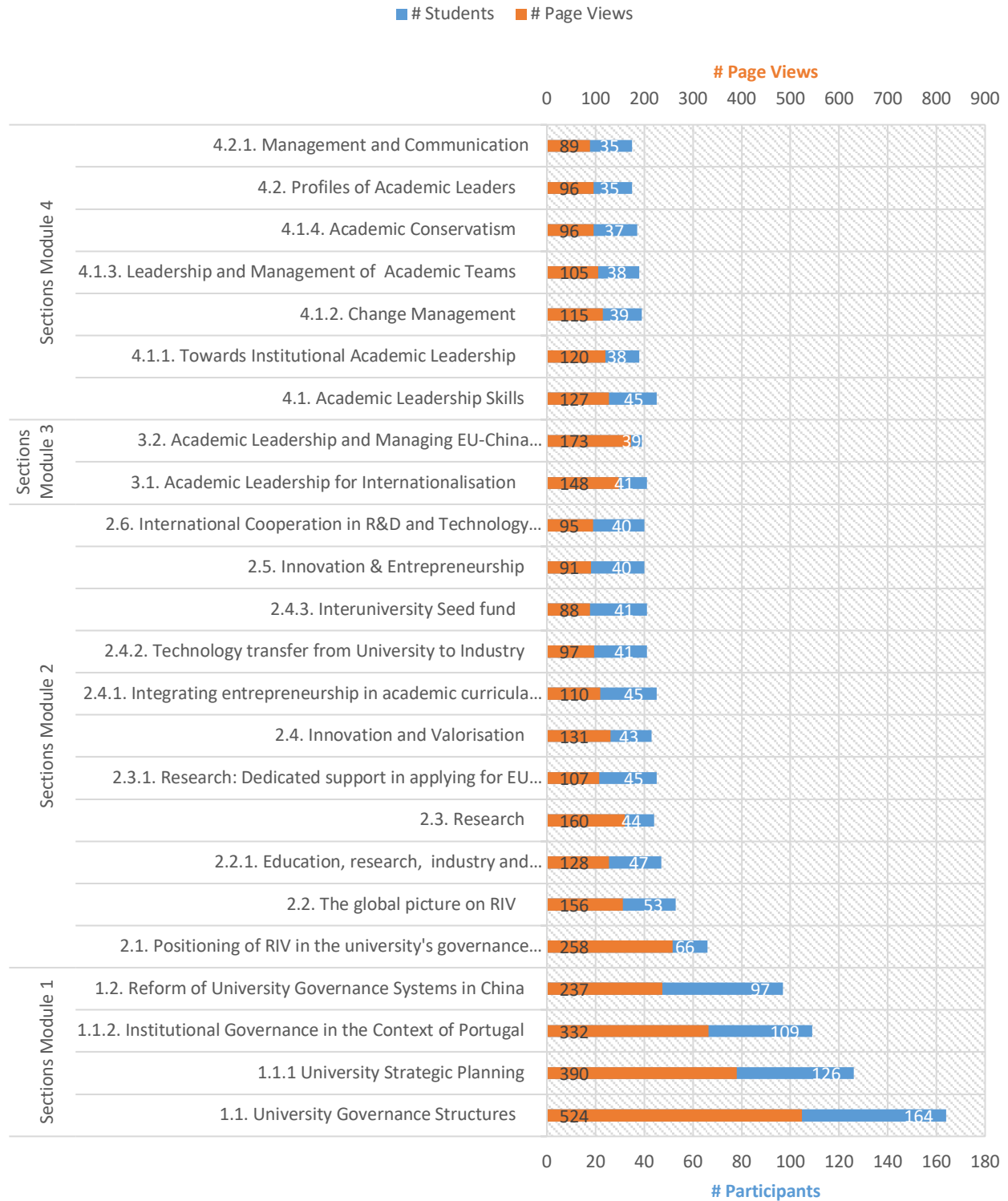


Figure 3. Participants' activity in the module sections

1.3. MOOC participants' average grades in module activities

Figure 4. shows the MOOC participants' average grades in module activities. It is important to mention that these averages come from the participants' grades who completed the activities. In other words, the absence of a grade or a grade of zero (0) was not considered to calculate these averages. In general, participants achieve grades above 50% mainly in forums and assignments. Grades in forums and assignments are higher than grades in the quizzes, except for the grade in the quiz of module 4 was slightly higher (63%) than in the forum (61%) and the assignment (59%).

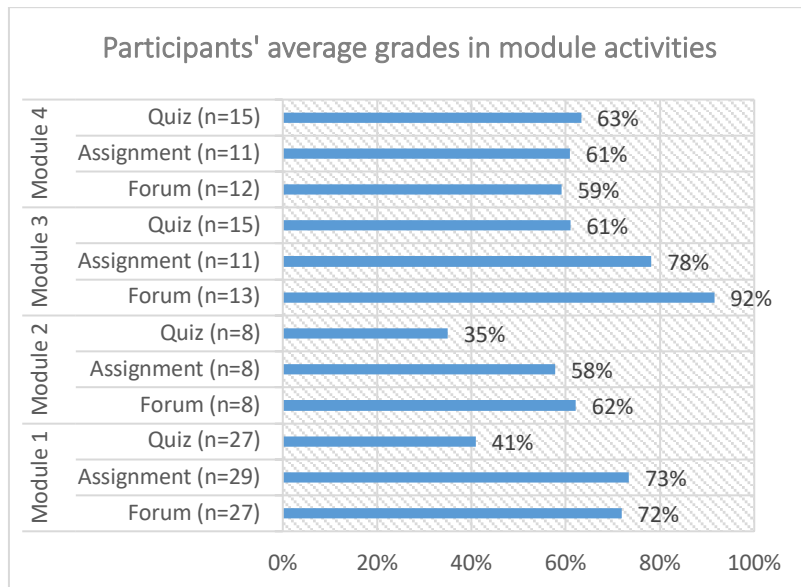


Figure 4. Participants' average grades in modules activities

1.4. Total hours of MOOC participants' activity

Figure 5. shows the total hours of MOOC participants' activity over the course period. Most participants (94%) invested no more than 20 hours in the course. However, it is important to mention that if this number of hours is divided into the number of weeks the course was open (25), it can be concluded that the participants invested more than expected, which is two hours per week.

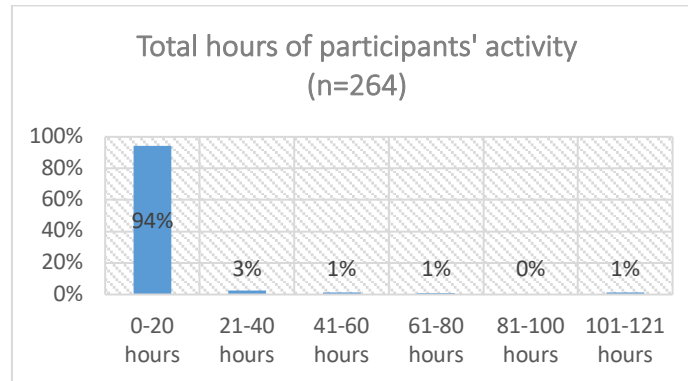


Figure 5. Total hours of MOOC participants' activity

Table 1. shows some measures of central tendency and one measure of dispersion on the total hours of participants' activity. The minimum number of hours of participants' activity is 0 while the maximum is 121 hours. The average is 5 hours. The standard deviation (SD) is 14, indicating that the dispersion of the data around the average of hours is 14 percentage points.

Table 1. Measures of central tendency and dispersion on total hours of MOOC participants' activity

Min	Max	Mean	Mode	SD
0	121	5	0	14

2. Perceived effectiveness of MOOCs on leadership development

This section of the report presents the information gathered with the LEAD2 user experience survey about the perceived effectiveness of the MOOCs on leadership development. Subsection 2.1 presents the sociodemographic characteristics of the participants in terms of their age, gender, nationalities, type of institution, academic position, and years of experience in academic leadership and with online or blended learning. Subsection 2.2 presents the perceived impact of MOOCs on leadership development in terms of the perceptions about the use of MOOCs, the usefulness and ease of use in MOOCs on leadership development, as well as of knowledge and skills developed, and motivations for enrolling in the MOOC. Subsection 2.3 presents 3 different types of interaction: learner to learner interaction, instructor/facilitator to learner interaction, and instructor/facilitator support. Subsection 2.4 presents challenges in the completion of the LEAD2 MOOC.

2.1. Sociodemographic

Below is the set of sociodemographic characteristics of the respondents in the following order: age, gender, nationalities, type of institution, academic position, and years of experience in academic leadership and online or blended learning.

2.1.1. Age

Figure 6. shows the age ranges of the participants who have provided responses in the survey. Most of the participants (45%) are between 30 and 40 years old, followed by 32% of people under 30 years old and 23% of remaining people with ages over 40 years old.

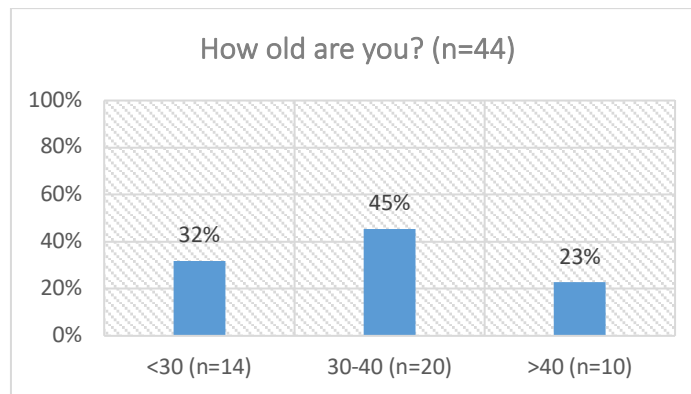


Figure 6. Age ranges

Table 2. shows some measures of central tendency and one measure of dispersion. In particular, the minimum age of the participants is 18 years old while the maximum is 62 years old. The average age is 35 years old. However, the most common age is 40 years old. The standard deviation (SD) is 10, indicating that the dispersion of the data around the average age is 10 percentage points.

Table 2. Measures of central tendency and dispersion about the age

Min	Max	Mean	Mode	SD
18	62	35	40	10

2.1.2. Gender

Figure 7. shows the gender of the participants who have provided responses in the survey. In this regard, 66% of the participants are male and 34% are female.

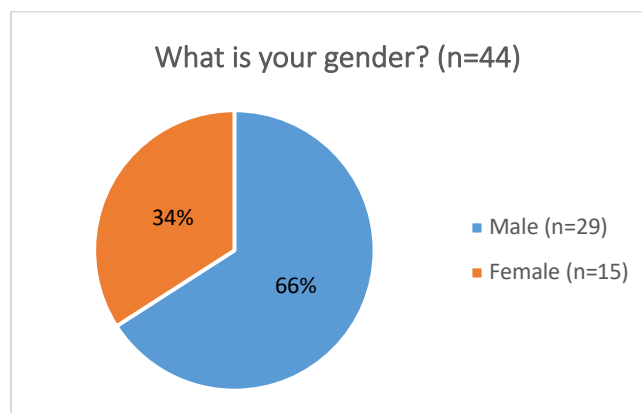


Figure 7. Gender of the participants

2.1.3. Nationality

Figure 8. shows the nationalities of the participants who have provided responses in the survey. The most common nationalities among the participants are Filipino (10%), Chinese (7%), Indian (7%), Italian (7%), Afghani (5%) Bangladeshi (5%), and Nigerian (5%). There are also the following nationalities: Algerian, American, Beninese, Ecuadorian, Egyptian, Hungarian, Iranian, Ivorian, Japanese, Kazakh, Malian, Moroccan, Myanma, Pakistani, Portuguese, Senegalese, Slovene, Spanish, Sudanese, Taiwanese, Tanzanian, Trinidadian, and Ukrainian.

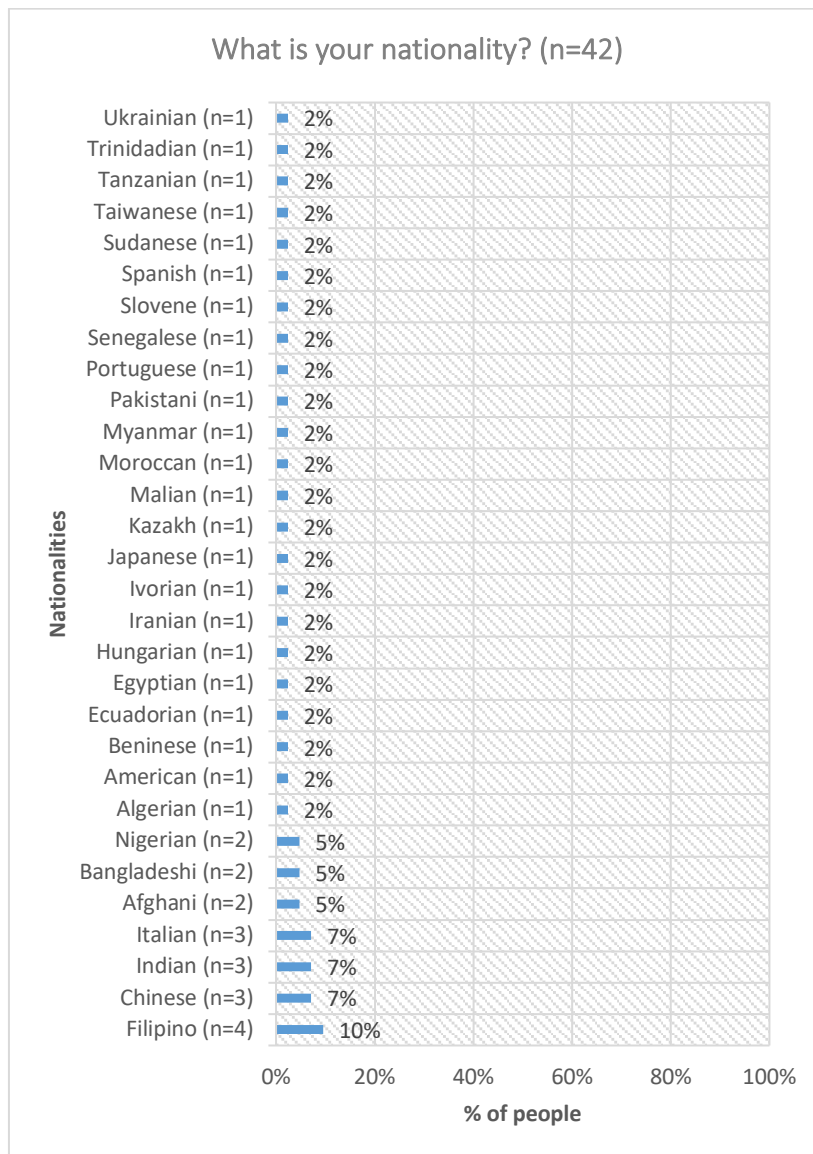


Figure 8. Nationalities of the participants

2.1.4. Type of institution

Figure 9. shows the type of institution that participants belong to for those who have provided responses in the survey. In this regard, 75% of the participants belong to a public university/institution, 16% to a private university/institution, and 9% to another type of institution.

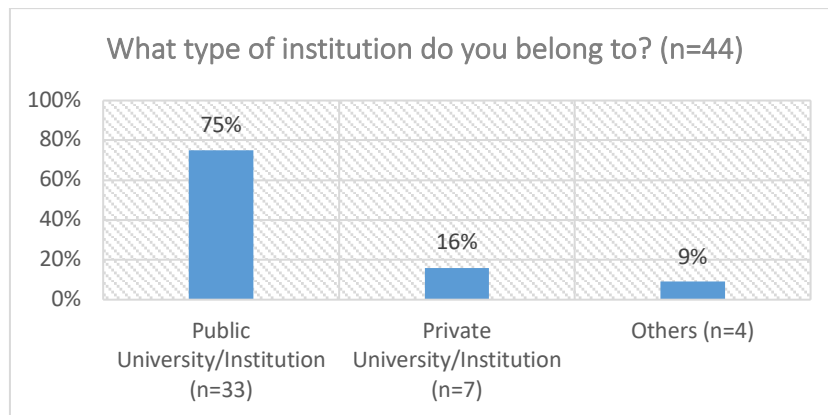


Figure 9. Type of institution that participants belong to

2.1.4. Academic position

Figure 10. shows whether participants hold an academic position for those who have provided responses in the survey. In this regard, most of the participants (61%) do not hold and academic position.

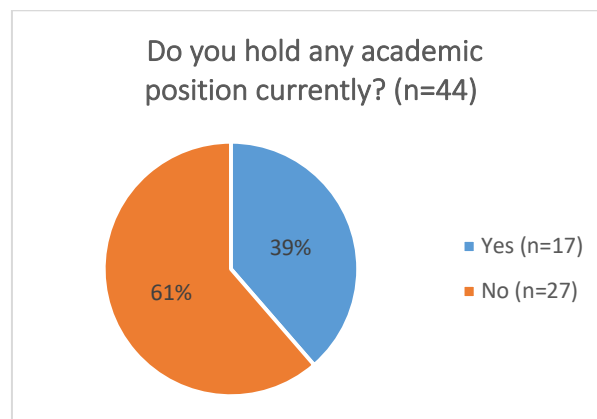


Figure 10. Participants holding an academic position

2.1.5. Experience in academic leadership and with online or blended learning

Figure 11. shows the years of experience in academic leadership and with online or blended learning that participants have for those who have provided responses in the survey. Most participants have between 0 and 4 years of experience in academic leadership (81%) and with online or blended learning (69%).

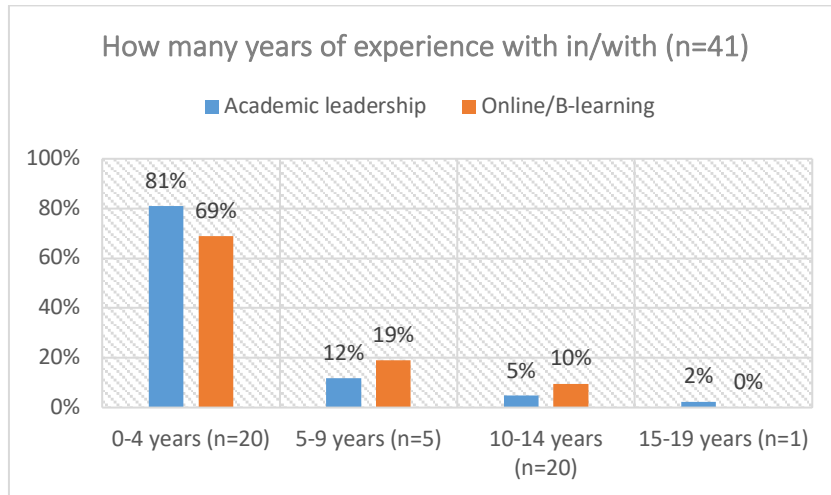


Figure 11. Years of experience in academic leadership and with online or blended learning

Table 3. shows some measures of central tendency and one measure of dispersion regarding the years of experience in academic leadership and with online or blended learning that participants have. In particular, the minimum year of experience in academic leadership and with online or blended learning is 0 while the maximum is 12 and 19 respectively. The average years of experience in academic leadership and with online or blended learning is 3. However, the most common years of experience 0. The standard deviation (SD) is 3 and 4, indicating that the dispersion of the data around the average years of experience are 3 and 4 percentage points for academic leadership and online or blended learning respectively.

Table 3. Measures of central tendency and dispersion regarding the years of experience in academic leadership and with online or blended learning

Years of experience in/with	Min	Max	Mean	Mode	SD
Academic leadership	0	12	3	0	3
Online/B-learning	0	19	3	0	4

2.2. Perceived impact of MOOCs on leadership development

This subsection presents the perceived impact of MOOCs on leadership development in terms of the perceptions about the use of MOOCs, the usefulness and ease of use in MOOCs on leadership development, as well as of knowledge and skills developed, and motivations for enrolling in the MOOC.

2.2.1. Perception about the use of MOOCs

Figure 12. shows the perception about the use of MOOCs. In general, there is a good perception about the use of MOOCs. Most people agree or strongly agree MOOCs are positive tools for education (on average 48%), a MOOC is worthy of using (on average 47%), and Implementation of a MOOC is a wise idea (45%). Then, people agree or strongly agree that using MOOC would enable them to have a more favorable course experience and

they think positively about participating in a MOOC (on average 44%). Finally, 23% of people neither disagree nor agree to be willing to use MOOC in place of (instead of) a traditional course.

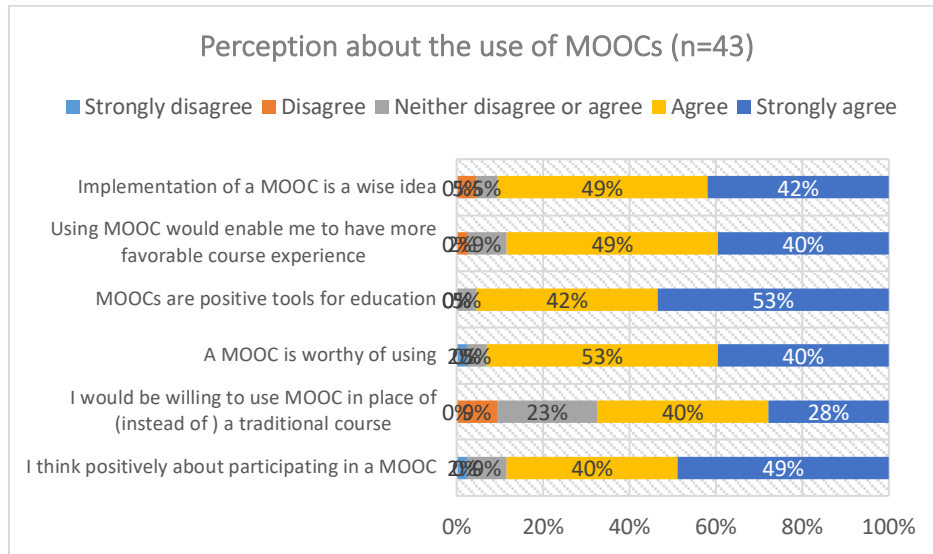


Figure 12. Perception about the use of MOOCs

2.2.2. Perception about the usefulness and ease of use in MOOCs on leadership development

Figure 13. shows the perception about the usefulness and ease of use in MOOCs on leadership development. In general terms, most of the participants agree or strongly agree on the usefulness and ease of use in MOOCs. Particularly, it is slightly higher the perceived usefulness (on average 44%) than ease of use (on average 41%). It is important to notice that 23% of the participants neither disagree or agree on the ease of interaction with other learners and instructors. Similarly, it is important to notice that 16% of the participants neither disagree nor agree on the usefulness of enabling them to accomplish the learning tasks online more effectively.

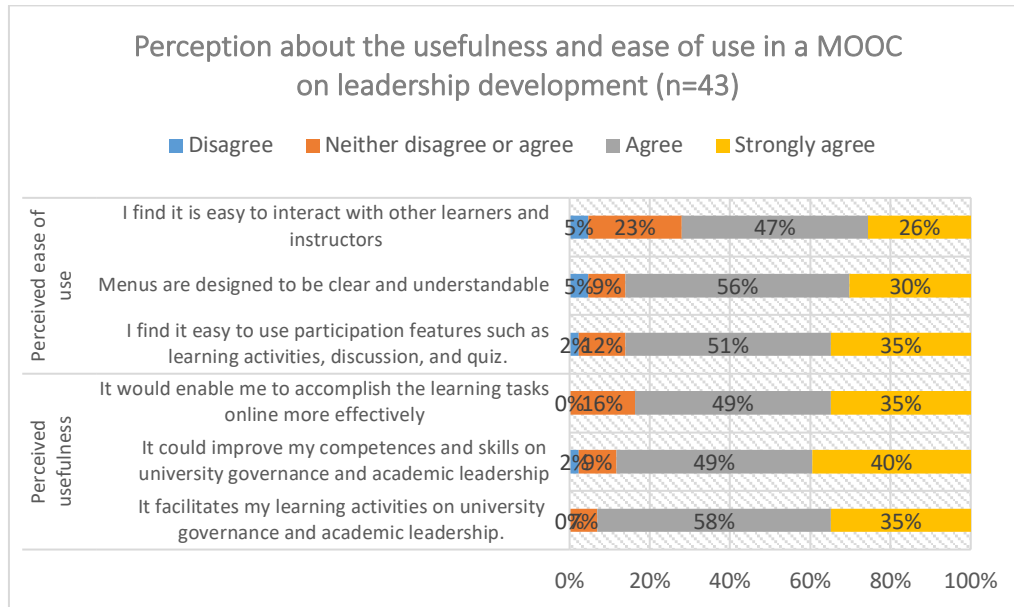


Figure 13. Perception about the usefulness and ease of use in a MOOC on leadership development

2.2.3. Perception of knowledge and skills developed

Figure 14. shows the perception of knowledge and skills developed. Overall, more than 50% of the time participants agree that the course helped them develop knowledge and skills in academic leadership and university governance. However, it is worth mentioning that around 20% of the time participants neither disagree or agree the course helped them develop skills in developing university innovation strategies, in feeling more confident about tackling unfamiliar problems and about engaging colleagues to develop and achieve academic visions in their institution/faculty.

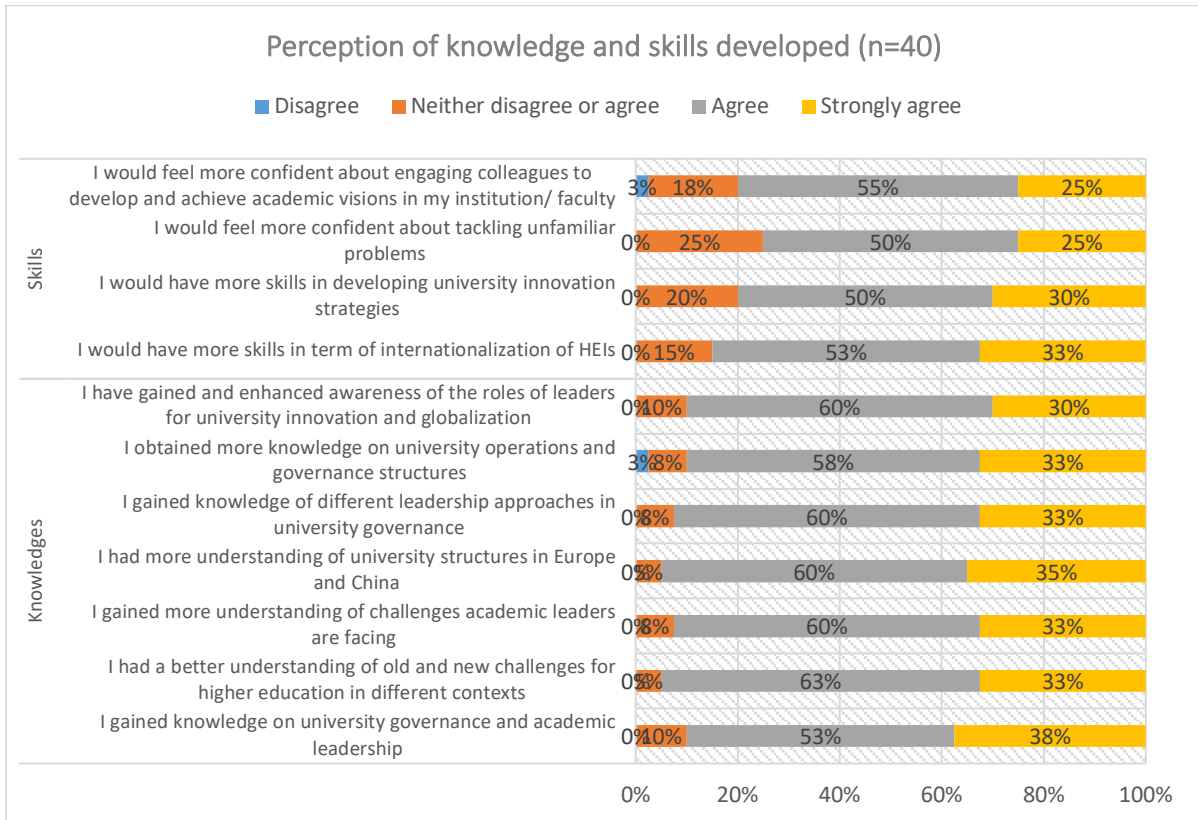


Figure 14. Perception of knowledge and skills developed

2.2.4. Motivation for enrolling in the LEAD2 MOOC

Figure 15. condenses participant' motivations for enrolling in the LEAD2 MOOC. Practical enhancement, more precisely learning experiences from different institutions and countries (different contexts) is the strongest reason for participants enrolling the LEAD2 MOOC (55% strongly agree). Pragmatic reasons such as the flexibility in time for learning is another important reason for enrolling in the course (59% agree). Learning with other leaders and academic staff is the main motivation among the reasons for social contact (56%). Personal interest such as the joy of it while participating in the course is a motivation in which 56% of the participants agree with. Finally, 48% of participants agreed on motivations for occupational promotion such as preparing for their career/job.

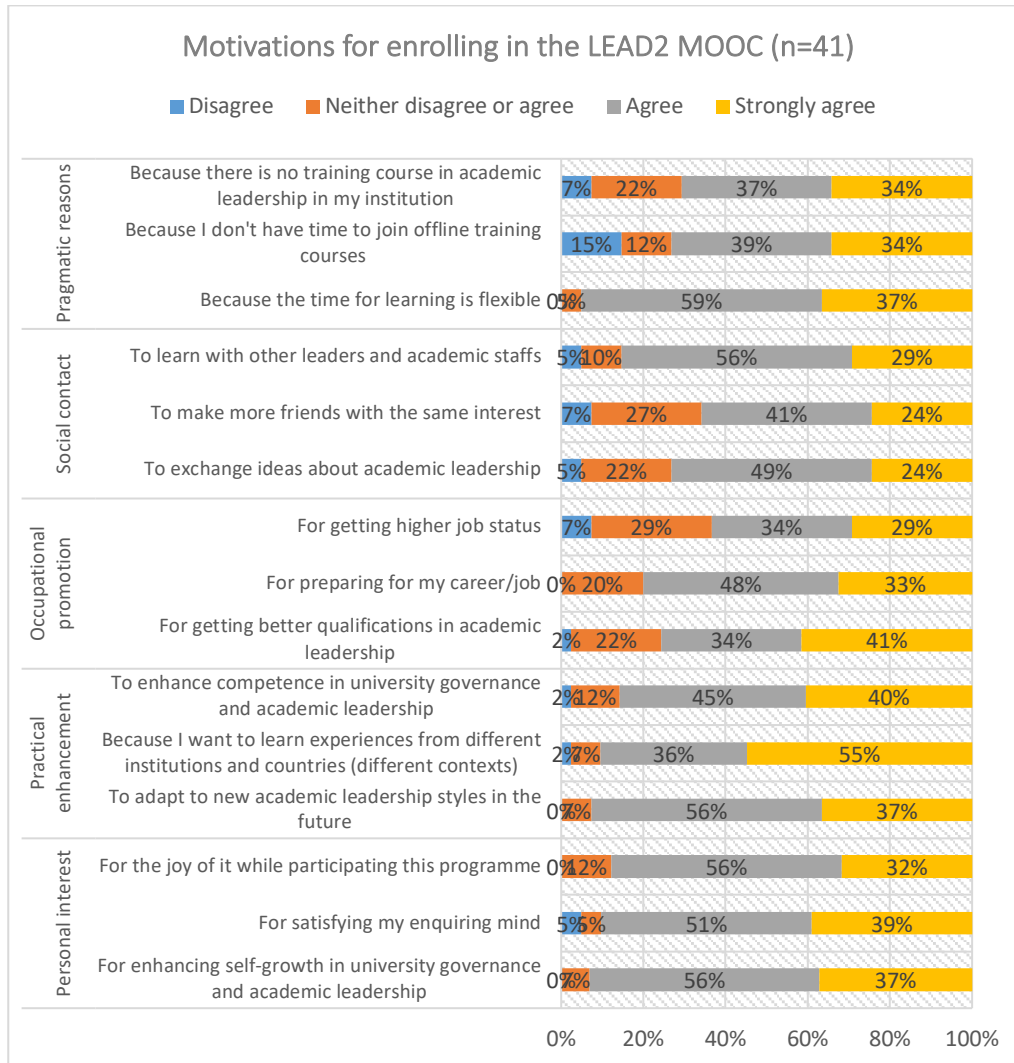


Figure 15. Participants' motivations for enrolling in the LEAD2 MOOC

2.3. Interactions

This subsection presents the 3 different types of interaction: learner to learner interaction, instructor/facilitator to learner interaction, and instructor/facilitator support. Figure 16 consolidates these interactions. Around 50% of participants perceive learner to learner interaction, mostly, because the course provides them an opportunity to learn from other participants (58% agree). Although 53% of the participants agree on the freedom to express and explain their own views throughout this course, about the same percentage neither disagree or agree on have interaction and easy access with the instructor/facilitator in this course.

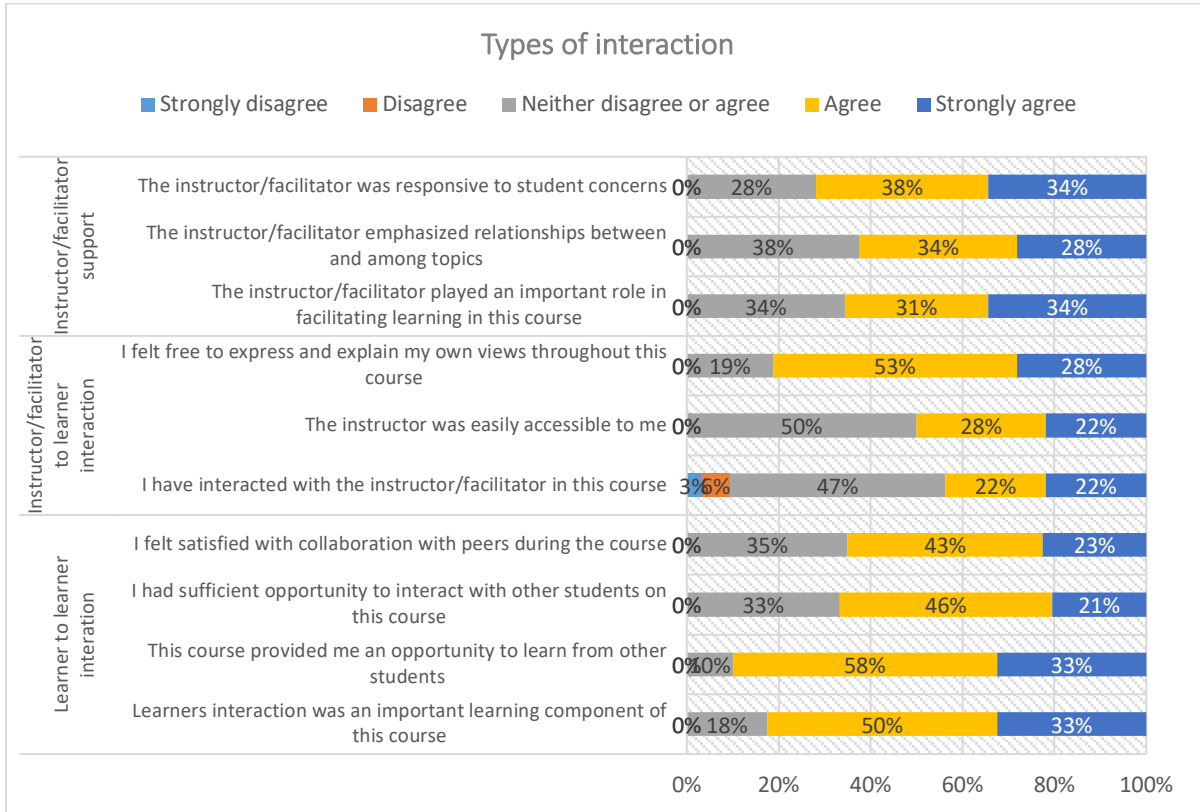


Figure 16. Types of interaction

2.4. Challenges

Figure 17. depicts a set of challenges that participants could have in completing of the LEAD2 MOOC. Lack of time is the greatest challenge for participants followed by the imbalance between work and personal life. 45% of participants neither disagree nor agree on less or not self-directed as a challenge in the completion of course. Similarly, 30% of participants neither disagree nor agree on the language barrier as a challenge. Finally, the lack of self-confidence is the least challenge for participants.

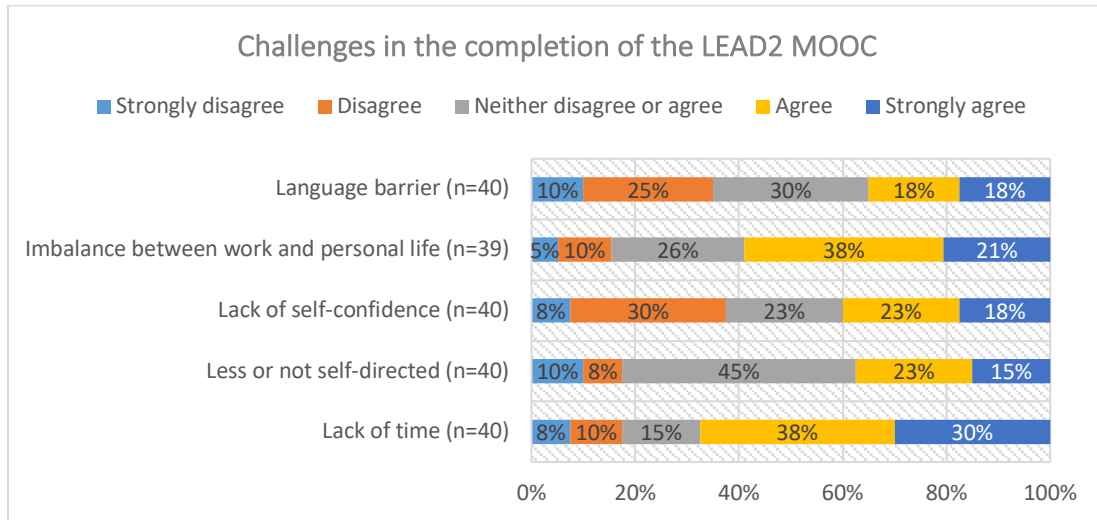


Figure 17. Challenges in the completion of the LEAD2 MOOC

3. Perceived effectiveness of the MOOC course

This section of the report presents the information gathered with the Canvas user experience survey. Subsection 3.1 presents the general satisfaction of the participants in terms of the overall rating of the course, likelihood to recommend Canvas Network, and the level of agreement about the quality of the MOOC. Subsection 3.2 presents the participants’ learning progress in terms of the number of hours a week they spend on the course, how long do they take to complete the course, and the number of activities and content covered. Subsection 3.3 presents the level of agreement about the positive impact of the course materials and activities on the learning experience. Subsection 3.4 presents the perceived impact of the course content. Subsection 3.5 presents the potential impact of the MOOC on knowledge and skill enhancement. Subsection 3.6 presents the perceived impact of the MOOC to address challenges of academic leaders. Subsection 3.7 presents the perceived impact of the MOOC regarding the course design. Finally, subsection 3.8 presents the suggestions to enhance course quality in terms of instructor involvement in online learning experiences and the Ideal length of the Canvas Network course.

3.1. General satisfaction of the participants

Below is the general satisfaction of the participants in terms of the overall rating of the course, likelihood to recommend Canvas Network, and Level of agreement about the quality of the MOOC.

3.1.1. Overall rating of the course

Figure 18. shows the overall rating of the course by the participants who have provided responses in the survey. 61% of the participants rate the course with 5 stars, 22% of the participant rate the course with 4 stars and the remaining 17% with 3 stars.

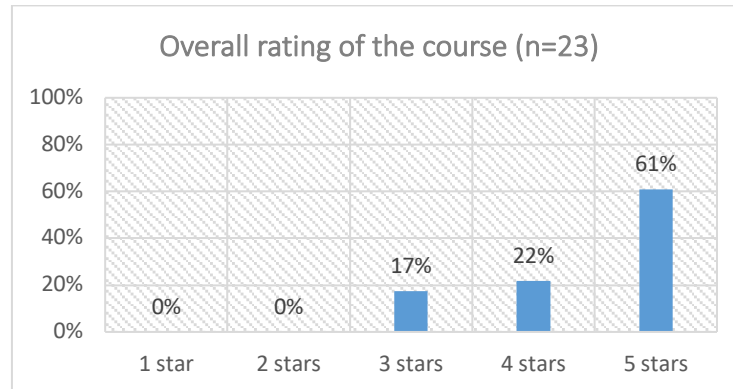


Figure 18. Overall rating of the course by the participants

3.1.2. Likelihood to recommend Canvas Network

Participants were asked how likely they are to recommend a course on Canvas Network to a friend? Figure 19. Shows that 38% of the participants are extremely likely to recommend it.

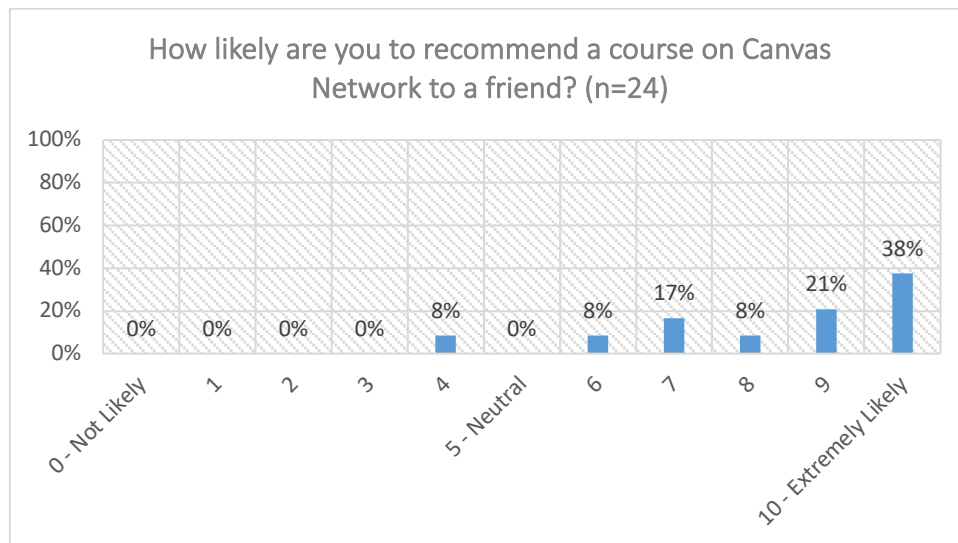


Figure 19. Likelihood to recommend Canvas Network

3.1.3. Level of agreement about the quality of the MOOC

Figure 20. shows the level of agreement among participants about the quality of the MOOC. Particularly, 52% of the participants strongly agree that the MOOC content was relevant for them. Similarly, 59% of the participants strongly agree that the experts were competent in their fields. 50% of the participants strongly agree that The MOOC design was good. 55% of the participants agree that the teaching materials were engaging. 52% of the participants agree that the discussion forums were fruitful. 45% of the participants agree that the feedback and support provided were enough. 55% of the participants agree that access to the teaching material was convenient. 50% of the participants agree that the workload was manageable.

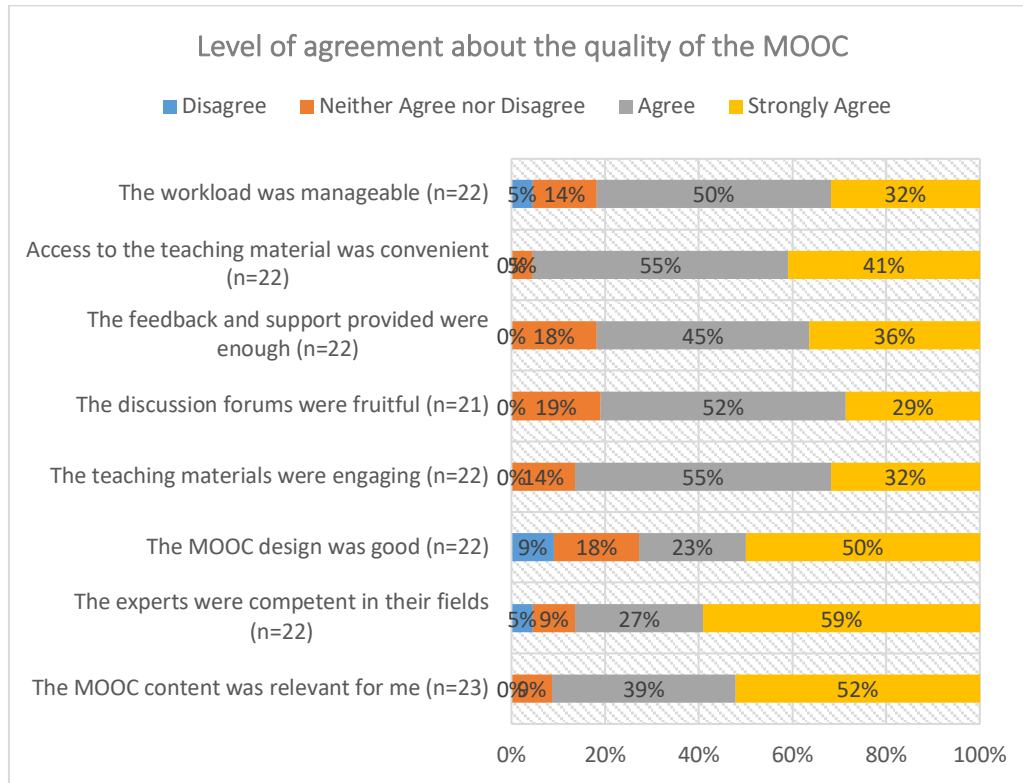


Figure 20. Level of agreement among participants about the quality of the MOOC

3.2. Participants' learning progress

This subsection presents the participants' learning progress in terms of the number of hours a week they spent on the course, how long do they take to complete the course, and the number of activities and content covered.

3.2.1. Number of hours a week spent by participants

Figure 21. shows the number of hours a week that participants report they spend over the weeks. Most participants (33%) report that they spend 2 to 4 hours a week. Followed by 21% of participants who report spending between 1 and 2 hours, as well as 4 and 6 hours.

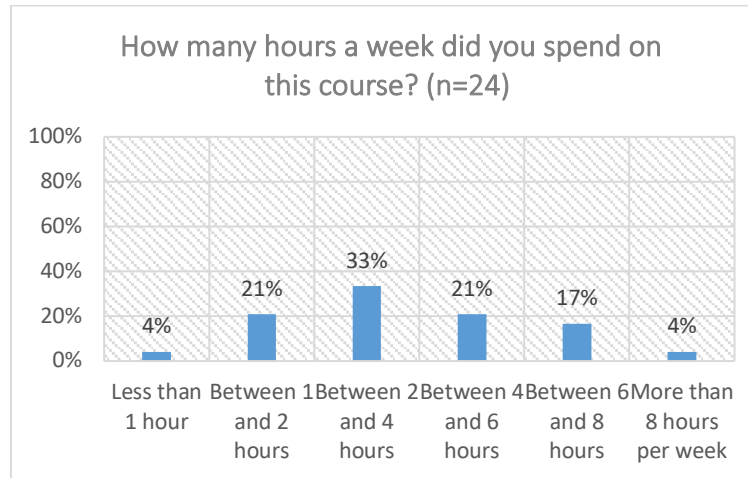


Figure 21. Number of hours a week spent by participants

3.2.2. Time to complete the course

Participants were asked how long it took them to complete the course. Figure 22. shows that most of the participants (53%) reporting to complete the course towards the end. 25% of participants report finishing the course towards the middle. 20% of the participants in a few weeks and 3% in a few days.

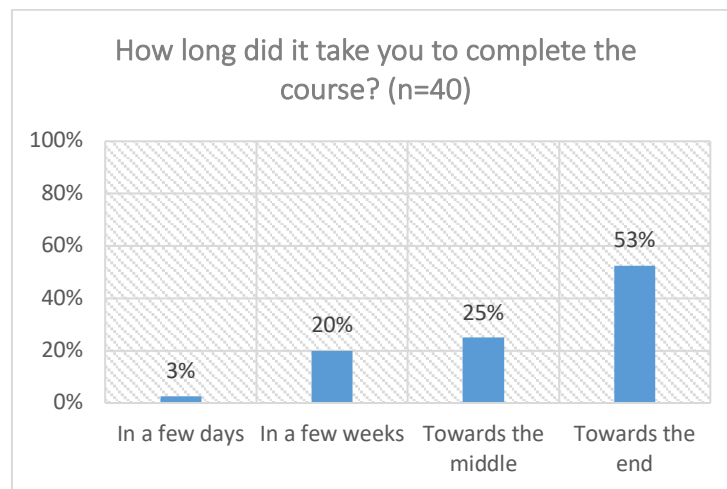


Figure 22. Time to complete the course

3.2.3. Number of activities and content covered

Figure 23. shows the number of activities and content that participants report they covered. About 40% say they have covered almost all the activities and content. About 30% say all the activities and content.

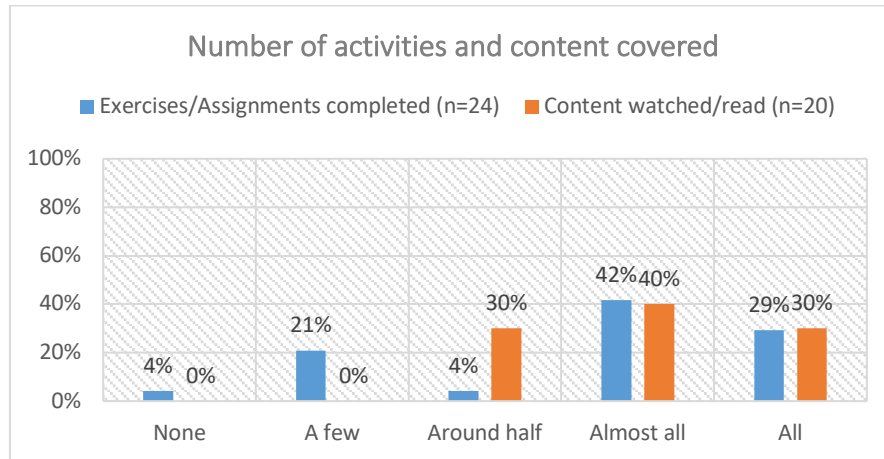


Figure 23. Number of activities and content that participants report they covered

3.3. Perceived impact of the course material and activities

Figure 24. shows the level of agreement about the positive impact of the course materials and activities on the learning experience. In general terms, it can be observed that the participants agree that the materials and activities of the course have a positive impact on the learning experience.

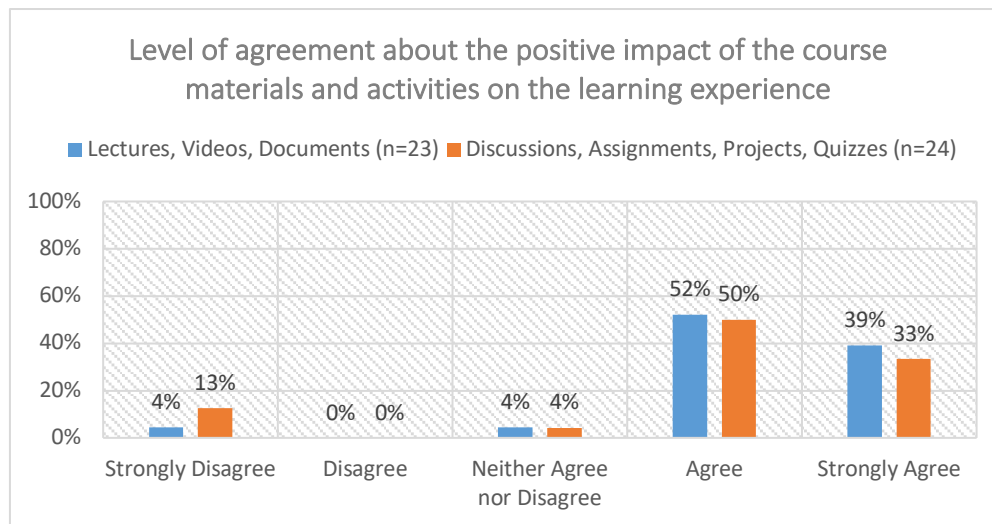


Figure 24. Level of agreement about the positive impact of the course materials and activities on the learning experience

3.4. Perceived impact of the course content

Figure 25. shows an overview of the perceived effectiveness of the course content. In general, there is a good perception of the effectiveness of the course content. 58% of participants agree that the course was up

to date with developments in the field. Similarly, 53% of participants agree that the course effectively challenged them to think. Also, the course assignments were interesting and stimulating (50%).

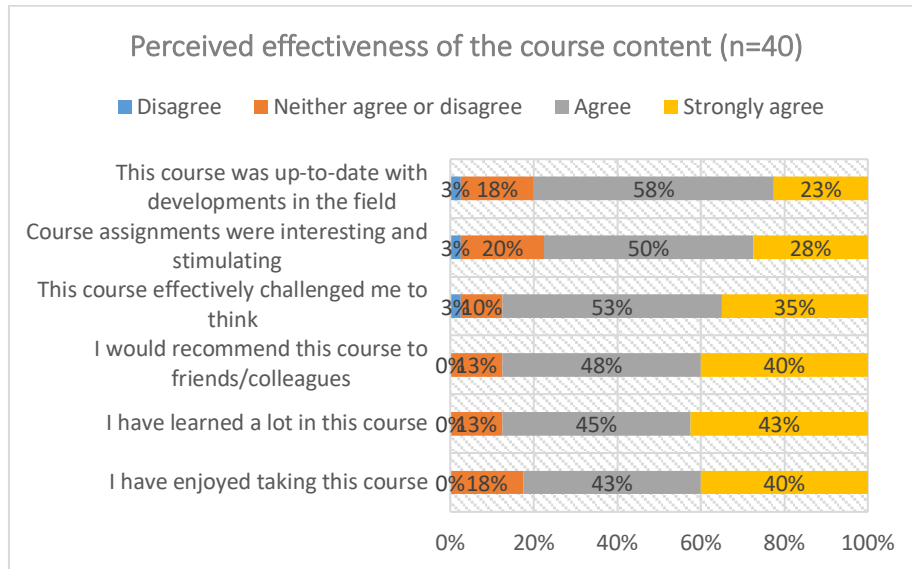


Figure 255. Perceived effectiveness of the course content

3.5. Potential impact of the course on knowledge and skill enhancement

Figure 26. shows the perceived MOOC course' usefulness for improving knowledge and skills on topics of academic leadership. In this sense, participants find the greatest use in understanding about different leadership approaches in university governance (very useful 64%). Then, on academic leadership skills and knowledge about university governance structures (very useful 50%). Followed by understanding about challenges for higher education (extremely useful 45%). Finally, on a grasp of university governance structures in Europe and/or China (very useful 36%).

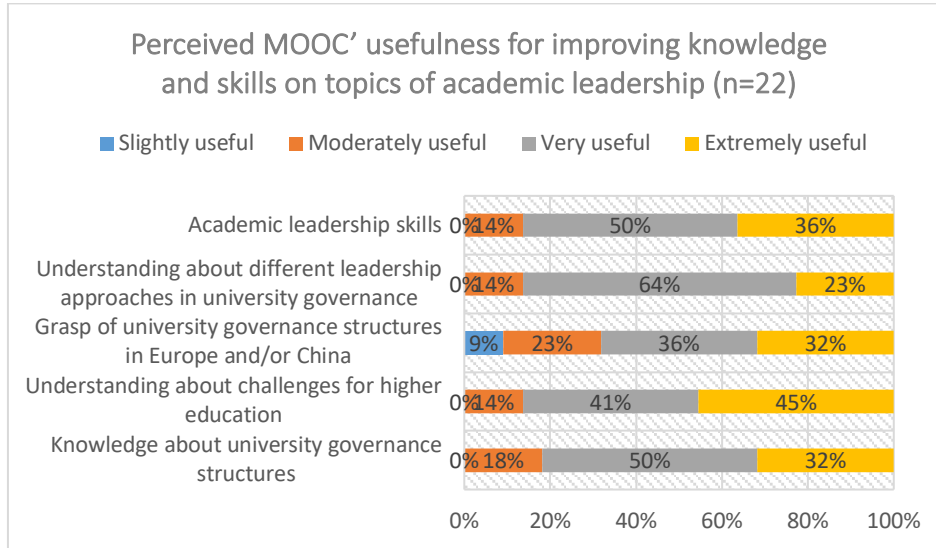


Figure 26. Perceived MOOC' usefulness for improving knowledge and skills

3.6. Perceived impact of the course to address challenges of academic leaders

Figure 27. shows the perceived MOOC modules' usefulness level to address challenges of academic leadership. Module 1 on university governance structures appears to be very useful for that purpose (55%). Similarly, Module 3 on comprehensive academic leadership from institutional to personal skills and Module 5 about reflections, lessons learned, good practices shared appears to be very useful for that purpose (50%). Module 4 on academic leadership and university internationalization 45% very useful and Module 2 on university governance for research, innovation, and valorization 36% very useful.

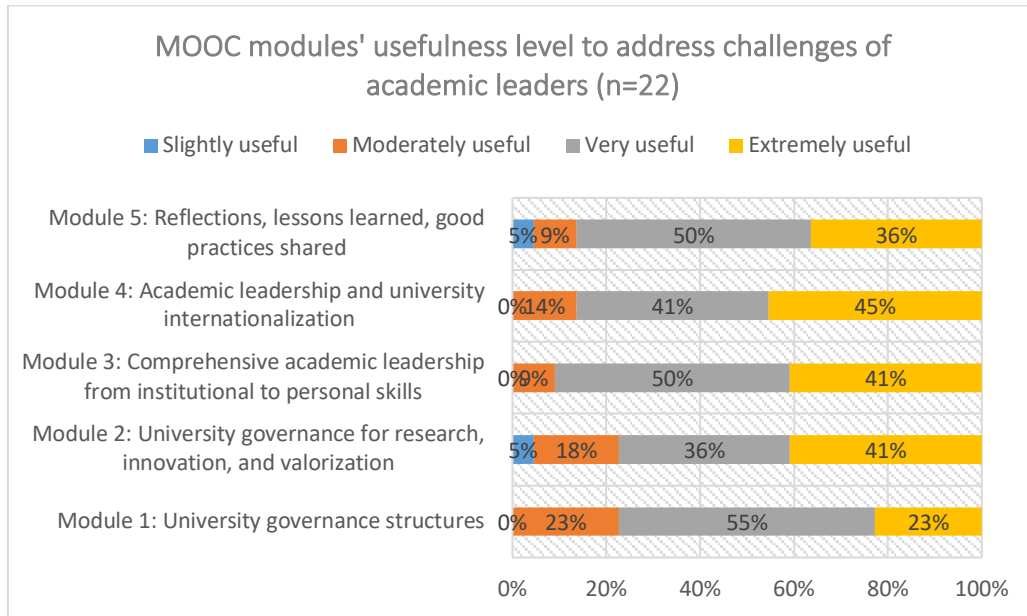


Figure 27. MOOC modules' usefulness level for addressing challenges of academic leaders

3.7. Perceived impact of the course design

Figure 28. shows the perceived usefulness of MOOC elements. Participants find reading materials (55%), videos (48%), discussion forums (41%), and experience sharing (36%) very useful. Although in a not so high percentage, participants also find extremely useful the assignments (38%).

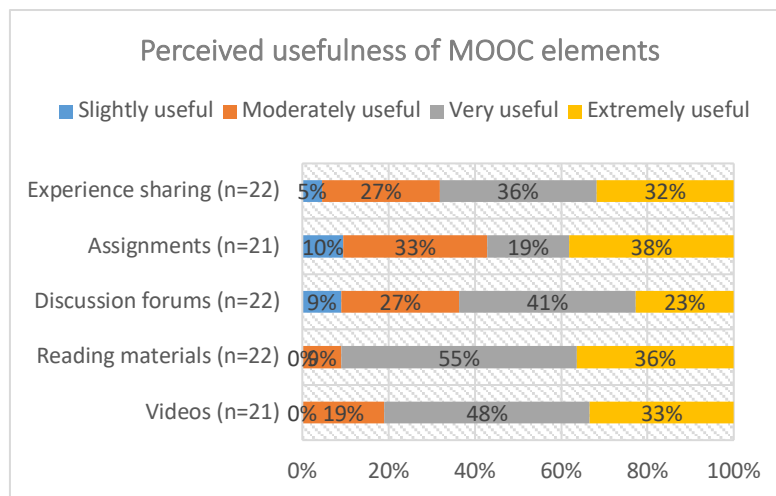


Figure 268. Perceived usefulness of MOOC elements

3.8. Suggestions to enhance the course quality

This subsection presents suggestions in terms of instructor involvement in online learning experiences and the Ideal length of the Canvas Network course.

3.8.1. Instructor involvement in online learning

Participants were asked how much instructor involvement they like to have in their online learning experiences. Figure 29. shows in this regard that more than half of the participants like variety (54%). Then, they prefer to communicate only with the instructor (17%). 13% of the participants prefer to lean on their own and only 8% prefer peer-to-peer interactions with my classmates (social learning) and do not interact with their instructor.

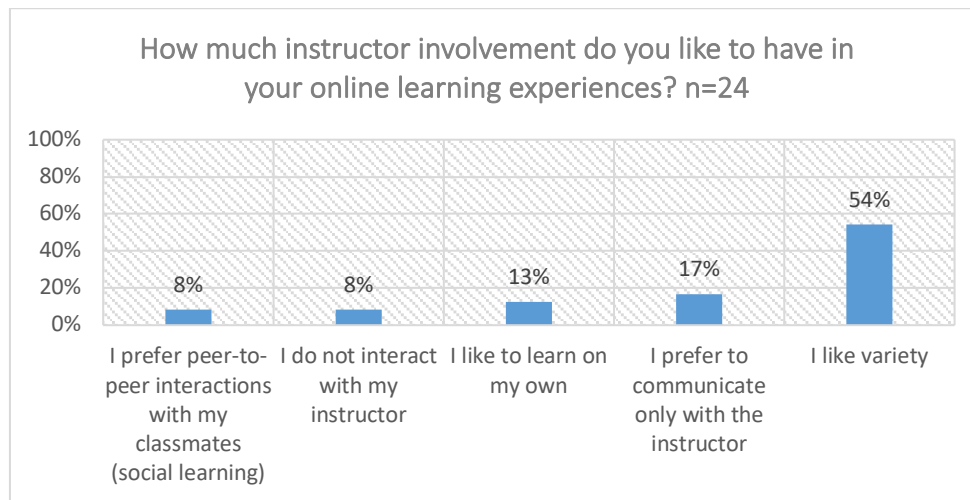


Figure 29. Instructor involvement in online learning

3.8.2. Ideal length of the Canvas Network course

Participants were also asked how long the Canvas Network Course should last. Figure 30. shows in this regard that most of the participants think that a course should last 8 or more weeks (39%). Another 22% of participants between 2 and 4 as well as 4 and 6 weeks. 13% consider between 6 and 8 weeks lengths. And the remaining 4%, between 0 and 2 weeks.

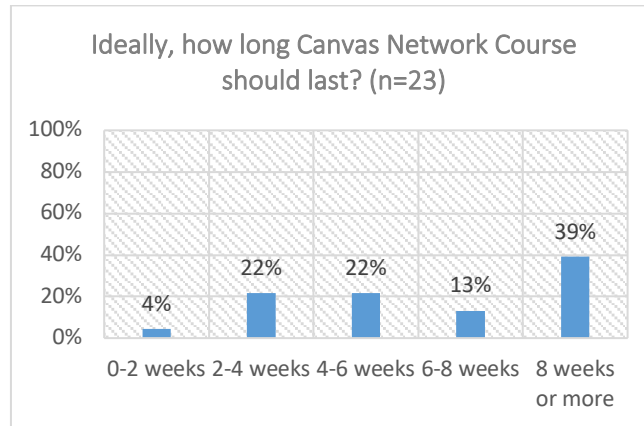


Figure 30. Ideal length of the Canvas Network Course

4. Conclusions

The combination of different sources of information to evaluate the participants' experience in the course suggests some conclusions.

On the one hand, the use of the "New Analytics" setting provides information on the participants' activity that can be compared with their activity report. For instance, Canvas analytics showed that participants' activity raised considerably from the fifth week onwards and reached its highest peak between weeks 11 and 13 (towards the middle of the course). This could be related to the participants' learning progress in one of the surveys which indicated that half of the participants finished the course towards the end and a quarter of participants towards the middle. There may be other variables that are influencing participant activity, such as the end of year festivities for several people. However, these comparisons may suggest reviewing not only the ideal duration of an online course but also concentrating temporarily strategic efforts to encourage participation in times of low activity.

On the other hand, the combination of information on the usefulness of the MOOC on leadership development suggest that the content of the course has an impact on specific aspects. For example, analyzes of data about the potential impact of the MOOC on knowledge and skill enhancement showed the quality of course content for this purpose. In other words, the sources of the analysis show that the content of the course is perceived to be very useful in the development of skills and knowledge around the issues and challenges in academic leadership.

Furthermore, detailed observations of the results of the analyzed sources show that there was a positive experience among the participants. Although there are aspects to improve such as the increase in participant participation in course activities, different sources showed that participants agree that the materials and activities of the course have a positive impact on their learning experience. These findings and feedback will be valuable for the further improvement and upgrading of the upcoming editions of the LEAD2 MOOCs.