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## Welcome Survey Report

(LEAD2 MOOC edition 3: Feb-July 2020)

### PROJECT

Enhancing Academic Leadership and Governance of Chinese and European Universities in the Context of Innovation and Internationalization (LEAD2)  
Ref N° 598874-EPP-1-2018-BE-EPPKA2-CBHE-JP

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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September 2020



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## 1. Introduction

The LEAD2 MOOC is part of the LEAD2 project which aims to enhance knowledge, skills, and competences regarding University Governance and Academic Leadership. This course is an output of the LEAD2 Project. The MOOC is open for all people regardless of their countries, institutions, or academic positions, focusing on European and Chinese university governance and academic leadership. The MOOC has two versions on the Canvas Learning Management System (LMS), one in English and one in Chinese. Therefore, people can enroll in either version. In February 2020, the third edition of the MOOC was launched with 939 learners enrolled. Within this context, participants of the course are encouraged to complete the LEAD2 MOOC Welcome Survey at the beginning of the course to know their background, previous experiences, and expectations of the MOOC. The survey is a 20 items questionnaire of around 15 minutes long in which 259 people from both versions voluntarily participated. A summary of the analyzed variables is presented in Figure 1. to provide an overview of the categories covered in the instrument and guide the reader to know the structure in the presentation of the results. The report consists of two main sections. The first section of this report describes the results of the survey in terms of socio-demographic variables, previous experiences, and expectations of the participants related to the MOOC, as well as the associations that were statistically significant between the socio-demographic variables and the remaining variables. The second section will provide the conclusions that can be derived from the analysis of the results to rise new scenarios, lines of action and research questions.

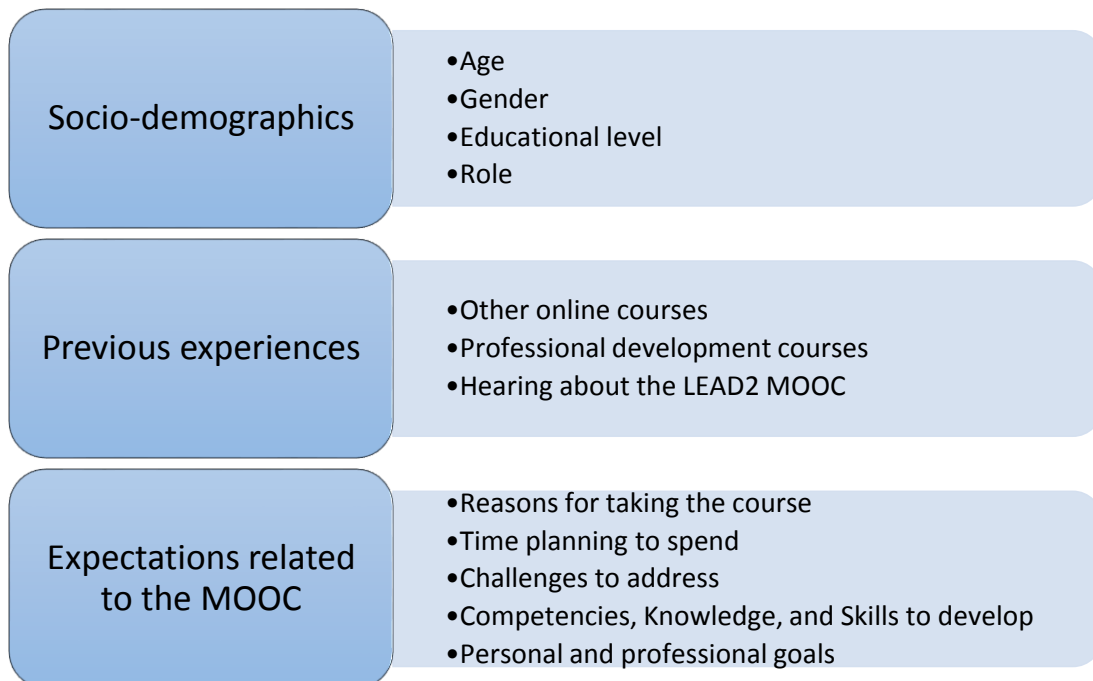


Figure 1. Categories and variables of the LEAD2 MOOC Welcome Survey

## 2. Results

This section<sup>1</sup> of the report will present the information gathered with the LEAD2 MOOC Welcome Survey about the background (Socio-demographics), previous experiences, and expectations of the respondents. Sub-section 2.1 presents the socio-demographic characteristics of the participants in terms of their age, gender, areas of residence and nationalities, educational level, and role. Sub-section 2.2 presents the previous experiences of the participants with other online courses, professional development courses, and how they heard about the MOOC. Sub-section 2.3, presents the expectations of the participants in terms of their reasons for taking the course, the time they plan to spend, challenges to address, and the set of Competencies, Knowledge, and Skills to develop. Finally, sub-section 2.4, presents the associations that were statistically significant between the socio-demographic variables and the remaining variables.

### 2.1. Socio-demographics

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

#### 2.1.1. Age

Figure 2. shows the age ranges of the respondents. 38% of them are below 30 years old, another 38% are between 30 and 40 years old, and the remaining 24% are over 40 years old.

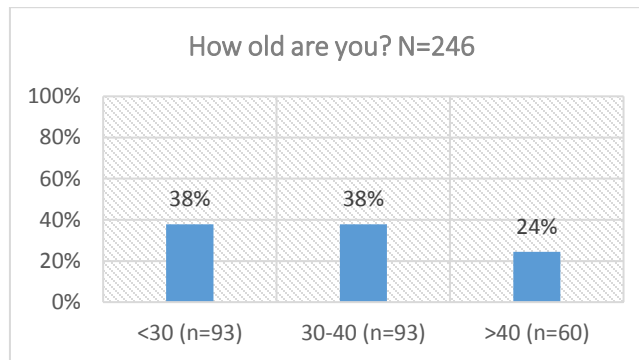


Figure 2. Age ranges

Table 1. shows some measures of central tendency and a measure of dispersion. In particular, the minimum age of the respondents is 17 years old while the maximum is 67 years old. The average age is 34 years old. However, the most common age is 31 years old. The standard deviation (SD) is 10, indicating that the dispersion of the data around the average age is 10 percentage points.

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

Table 1. Measures of central tendency about age

Min	Max	Mean	Mode	SD
17	67	34	31	10

### 2.1.2. Gender

Figure 3. shows the gender of the respondents. In this regard, 60% of the participants are male and 40% are female.

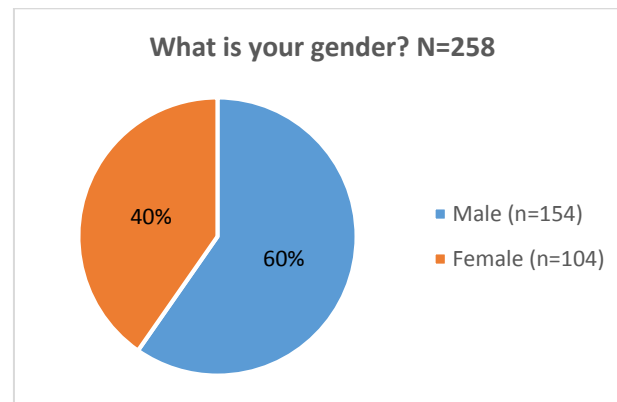


Figure 3. Gender of the respondents

### 2.1.3. Educational level

Survey participants were asked about their highest educational level. In this sense, Figure 4. shows that most of the participants reached a master's degree (or equivalent) (41%), followed by 37% of the participants reached up to graduate school, 20% with Ph.D., J.D., or M.D. (or equivalent).

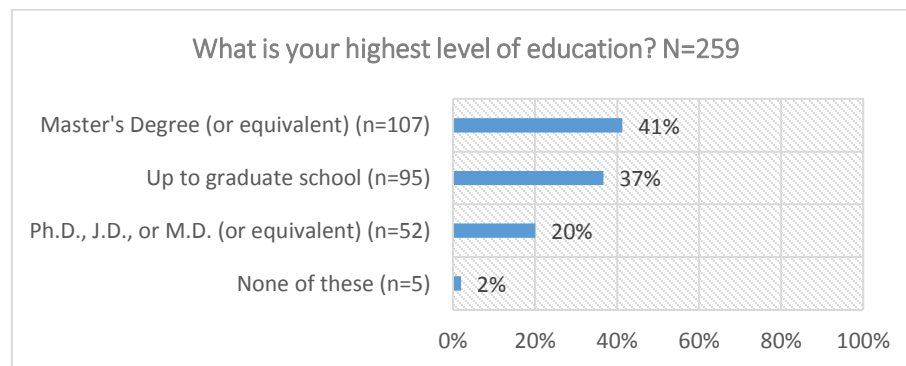


Figure 4. The highest educational level of the respondents

### 2.1.4. Academic position

Survey participants were also asked about their role in their institutions. In this regard, Figure 5. shows that slightly more than half of them have a role other than the presented in the answer options. 19% have Non-manager academic roles, 18% are Academic Leaders, and 8% are Non-academic staff members.

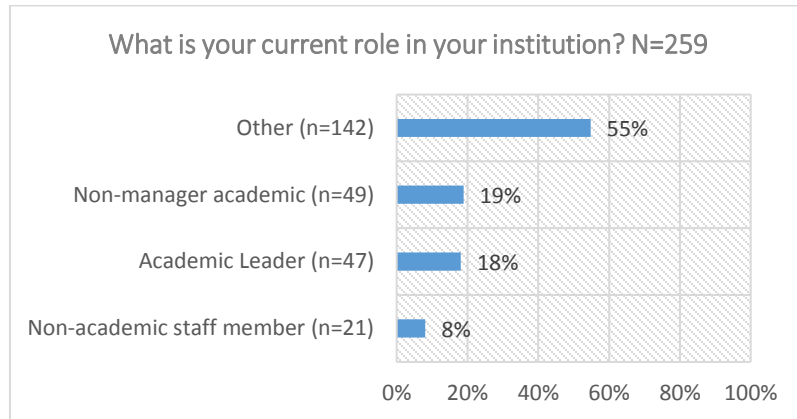


Figure 5. Role of the respondents

## 2.2. Previous experiences

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

### 2.2.1. Other online courses

Related to previous experiences, survey participants were asked where they have taken an online course before. Figure 6. shows that, with 66%, the Canvas Network appears as the most popular platform among the options. Followed by Coursera (30%), EdX (21%), Future-Learn (20%), at school (18%), other (16%). Interestingly, 7% of participants reported that they had never taken an online course and 6% have taken an Udacity course.

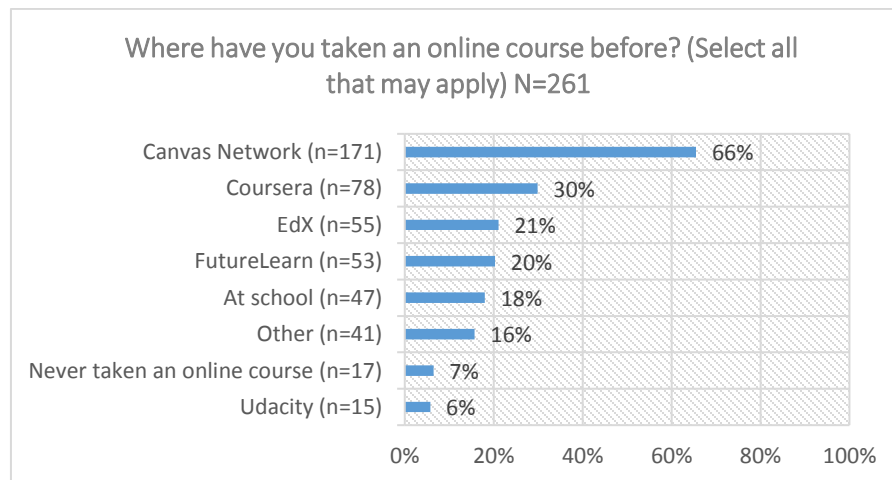


Figure 6. Places where respondents have taken online courses before

### 2.2.2. Professional development courses

Similarly, participants were asked about their previous participation in any professional development training and/or course about academic leadership and university governance. In this sense, Figure 7. Shows that most people (60%) reported not having participated while 40% of people have participated.

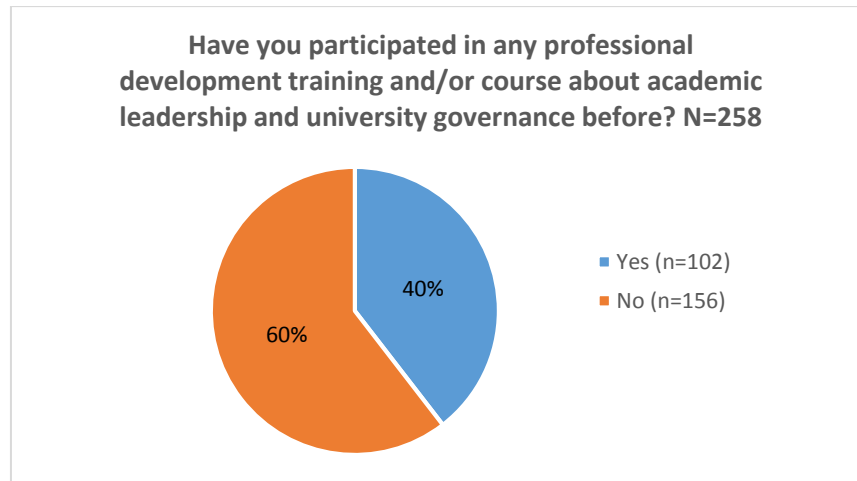


Figure 7. Previous experiences with professional development course

### 2.2.3. Hearing about the LEAD2 MOOC

Finally, among the variables related to previous experiences, participants were also asked about how they heard about the LEAD2 MOOC. In this regard, Figure 8. shows that survey participants reported knowing about the MOOC mainly by web searching (48%), followed by the options of from a friend/colleague/professor (28%), through a social media site (e.g. Facebook) (23%), through a newsletter/website of the university (11%), other (10%), because their institution is a LEAD partner (5%), and from a university event (3%).

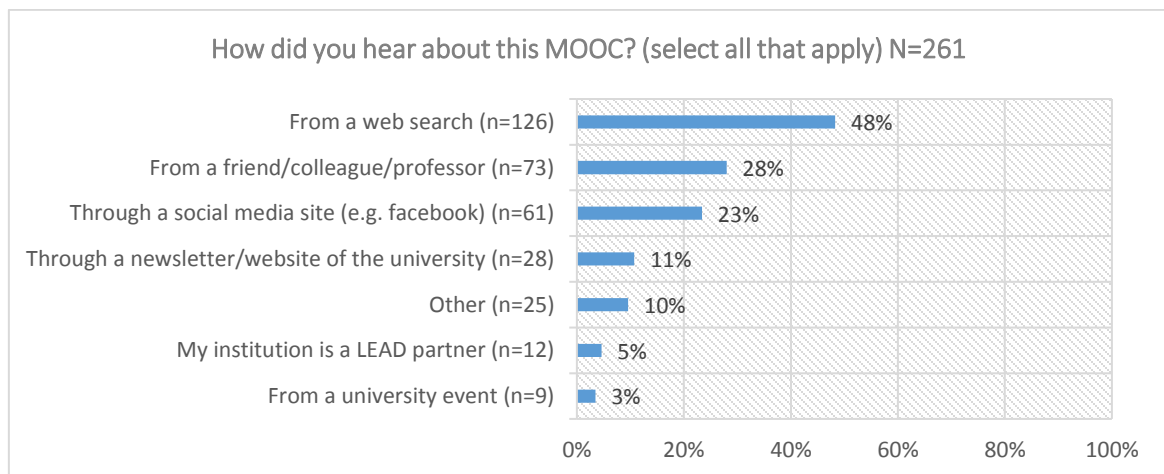


Figure 8. How participant hear about the LEAD2 MOOC

## 2.3. Expectations related to the MOOC

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

### 2.3.1. Reasons for taking the course

Participants were asked about the reasons for taking the LEAD2 MOOC. Details on this can be seen in Figure 9. However, more than 60% of survey participants report that they want to gain new or broaden existing academic leadership skills (68%) and personally enjoy learning about university governance and academic leadership (63%), wanting to better understand the practices and decisions of academic leaders in their institution (60%), and to receive different practical ideas that can be applied in their context (59%). Similarly, 50% of participants reported that learning the current approaches and trends in higher education governance through MOOC is convenient for them. Furthermore, around 40% of the participants chose the following reasons: they believe the certificate awarded will help me to have a managerial position in a university (43%), they hope to connect with the top scholars and/or academic leaders from across different nations (43%), they hope to find networking opportunities for further research and educational collaborations (42%), they want to learn more about university governance and academic leadership practices in China and/or in Europe (39%). Finally, 32% want to gain deeper insight into the Chinese and/or European higher education structure and governance, and 3% have other reasons.

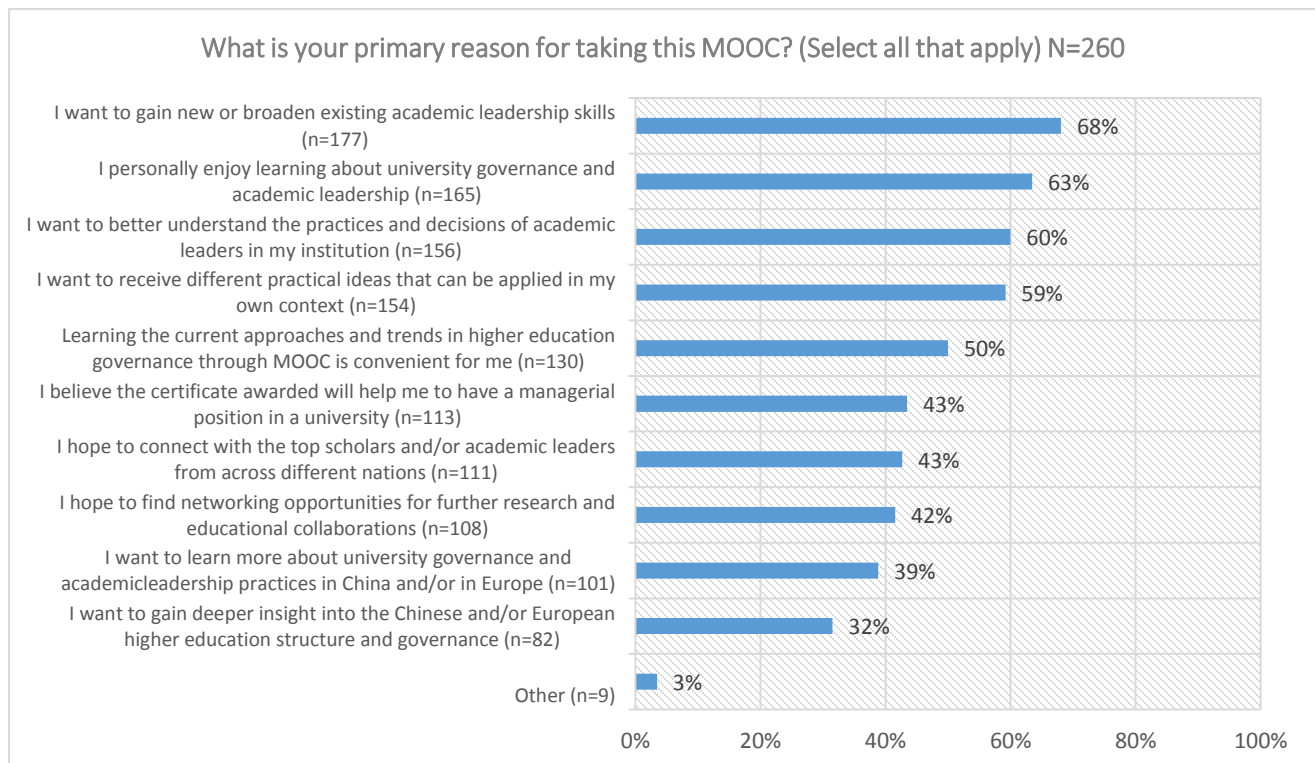


Figure 9. Reasons for taking the LEAD2 MOOC



### 2.3.2. Time planning to spend

In the expectation category, students were also asked about the number of hours per week they planned to spend on the course. In this sense, Figure 10. shows a similar distribution along with the response options. However, more frequently (31%), participants reported that they planned to spend between 2 and 4 hours a week. Then, less than two hours (27%), more than 6 hours (24%), and between 4 and 6 hours (19%).

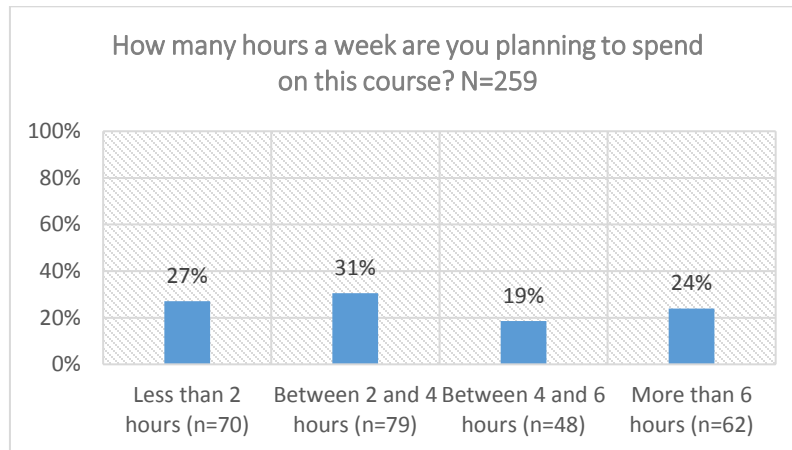


Figure 10. Planned number of hours a week to spend

### 2.3.3. Challenges to address

Within the same category, participants were asked to what extent they expect the MOOC will be helpful to address a given challenge. Particularly, students rated each challenge from 1 (not at all helpful) to 5 (extremely helpful). Therefore, Figure 11. shows the average of the scores received in each rated challenge. In general terms, participants had high expectations in this regard among all the challenges. However, the highest average can be observed in the challenge of academic leadership for internationalization (4,24), followed by changing academic leadership skills and knowledge (4,21), research and innovation capacity of the university (4,20), globalization and internationalization (4,16), changing university governance structures (4,03), and competition for resources (3,92).

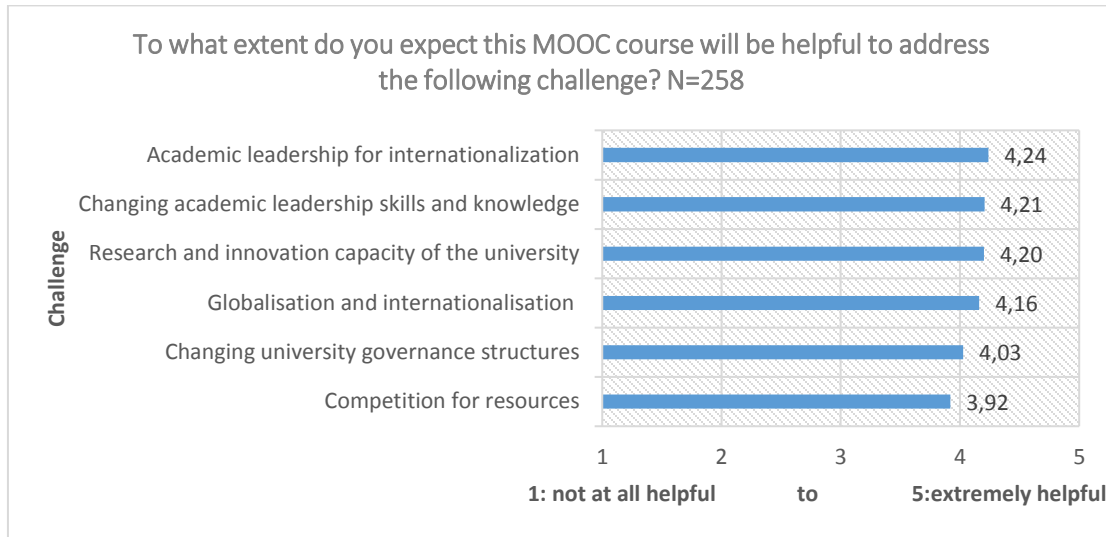


Figure 11. Average of expectations on how helpful the MOOC will be to address a given challenge

Similarly, Table 2. and Figure 12. shows the same tendency but zooming into the distributions of percentages among the response options (1: not at all helpful, 2: slightly helpful, 3: moderately helpful, 4: very helpful, 5: extremely helpful). In this sense, the highest percentages are concentrated in the response option “4: very helpful” with an average of 44% followed by “5: extremely helpful” with an average of 36%.

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

Challenges	Response options				
	1: not at all helpful	2: slightly helpful	3: moderately helpful	4: very helpful	5: extremely helpful
Changing academic leadership skills and knowledge	0%	0%	14%	48%	37%
Academic leadership for internationalization	1%	2%	12%	42%	43%
Globalisation and internationalisation	1%	2%	15%	45%	37%
Research and innovation capacity of the university	0%	1%	16%	45%	38%
Changing university governance structures	0%	4%	20%	43%	33%
Competition for resources	1%	3%	28%	40%	28%

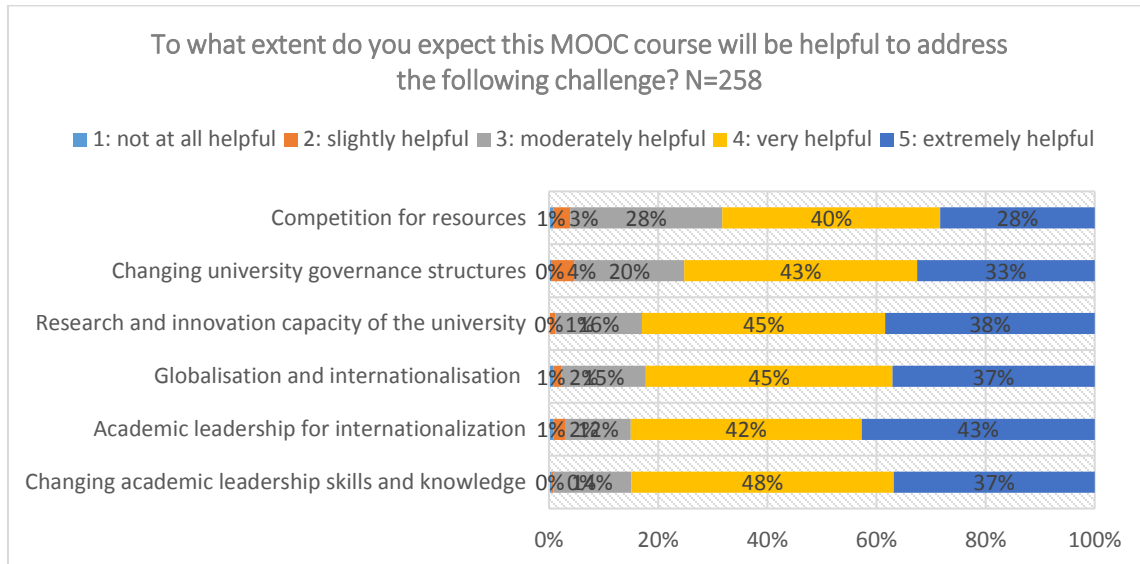


Figure 12. Percentage of expectations on how helpful the MOOC will be to address a given challenge

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

The last variable related to the participants' expectations regarding the MOOC is the set of competencies, knowledge, and skills (CKS) they want to develop. In this sense, Figure 13. shows that participants expect to develop primarily academic leadership skills (84%), followed by understanding about current challenges for higher education (74%), Knowledge about university governance structures (70%), understanding about different leadership approaches in university governance (67%), and grasp of university governance structures in Europe and/or China (43%).

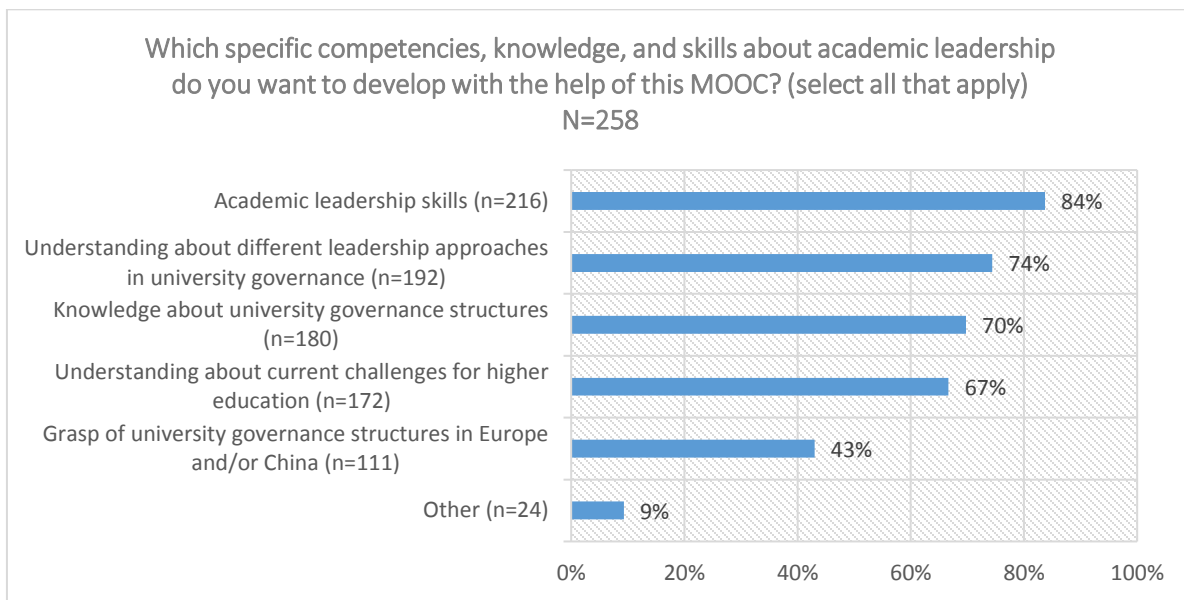


Figure 13. Specific competencies, knowledge, and skills to gain about academic leadership

### 2.3.5. Expectations to meet personal and professional goals

To gain deeper insights into the motivation for taking the course, participants were asked to share how the MOOC help them meet their personal and professional goals. Comments were variate; However, three main expectations are consistent through the answers.

First, participants found the course a valuable source to become academic leaders in their institutions. Not only in higher educational settings but also in the school contexts. Following, some examples of these motivations are presented:

*“This course will help me become a good school leader in the future since I’m planning to apply as a School Principal.”*

*“This course will develop my personal understanding of how to become an effective follower and leader in the future.”*

*“... I intend to become a Department Dean for the College of education at the school where I currently work. This is important for my promotion.”*

*“To become a better teacher, I should meet what the new generation learners need. This also adds to my confidence and as a teacher, this is essential. And somehow someday I could be a dreamer admin of a tutorial center. More power to the teachers and admins of this course.”*

Second, participants expressed their desire to better understand the dynamics and process of university governance. Among those, it is stressed the management and decision-making process, university performance, and its relationship with governance, and how to attract leaders to administrative positions.

*“As I am a faculty member at a leading university in Pakistan... It will make me familiar with the mindset and strategic planning of my own bosses. As I grow in my profession up to the level of decision-maker in university, this course will lead me to know the university governance and administration and managing the academic and administrative tasks.”*

*“I’m a Ph.D. candidate on Higher Education Management, at the University of Guadalajara in Mexico. My dissertation is about Governance university and the influence that this perspective has on the performance or results that a university has. I believe than this course will help me to understand more about governance in HEI and will give more material to analyze the relationship between the two factors.”*

*“Being in a business management domain with a specialization in people management, I wish to gain more in administration and governance processes and activities. My personal goal to attend this course is to increase my knowledge quotient. My professional goal is not to secure an administrative position rather understand why good people are not coming forward to administrative positions.”*

Third, participants find the certificate to achieve personal or professional development.

*“By all means, the certificate that I might get will help me soon, yet above all, I enjoy learning governance and leadership.”*

*“I think the certificate if it is accepted by my country educational authorities, will positively be taken into account.”*

*“The certification will help me to provide the ability to perform as a speaker in forums.”*

*“... More importantly, the certificate awarded may provide, opportunity for career advancement.”*

## 2.4. Associations between Socio-demographics and Expectations

To determine the probability that the analyzed variables are associated, and due to the nature of the data (categorical variables), a Chi-square test was implemented. After obtaining all the possible contingency tables (crosstabs) between the socio-demographic variables and the remaining variables (previous experiences and expectations), statistically significant associations (below 0,05) were found between the variables presented in Table 3.

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

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

Expectations related to the MOOC		Socio-demographics	
		Gender	Educational Level
<b>Reasons for taking the course</b>	<i>I want to gain deeper insight into the Chinese and/or European higher education structure and governance</i>	0,04	
	<i>Globalization and internationalization</i>		0,01
<b>Challenges to address</b>	<i>Changing university governance structures</i>	0,00	
	<i>Academic leadership for internationalization</i>		0,00

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

### 2.4.1. Associations between Gender and Reasons for taking the MOOC

The associations between gender and reasons are depicted in Table 4. In general terms, both genders most probably will not choose the course because they want to gain deeper insight into the Chinese and/or European higher education structure and governance. However, it is more likely that males choose the course because of that reason.

Table 4. Odds ratio between Gender and Reasons

What is your primary reason for taking this MOOC?		What is your gender?	
		Male	Female
I want to gain deeper insight into the Chinese and/or European higher education structure and governance	No	96 62,3%	80 76,9%
	Yes	58 37,7%	24 23,1%

#### 2.4.2. Associations between Gender and addressing challenges

The associations between gender and addressing challenges can be seen in Table. 5. In general terms, both genders have high expectation that this MOOC course will be helpful to address the challenge of changing university governance structures. Particularly, it is more likely to find males that find it Very helpful (45%) and females Extremely helpful (33%).

Table 5. Odds ratio between Gender and Challenges

To what extent do you expect this MOOC course will be helpful to address the following challenge?		What is your gender?	
		Male	Female
Changing university governance structures	Not at all helpful	1 0,7%	0 0,0%
	Slightly helpful	5 3,3%	5 4,9%
	Moderately helpful	29 19,1%	22 21,4%
	Very helpful	68 44,7%	42 40,8%
	Extremely helpful	49 32,2%	34 33,0%

#### 2.4.3. Associations between Educational Level and addressing challenges

The associations between the educational level and addressing challenges are presented in table 6. It is more likely to find participants with a master's degree (or equivalent) expecting the MOOC to be Very helpful (54%) to address the challenge of globalization and internationalization and Extremely helpful (49%) to address the challenge of Academic leadership for internationalization.

Table 6. Odds ratio between Level of education and Challenges

To what extent do you expect this MOOC course will be helpful to address the following challenge?		What is your highest level of education?			
		None of these	Up to graduate school	Master's Degree (or equivalent)	Ph.D., J.D., or M.D. (or equivalent)
Globalization and internationalization	Not at all helpful	0 0,0%	2 2,1%	0 0,0%	0 0,0%
	Slightly helpful	1 20,0%	3 3,2%	0 0,0%	0 0,0%
	Moderately helpful	2 40,0%	15 16,0%	12 11,3%	10 19,2%
	Very helpful	1 20,0%	35 37,2%	57 53,8%	23 44,2%
	Extremely helpful	1 20,0%	39 41,5%	37 34,9%	19 36,5%

Academic leadership for internationalization	Not at all helpful	1 20,0%	1 1,1%	0 0,0%	0 0,0%
	Slightly helpful	0 0,0%	1 1,1%	3 2,8%	2 3,8%
	Moderately helpful	0 0,0%	12 12,8%	12 11,2%	6 11,5%
	Very helpful	2 40,0%	40 42,6%	40 37,4%	27 51,9%
	Extremely helpful	2 40,0%	40 42,6%	52 48,6%	17 32,7%

### 3. Conclusions

This section provides the conclusions derived from the analysis of the results aiming to rise new scenarios, lines of action and research questions. The conclusions are made based on the expectations of the participants about the MOOC.

Regarding the reasons for taking the course, descriptive statistics show that participants have certain preferences for taking the course. Similarly, the Chi-square analysis also reveals significant associations between sociodemographic characteristics and these reasons. For instance, men expect more than women to gain deeper insight into the Chinese and/or European higher education structure and governance. These results suggest that gender issues can be evaluated for a differential approach when offering specific topics in the MOOC. In other words, this might suggest reviewing the needs of the participants of each gender in terms of the reasons they consider enrolling in the course.

Regarding the extent that participants expect the MOOC will be helpful to address a given challenge, descriptive statistics show their preferences. Participants have high expectations in this regard among all the challenges. Particularly, in academic leadership for internationalization, changing academic leadership skills and knowledge, and research and innovation capacity of the university. This raises the current need for research about and up to pace in the current topics for academic leadership.

As for the specific competencies, knowledge, and skills, participants want to develop through the MOOC, descriptive statistics show that 74% of the participants expect to develop an understanding of current challenges for higher education and 67% of different leadership approaches in university governance. This is consistent with the comments expressed by the participants in which they want to become academic leaders in their institutions and to better understand the dynamics and process of university governance.