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LEAD2 MOOC Report

(LEAD2 MOOC Edition 4: October 2020 - February 2021)

PROJECT

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

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WP2 (D2.1 Improvement and implementation of MOOCs)
and part of WP3 (D3.2, internal quality assurance reports)

Elaborated by:

David Castro Garcia
Dinh Ngoc Bich Khuyen

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I. Introduction

The LEAD2 MOOC is part of the LEAD2 project which aims to enhance knowledge, skills, and competencies regarding University Governance and Academic Leadership. This MOOC course is one of the deliverables of the LEAD2 project. It focuses on European and Chinese university governance and academic leadership. However, it is open for all people regardless of their countries, institutions, or academic positions. In October 2020, the fourth edition of the English version of MOOC was launched with 382 learners enrolled.

Within this context, learners of the course were invited to participate in the LEAD2 MOOC Survey to evaluate the perceived effectiveness of MOOCs on leadership development (a total of 36 responses were obtained). Additionally, 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 setting provides an overview of MOOC participants' activity and it has been used to complement the analyses of the user experience in this report. Moreover, to gain deeper insights into the learners' perceptions of the course, three sources with open-ended questions were considered: interviews, module reflection's and experiences, and an open-ended survey question.

Consequently, this report includes a combination of these sources. 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, Challenges in completion of the LEAD2 MOOC (closed ended), Impacts for the MOOC, Reflections and sharing of experiences, 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.

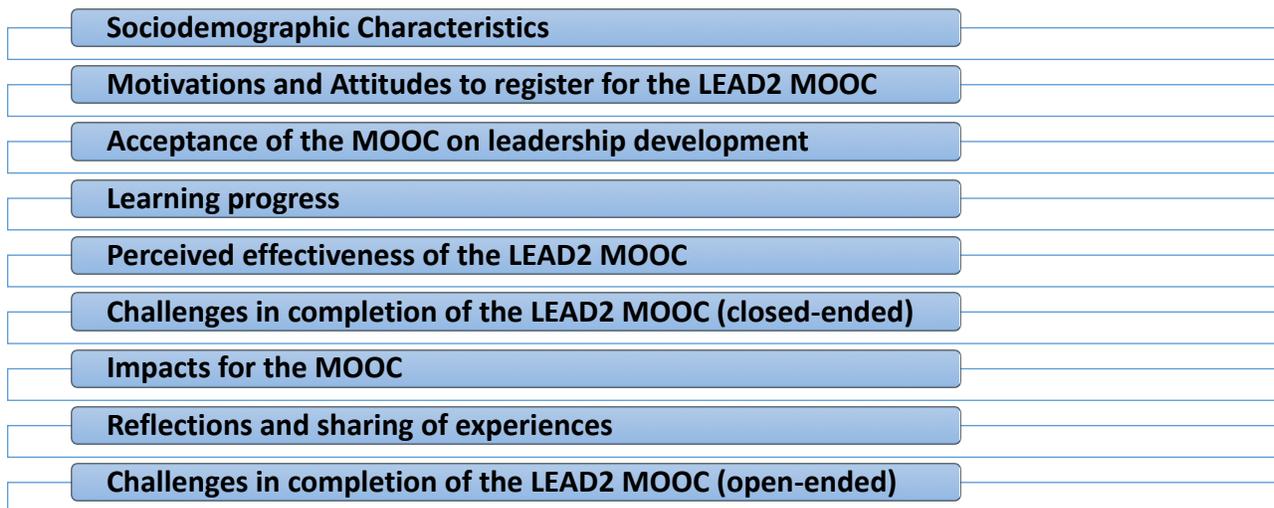


Figure 1. Summary of the main result sections to be presented in the report.

II. Results

2.1. Sociodemographic Characteristics

This section of the report presents the information regarding the sociodemographic characteristics of the participants in the following order: the set of genders, age, and academic position. Then, the type of institution that participants belong to, and years of academic leadership experience.

2.1.1. Genders – Age – Academic position

Figure 2. shows the gender, age, and whether participants hold an academic position. Most of them are male (78%). Almost half of the participants have between 30 and 40 years old (47%), followed by 33% having less than 30 years old, and the remaining 19% more than 40 years old. 71% of the participants reported holding an academic position.

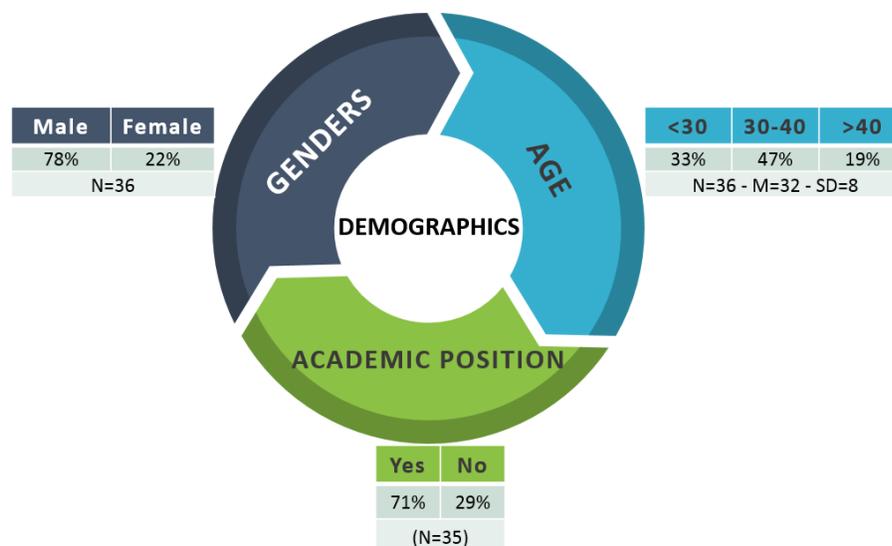


Figure 2. Genders, age, and holding academic position.

2.1.2. Type of Institution

Figure 3. shows the type of institution that participants belong to. In this regard, 63% of them belong to a public university/institution, followed by 31% to a private university/institution, and 6% to other institutions.

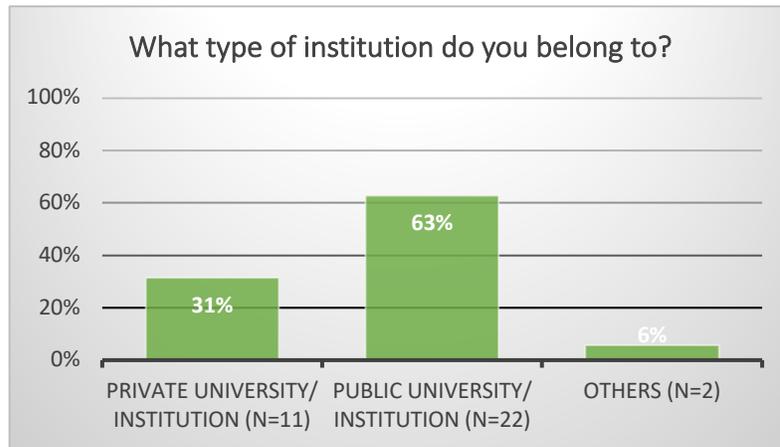


Figure 3. Type of institution that participants belong to.

2.1.3. Years of Academic Leadership Experience

Figure 4. shows how many years of academic leadership experience participants have. 65% of them have between 0 and 4 years of experience, followed by 15% of them who have between 10 and 14 years of experience, 12% between 5 and 9 years of experience, and 9% between 15 and 20 years of experience.

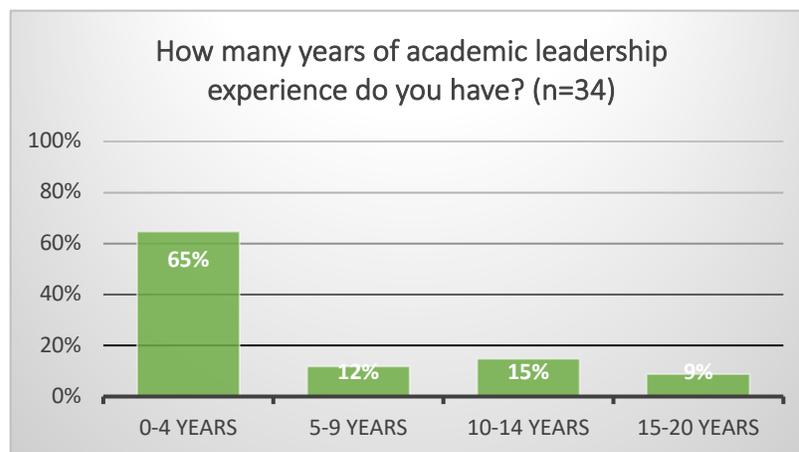


Figure 4. Years of academic leadership experience.

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

2.2.1. Motivations and Attitudes to register for the LEAD2 MOOC

This section of the report presents the information regarding the motivations and attitudes of the participants to register for the LEAD2 MOOC. Regarding motivations, Figure 5. shows that 100% of participants either agree or strongly agree that they registered for the course to adapt to new academic leadership styles

in the future and for enhancing self-growth in university governance and academic leadership. Similarly, 97% of participants either agree or strongly agree that they registered for the course for satisfying their enquiring mind. Further, 88% of them either agree or strongly agree that they registered for preparing for their career/job. Another 84% of them either agree or strongly agree that they registered for the joy of it while participating in the program. Finally, 78% of them either agree or strongly agree that they registered to make more friends with the same interest. A one-way ANOVA was conducted to assess whether the motivation differed depending on participants' age (<30, 30-40, >40). The analysis showed that there were no significant differences between age groups ($F(2) = .053$; $p > .05$). Similarly. An independent t-test was 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 ($t(30) = 1,720$; $p > .05$) and holding an academic position ($t(30) = 1,419$; $p > .05$).

As for the attitudes, 97% of participants either agree or strongly agree that studying through a MOOC on leadership development is a good and wise idea, and they are positive towards a MOOC on leadership development. A one-way ANOVA was conducted to assess whether the attitude differed depending on participants' age (<30, 30-40, >40). The analysis showed that there were no significant differences between age groups ($F(2) = .003$; $p > .05$). Similarly. An independent t-test was conducted to assess whether the attitude 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 ($t(30) = 4,446$; $p > .05$) and holding an academic position ($t(30) = 4,180$; $p > .05$).

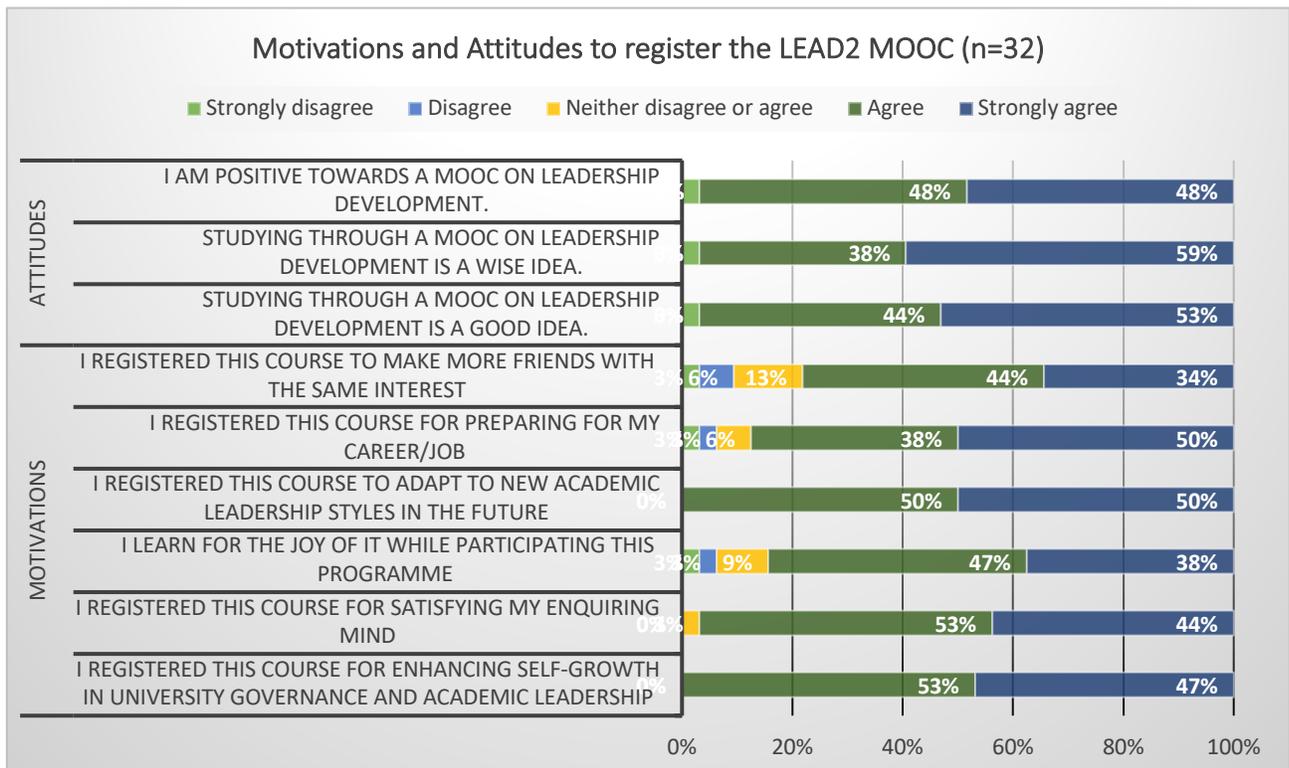


Figure 5. Motivations and Attitudes to register the LEAD2 MOOC.

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 participants' acceptance of the LEAD2 MOOC. In general terms, it can be seen a good acceptance as well as intention to use a MOOC on leadership development in the future. Regarding Perceived Usefulness, 91% participants either agree or strongly agree that a MOOC on leadership development could make it easier to work in their field, 85% that it would improve their job performance, and 82% that it would increase job productivity. Regarding Perceived Ease of Use 91% participants either agree or strongly agree that learning how to use a MOOC on leadership development is easy for them and 88% find a MOOC on leadership development easy to use and that It is easy to become skillful at using a MOOC on leadership development. As for Behavioral Intention to Use, 97% participants either agree or strongly agree that they intend to be a user of a MOOC on leadership development after the current course, and they intend to utilize a MOOC on leadership development for various purposes such as self-development.

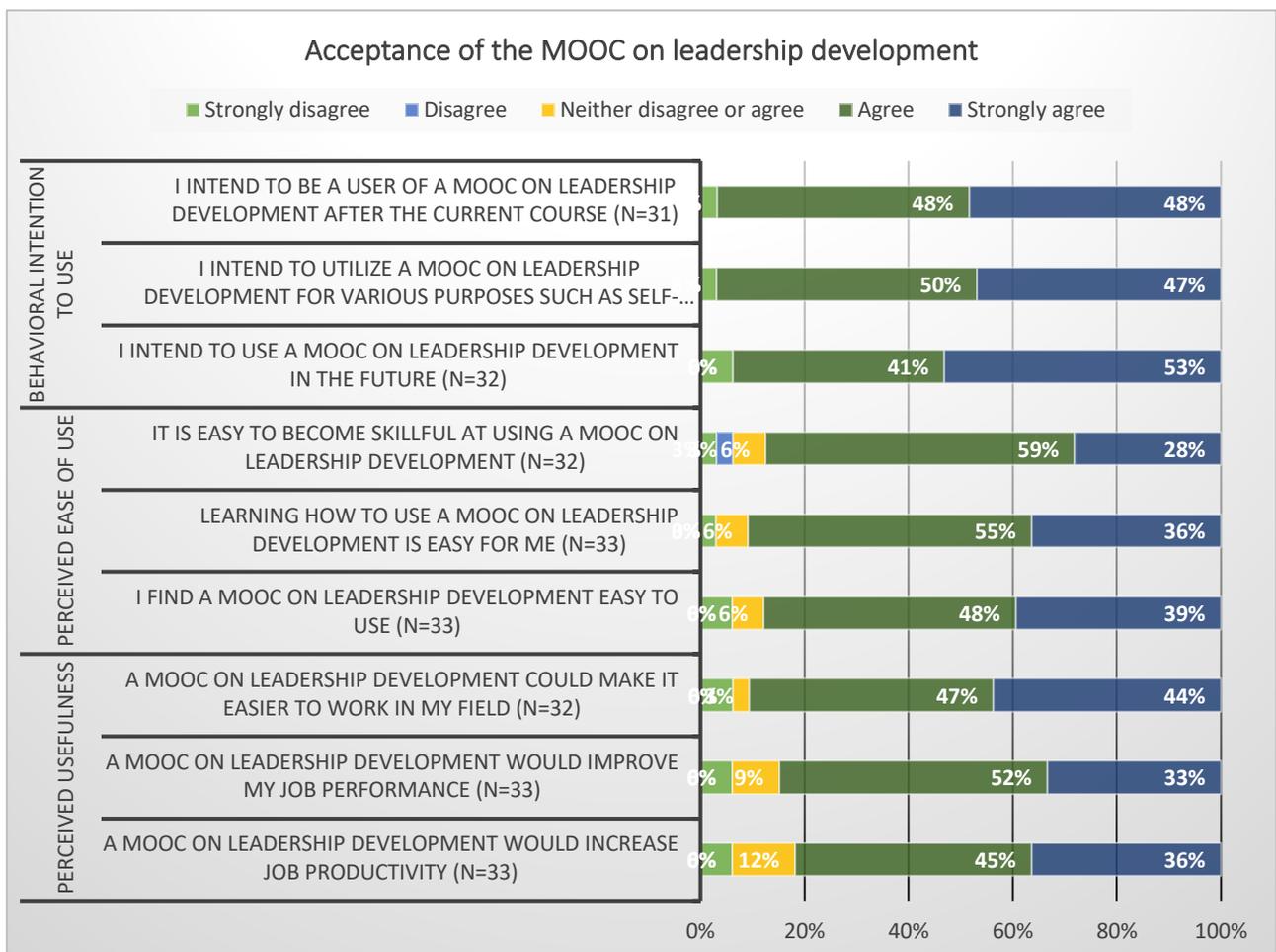


Figure 6. Acceptance of the MOOC on leadership development.

2.2.3. Learning progress

Learning progress is presented in terms of the learning analytics (data retrieved from Canvas 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 line shows a tendency towards the activity to increase over the weeks. The activity of the first week begins with average page views of 4,5 out of 10 but with low average participation (on average 0,2 out of 1). Until week 8, participation remains similar and the average page views decrease (2.4 out of 10). Towards the middle of the course (between weeks 9 and 15), the highest peaks of participation (e.g., 7,0/10) and page views (e.g., 0,5/1) are presented. Although in the last 5 weeks the activity decreases, the participants have greater participation than page views.

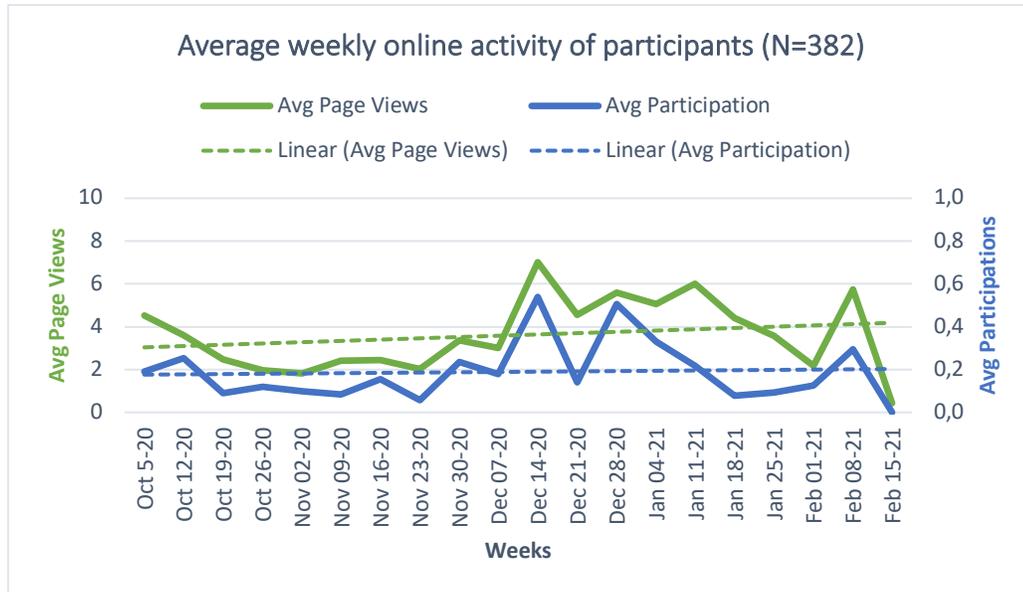


Figure 7. Participants' weekly online activity by the average page views and participation

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 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 47 participants and 123 page views, the remaining modules have on average 35 participants and 70 page views.

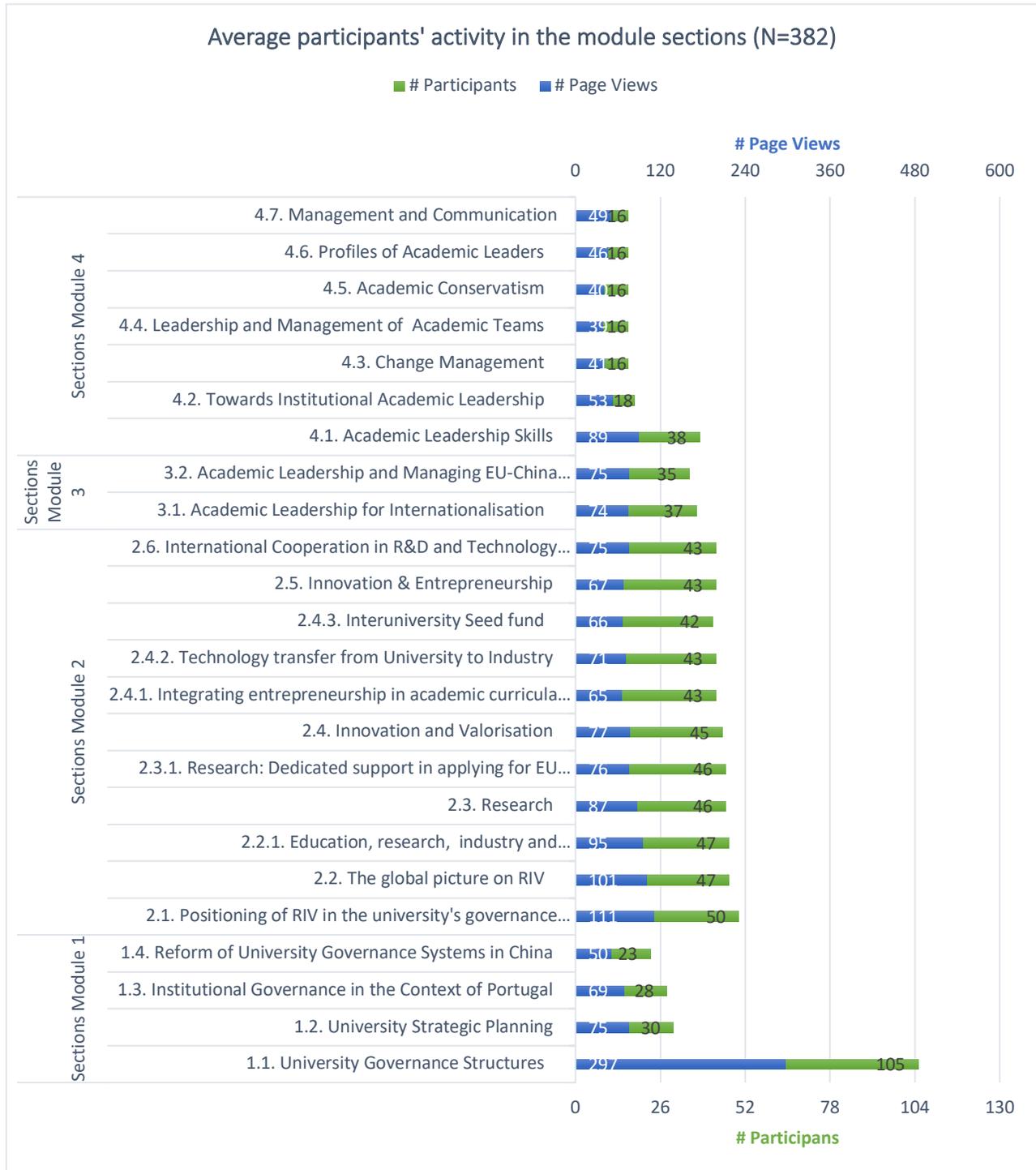


Figure 8. Participants' activity in the module sections

2.2.3.1.3. MOOC participants' average grades in module activities

Figure 9 depicts the participants' average grades in modules activities. The best grades of the course are concentrated in module 4, particularly with grades in the form of 78% and in the assignment of 84%. While the best grades for quizzes are in module 3 (66%), the same module presents the lowest grades in the forum (50%) and the assignment (48%). In module 2, the grades for all activities are between 55% and 60%, and in model 1, between 51% and 67%.

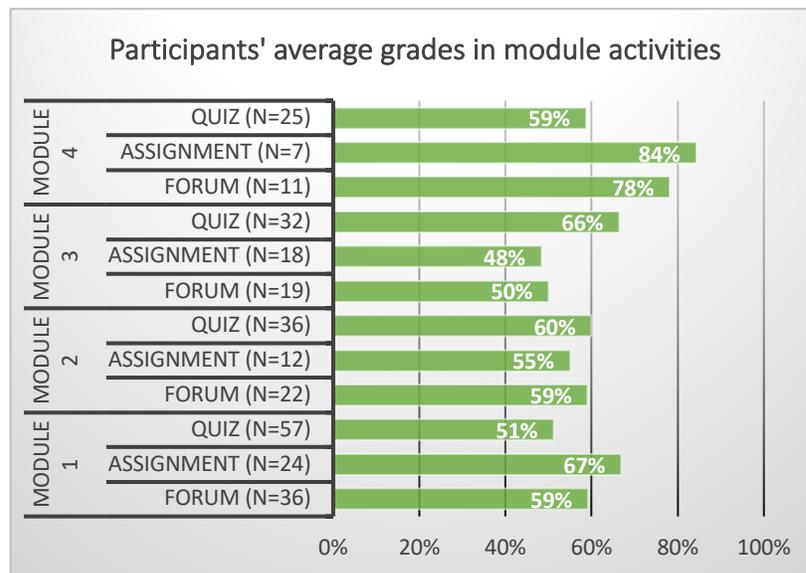


Figure 9. Participants' average grades in modules activities

2.2.3.2. Learning progress reported by learners

This subsection presents the Learning progress reported by learners in terms of how long they took to complete the course, the number of activities and content covered, and the peer interaction quality.

2.2.3.2.1. Time to complete the course

Participants were asked how long it took them to complete the course. Figure 10. shows that most of the participants (50%) reported completing the course towards the end/ just before the end. 22% of participants reported finishing the course in a few weeks, 16% towards the middle, and 13% in a few days.

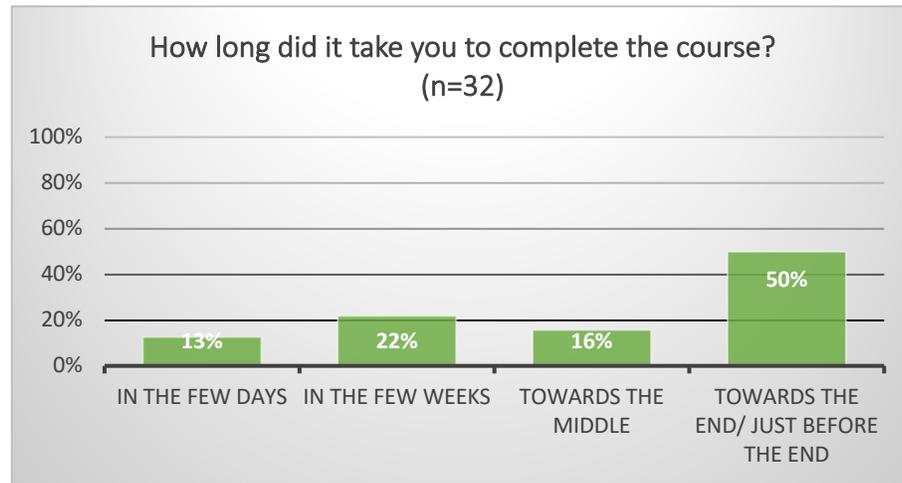


Figure 10. Time to complete the course

2.2.3.2.2. Number of activities and content covered

Figure 11. 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.

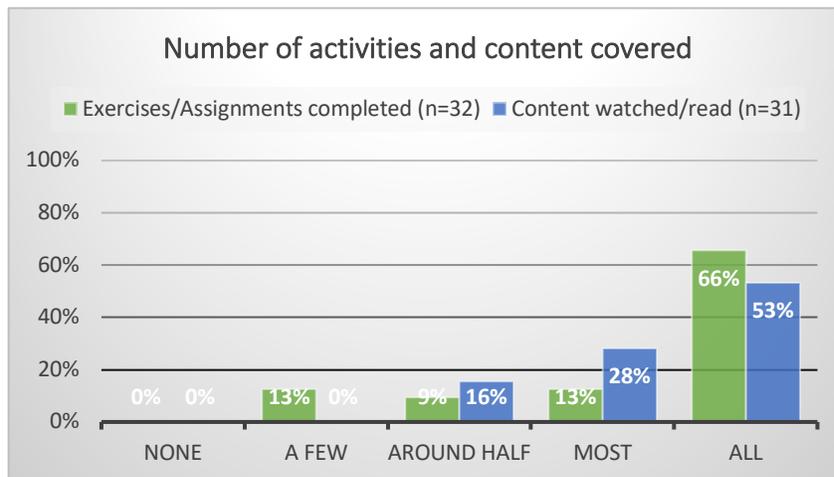


Figure 11. Number of activities and content that participants report they covered.

2.2.3.2.3. Peer interaction quality

Figure 12. is related to the experience toward peers' interactions in the LEAD2 MOOC. When it refers to online interaction with peers, it is considered those activities that take place via electronic means such as email, discussion forum, instant message tools, or collaborative working space such as google docs, wikis, etc. Figure 12. shows in this regard that 63% of the participants agree that during online interaction with peers they provided information related to the topic under discussion, 59% provided examples to illustrate their points, 50% contributed to the discussion by evaluating the information and arguments provided, 47% commented on other classmates' thoughts and ideas to keep the discussion going, 47% shared information (references, interesting websites, and projects), which they find useful to their classmates, and 41% expressed their agreement or disagreement on their classmates' arguments provided.

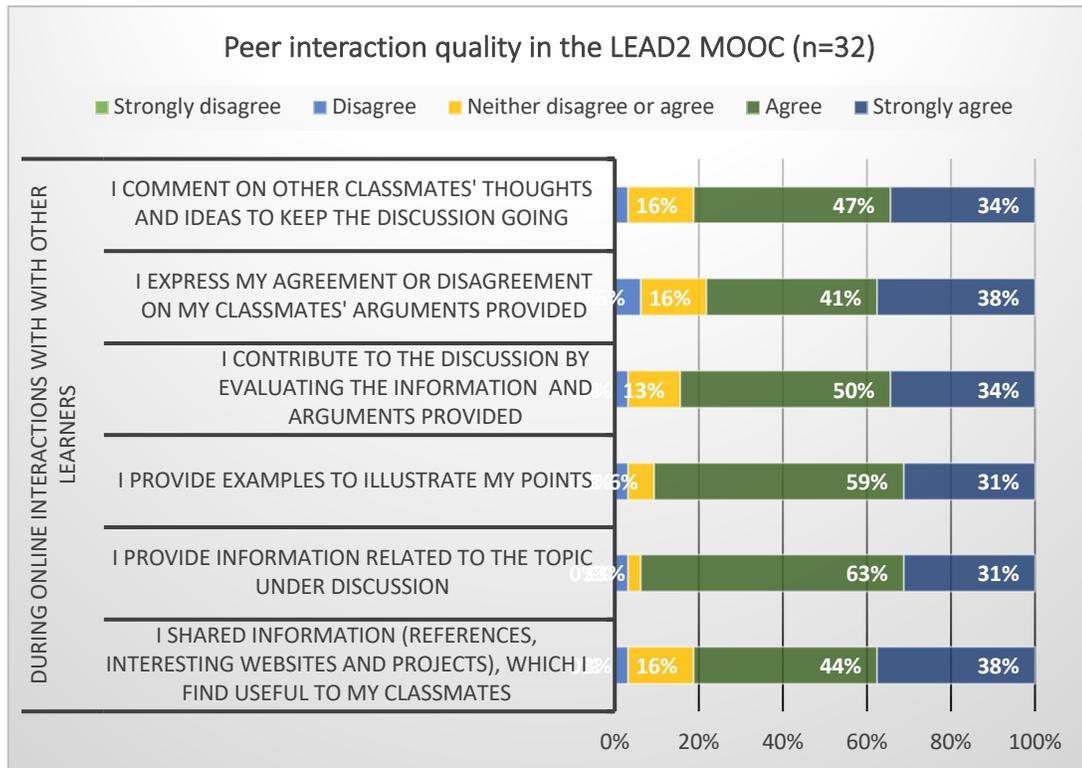


Figure 12. Peer interaction quality in the LEAD2 MOOC.

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, learner-learner interaction, and perception of knowledge and skills developed.

2.2.4.1. Overall satisfaction of the participants

Figure 13. shows the satisfaction with the overall experience with MOOC. In this regard, 82% of participants either felt very satisfied or extremely satisfied with the overall experience with MOOC use to learn university governance and academic leadership. Figure 14. Shows the perception of goal achievement after finishing the course. In this regard, 91% of participants either agree or strongly agree that they have achieved their goals after finishing the course.

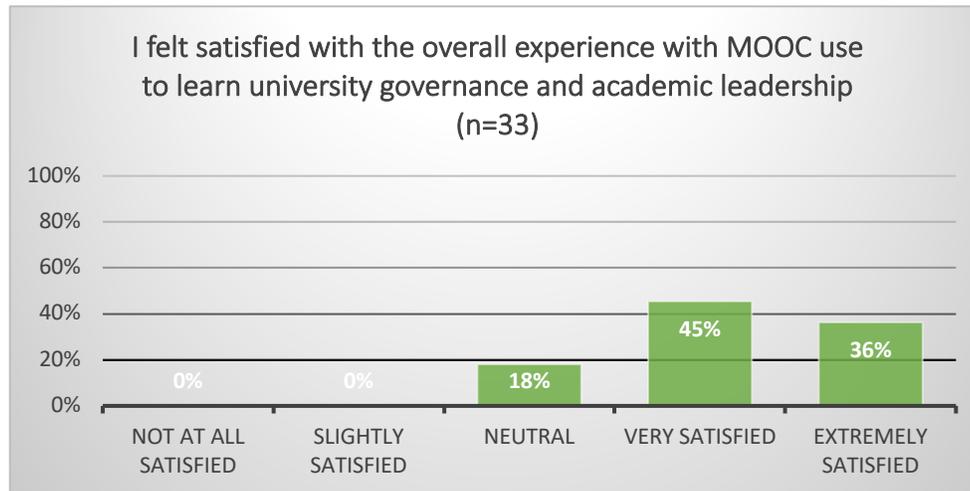


Figure 13. Satisfaction with the overall experience with MOOC.

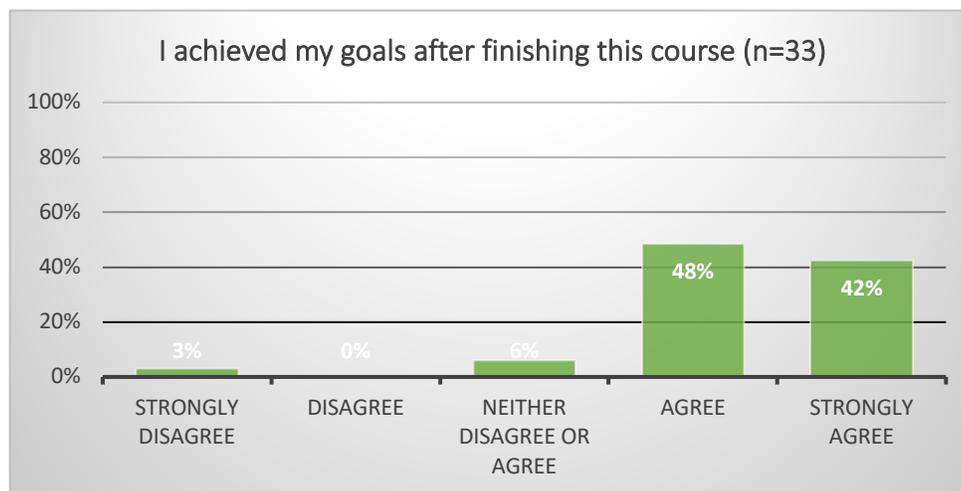


Figure 14. Goal achievement after finishing this course.

A one-way ANOVA was conducted to assess whether the reported overall satisfaction differed depending on participants' age (<30, 30-40, >40). The analysis showed that there were no significant differences between age groups ($F(2) = 1,155$; $p > ,05$). 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 ($t(31) = 1,022$; $p > ,05$) but there were significant differences in whether holding an academic position ($t(31) = 2,071$; $p \leq ,05$). The group with an academic position reported an overall satisfaction on average of 4,4 while the group without an academic position reported an overall satisfaction on average of 3,7. This suggests significantly higher levels of satisfaction in people who have academic positions than those who do not. 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. Levene's test showed that the variance of reported overall satisfaction by academic position were equal ($F(1,31) = 2,071$; $p = ,160$).

2.2.4.2. Perceived impact of the course content

Figure 15. 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. 100% of the participants either agree or strongly agree that the course assignments were interesting and stimulating and they have enjoyed taking the course. Similarly, 97% either agree or strongly agree that would recommend this course to friends/colleagues and that the course was up to date with developments in the field. Further, 94% either agree or strongly agree that the course effectively challenged them to think, and 91% that they have learned a lot in this course.

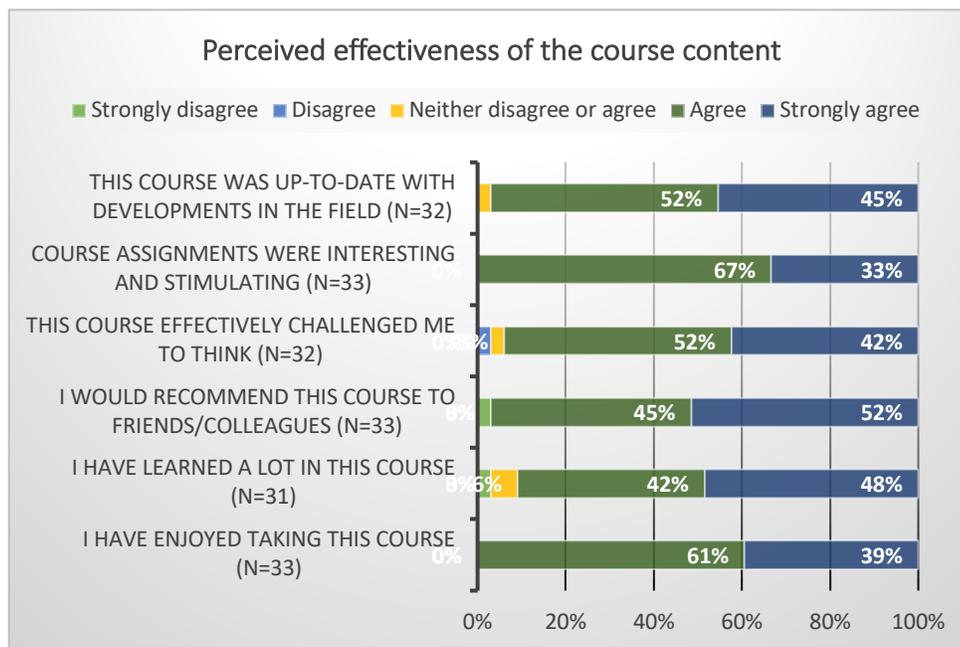


Figure 15. Perceived effectiveness of the course content.

A one-way ANOVA was conducted to assess whether the perceived impact differed depending on participants' age (<30, 30-40, >40). The analysis showed that there were no significant differences between age groups ($F(2) = .552$; $p > .05$). 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 ($t(31) = .732$; $p > .05$) and holding an academic position ($t(31) = .003$; $p > .05$).

2.2.4.3. Learner-learner interaction

Figure 16. shows the participant's perception of their intersections with their peers. 97% of the participants either agree or strongly agree that the course provided them an opportunity to learn from other participants. 85% of the participants either agree or strongly agree that learner's interaction was an important learning component of this course and they felt satisfied with the collaboration with peers during the course. Finally, 79% of the participants either agree or strongly agree that they had sufficient opportunity to interact with other participants in the course.

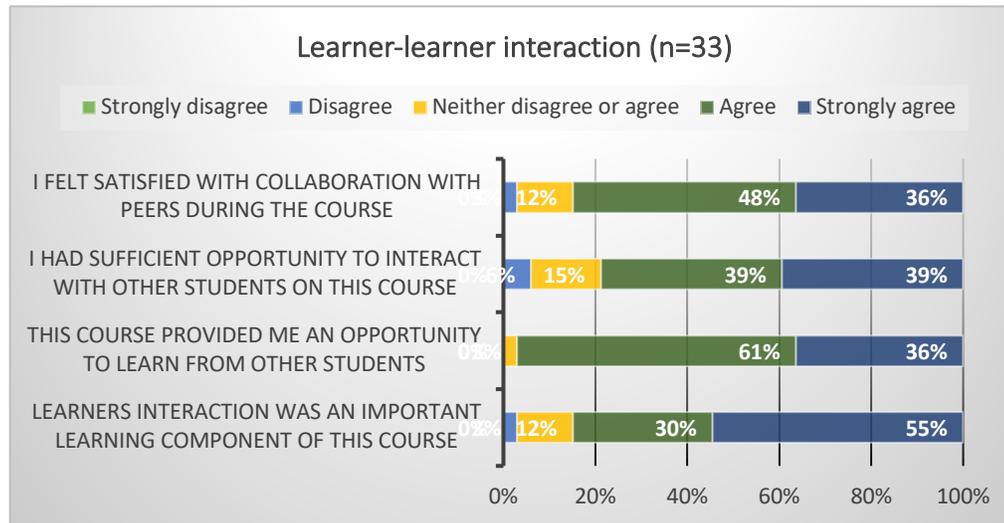


Figure 16. Learner-learner interaction.

A one-way ANOVA was conducted to assess whether the perceived learner-learner interaction differed depending on participants' age (<30, 30-40, >40). The analysis showed that there were no significant differences between age groups ($F(2) = .472$; $p > .05$). Similarly, an independent t-test was conducted to assess whether the perceived learner-learner interaction 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 ($t(31) = 3.045$; $p > .05$) but there were significant differences in whether holding an academic position ($t(31) = 2.071$; $p \leq .05$). The group holding an academic position perceived the learner-learner interaction on average of 4.4 while the group not holding an academic position perceived the learner-learner interaction on average of 3.9. This suggests significantly higher levels of perceived peers interaction in participants who have academic positions than those who do not. 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. Levene's test showed that the variance of the perceived learner-learner interaction by academic position were equal ($F(1,31) = 2.448$; $p = .128$).

2.2.4.4. Perception of knowledge and skills developed

Figure 17. shows the perception of knowledge and skills developed. 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, 97% 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, 94% of the participants either agree or strongly agree that they gained knowledge of different leadership approaches in university governance, on university operations and governance structures, and have gained, and enhanced awareness of the roles of leaders for university innovation and globalization. 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 ($F(2) = .492$; $p > .05$). Similarly, an independent t-test was conducted to assess whether the perceived

knowledge gained 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 ($t(31) = ,074$; $p > ,05$) and holding an academic position ($t(31) = ,088$; $p > ,05$).

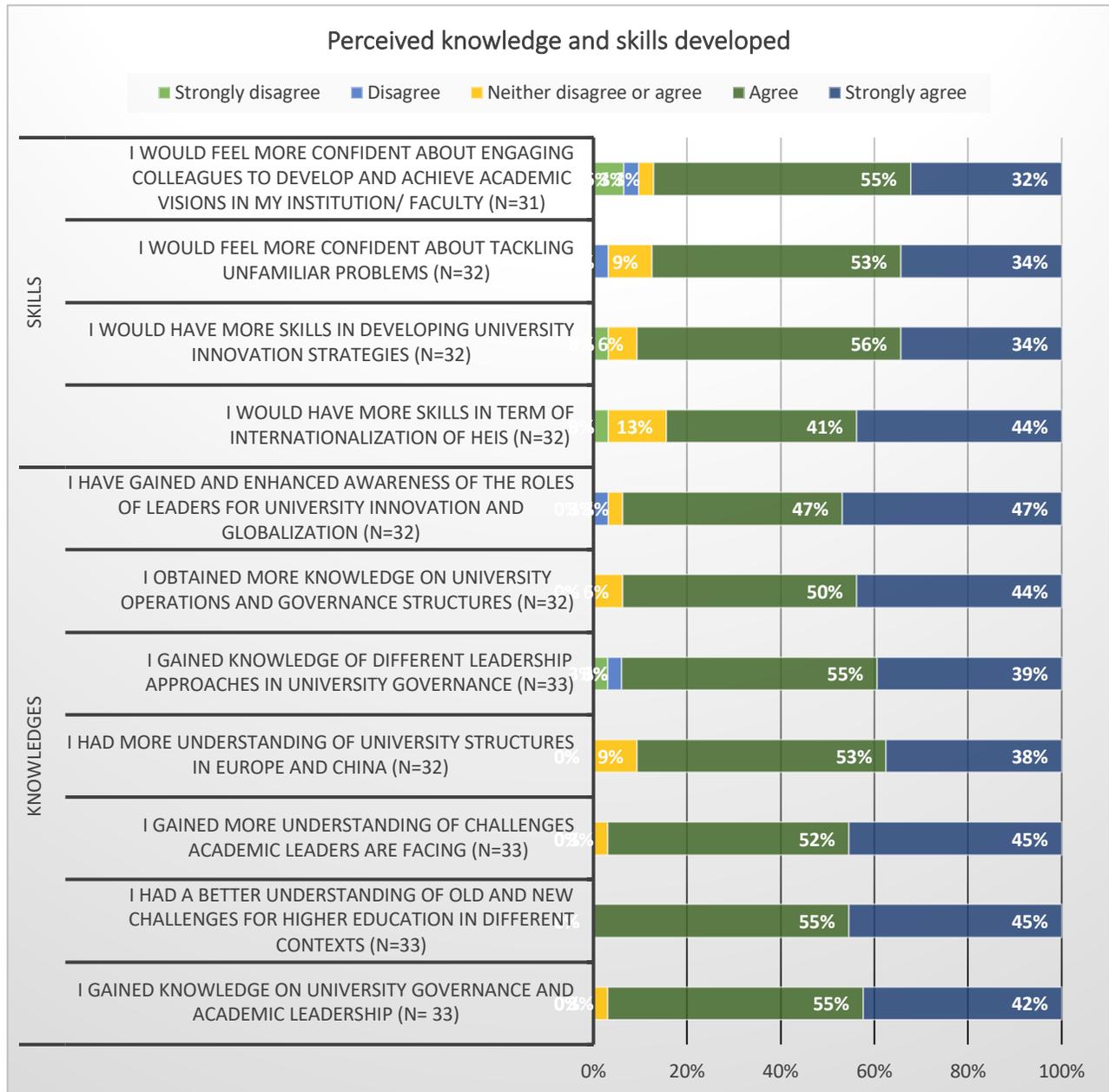


Figure 17. Perception of knowledge and skills developed

As for skills, 91% of the participants either agree or strongly agree that they would have more skills in developing university innovation strategies. 88% of the participants either agree or strongly agree that they would feel more confident about tackling unfamiliar problems. 87% of the participants either agree or strongly agree that they would feel more confident about engaging colleagues to develop and achieve academic visions

in my institution/ faculty. Finally, 84% of the participants either agree or strongly agree that they would have more skills in terms of the internationalization of HEIs. A one-way ANOVA was conducted to assess whether the perceived skills developed differed depending on participants' age (<30, 30-40, >40). The analysis showed that there were no significant differences between age groups ($F(2) = .132$; $p > .05$). 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 ($t(31) = 2.430$; $p > .05$) and holding an academic position ($t(31) = 5.412$; $p > .05$).

2.2.5. Challenges in completion of the LEAD2 MOOC

Figure 18. depicts a set of challenges that participants had in the completion of the LEAD2 MOOC. Lack of time is the greatest challenge for participants followed by less or not self-directed and imbalance between work and personal life. 39% of participants disagree that lack of self-confidence was a challenge in the completion of course. Similarly, 38% of participants disagree that language barrier was a challenge.

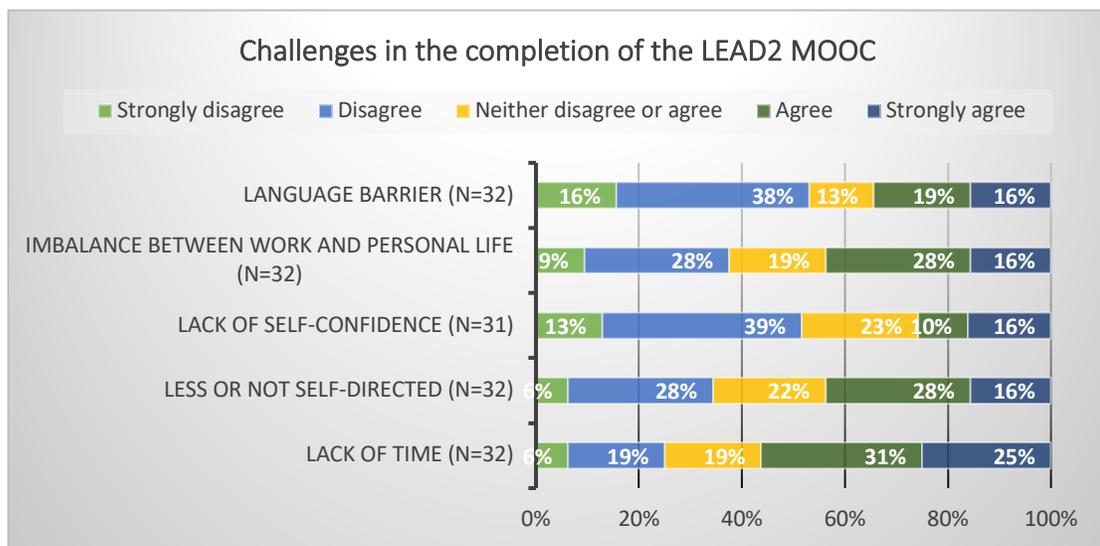


Figure 18. Challenges in the completion of the LEAD2 MOOC

2.3. Open- ended questions and interviews

To gain deeper insights into the learners' perceptions of the course, three sources with open-ended questions were considered. First, participants interview about the impacts of the MOOC. Second, reflections and sharing of experiences of the last module of the MOOC. Third, an open-ended survey question about the challenges in the completion of the MOOC. Below these sources are developed in more details.

2.3.1. Impacts of the MOOC

This section presents some participants answers to the interview about the impacts of the MOOC in terms of impacts on personal growth and improvement, influence on professional practices, and knowledge, skills, and competencies developed to tackle challenges of university governance and academic leadership.

2.3.1.1. Impacts on personal growth and improvement

Impacts on personal growth and improvement embrace three categories: changes in knowledge and skills, changes in values and belief, and changes in behavior. Regarding changes in knowledge and skills, the answers of the participants reflect their willingness to learn more about leadership, improve communication skills, and leadership skills. Some comments that illustrate this willingness are shown below.

“I know more about academic leadership, styles and theories applied in daily life. I have identified my own preferential personal leadership to apply the appropriate leadership styles regarding the context and prescription of this course.” (university student, male, 34 years old).

“This course is quite helpful for me and my future, I see my future in higher education. So, lots of things come in my mind, like internationalization. I went on an exchange program last year to the Virginia Tech university and, there are many things related to Pakistan universities. So, this thing I saw in this course that Europe and China are taking a group step towards internationalization. I hope that the rest of the world will also adopt such mayors in the future (...).” (Master student, male, 34 years old).

“And so, for the most part, it is kind of related in knowledge. And for skills, no, I cannot say about skills to match. Maybe of the knowledge, I have to say, because I learnt a lot from this MOOC, and then I don't have something to apply immediately. So, I cannot say about the skills, really. So, more like the knowledge. Yes. I earned a lot knowledge.” (Master student, male, 45 years old).

Regarding changes in values and belief, the answers of the participants reflect their openness to new ideas, broaden perspectives, transform how learners see and exercise leadership, a shift in viewpoint. Some answers that illustrate this openness are shown below.

“I can also say something about that because, actually, before joining the course, the MOOC course, I had some ideas related to leadership and management, but did not have that deep perspectives on leadership and the administrative law related to academic issues. So, my beliefs now have changed. It has added me some values relating to that I now believe that I can even undertake some leadership position and I am able to lead some people. The course has integrated some issues leading to leadership in higher education. So, I think that it has added some value for me.” (PhD student, female, 34 years old).

“It changed my view regarding the importance of promoting leadership on students.” (Assistant Professor, male, 41 years old).

“In general, of course, it changed my leadership perception to a greater extent. Before, I didn't know about how to influence the subordinates and how to govern an organization in a systematic way. So, this course offered me a lot great.” (Master student, male 34 years old).

Regarding changes in behavior, the answers of the participants focused on being able to take leadership responsibility, to influence subordinates, or become more strategic. Some answers that illustrate these changes in behavior are shown below.

Yes, definitely. I could say that this course had a great impact on me because, in terms of developing my theoretical knowledge, I have learned a lot about the process of taking the decision. I got more confident in the class, because I accepted the role of the coordinator of the in-service teacher training program and of my reconversion program. My responsibilities include talking for all the other teaching staff, making the schedule, making them meet analyses of all the teachers who come in, provide the courses, and then, watching the videos that were provided by the (###), doing the assignments, the (###) needs to be checked. And so on. It just raised my confidence and I was not already as much afraid as in the beginning. It was quite helpful for me. The same on the communication process with my boss, say the manager of the programme. Plus, I just felt easier in my role. It wasn't as complex as in the beginning. (Coordinator in teacher training, female, 44 years old).

“A good leader can influence his followers. As situational leader, I am able to motivate them and solve the conflicts to achieve the common goal (...). I am strategist because of my learning due to this course. The situational leadership and transformational leadership are more appropriate in my case and I can plan strategies and activities easily without too many fears.” (University student, male, 34 years old).

2.3.1.2. Influence on professional practices

Similarly, influence on professional practices embraces three categories: changes in leadership practices as an academic leader, changes in your outlook/ perspectives on career, and changes in networking and collaboration. Regarding changes in leadership practices as an academic leader, the answers of the participants focus on implementing active learning methodologies, changing their teaching practices, and the application of leadership styles. Some answers that illustrate this influence are shown below.

“It motivated me to promote leadership skills among my students. Therefore, I am taking advantage of using active learning methodologies.” (Assistant Professor, male, 41 years old).

“So, equally, my teaching practices have been influenced. Because I am teaching in undergraduate programs and graduate programs. Master’s degree programs. Actually, it is on educational management and I have two courses in this master’s degree program. I have taken some of the knowledge or some of the topics that I have encountered during this course. I have used some of those things in my teaching practice. The way how the quizzes were organized and conducted. So, some of the things I have taken for my own and teaching students.” (Coordinator of in-service teacher training program, female, 44 years old).

“I try to use situational leadership to overcome short challenges and transformational leadership for the long-term challenge. As student, this course helped me to feel more engaged in the students group and to accept that I have an important responsibility to develop my HE institutions by using my creativity, youth and digital skills to support the university vision and projects.” (Master student, male, 34 years old).

Regarding changes in their outlook/ perspectives on career, the answers of the participants focus on new directions, visions, or possibilities. Some answers that illustrate these changes are shown below.

“What I want to say is about that once you have been incorporated in this mechanism of administration, even if I wanted to quit now, it is impossible. No one would let me go. So, I think that I'm doing a pretty good job. And I think, even if I wanted very much to quit, no one was going to let me go. And I am going to keep on working on that and the same. And I know that I will be asked to pull some other administrative roles, but I don't know if I'm going to accept them. So, leadership roles are going to be my future career. Definitely.” (Coordinator of in-service teacher training program, female, 44 years old).

“In my career perspective, I feel empower to take academic career as researcher, teacher or administrative worker. Indeed, the training about young academic leaderships taught to me the strategies for a young leader to build a good vision; overcome the university challenges, accomplish my tasks without fear and keeping in mind that it is a process and long life learning is the key to become very experienced.” (Master student, male, 34 years old).

Regarding changes in networking and collaboration, most of the answers were categorized in terms of the ability to establish professional networks, build relations across sectors, or engage effectively in interdisciplinary groups. Some answers that illustrate these abilities are shown below

“As it relates to academic leadership, we have been able to engage and establish partnerships with international institutions, which has allowed us to pave the way for many of our counterparts in the Caribbean region. One example is our Global Gateway to Global Careers initiative, which gives our graduates access to international opportunities for further study an employment, while affording our institution more global exposure and presence.” (Supervisor of Faculty/academic oversight/curriculum development, female, 55 years old).

“Actually, there is difference in universities' administrative practices. Every university has its own (DO) or VC. As a whole VC, the same structure, but there is quite difference in each university's administrative practices. So, the LEAD2 project demonstrates the generosity of governance practices is quiet, encouraging and, futuristic, as well. So, I think, that the future is going to adopt such mayors that LEAD2 project is offering and working upon. And I think that there is quite different in the United States and European university structure. And there is quite a different in Asian university structure. So, the collaboration between all the universities is indispensable. (...)

Lastly, I want to say that the LEAD2 project must be enhanced towards the rest of the world. It must not be confined to Europe and China. But it must be promoted in rest of the world. Today's world needs research and more and more collaboration and more and more new solutions to the challenges that the world is facing. So, if we'll help off each other we can go forward.” (Master student, male, 34 years old).

2.3.1.3. Knowledge, skills, and competencies developed to tackle challenges of university governance and academic leadership

Further, the development of knowledge, skills, and competencies to tackle challenges of university governance and academic leadership covers academic leadership strategies, governance structures, change management, collaborative research projects and how to influence university stakeholders to improve university governance and academic leadership practices. Some answers that illustrate these challenges and influences are shown below.

“I have learned a lot from this course and I also recommend my friends to attend this course. From this course, I understood more about academic leaderships, governance structures, change managements and also roles and responsibilities of a head of department. I read the lecture notes I have downloaded repeatedly when there is similar situations or when I need for my leadership course. It was a great course I have ever attended.” (Lecturer, female, 31 years old).

“After having seen the MOOC course, there are so many things that I can claim as strategies or things that could help me to overcome these challenges. And one among them is that we may have, what we call, collaborative research projects. These are the key, and especially during this time when we want to solve various problems in universities. We have got so many challenges when it comes to labor market and the things relating to that. So, when we have this collaborative form of research, sometimes we may even involve other institutions that are not part of the academic world. So, for instance, we have some companies that we can involve in research. It is very easy now for our students to get engaged to the familiar environment and they are able now to work. To work in the way those organizational companies expect them to do so. I think having these collaborative researches with the other institutions, private or public institutions, or between one higher education and different level of education. It is very helpful for leaders to manage those challenges.” (PhD researcher, female 34 years old).

“I give advice to the heads of my ministry and together we try find solutions to improve university governance and academic leadership. Since I have informed the heads of my ministry about what I learned from the LEAD2 project, most often, they ask me to represent the ministry at meetings in universities and I take they occasion to use the skills and competences developed through the LEAD2 project to influence university stakeholders so as to improve university governance and academic leadership.” (Employee at the Ministry of Higher Education, Administrator, male, 41 years old).

2.3.2. Reflections and sharing of experiences

The last section of the MOOC is a module that aims to get insights on reflections and experiences that participants share to improve the MOOC in upcoming editions. These insights are presented below in terms of participants' reflections and lessons learned, academic leaders' good practices shared, and participants' voices regarding the MOOC.

2.3.2.1. Participants' reflections and lessons learned

To highlight and improve the MOOC in the next editions, learners were asked to reflect on their learning and lessons learned. Particularly, they were asked to share the most interesting or useful things they have learned from this MOOC. Figure 19. Shows a matrix of these reflections and lessons learned in terms of four components: theory, practice, knowledge, and skills/competencies. Quadrant I of the matrix shows an example of the reflections and lessons learned in terms of theory and skills/competencies. Quadrant II of the matrix shows an example of the reflections and lessons learned in terms of skills/competencies and practice. Quadrant III of the matrix shows an example of the reflections and lessons learned in terms of theory and knowledge. Quadrant IV of the matrix shows an example of the reflections and lessons learned in terms of knowledge and practice.

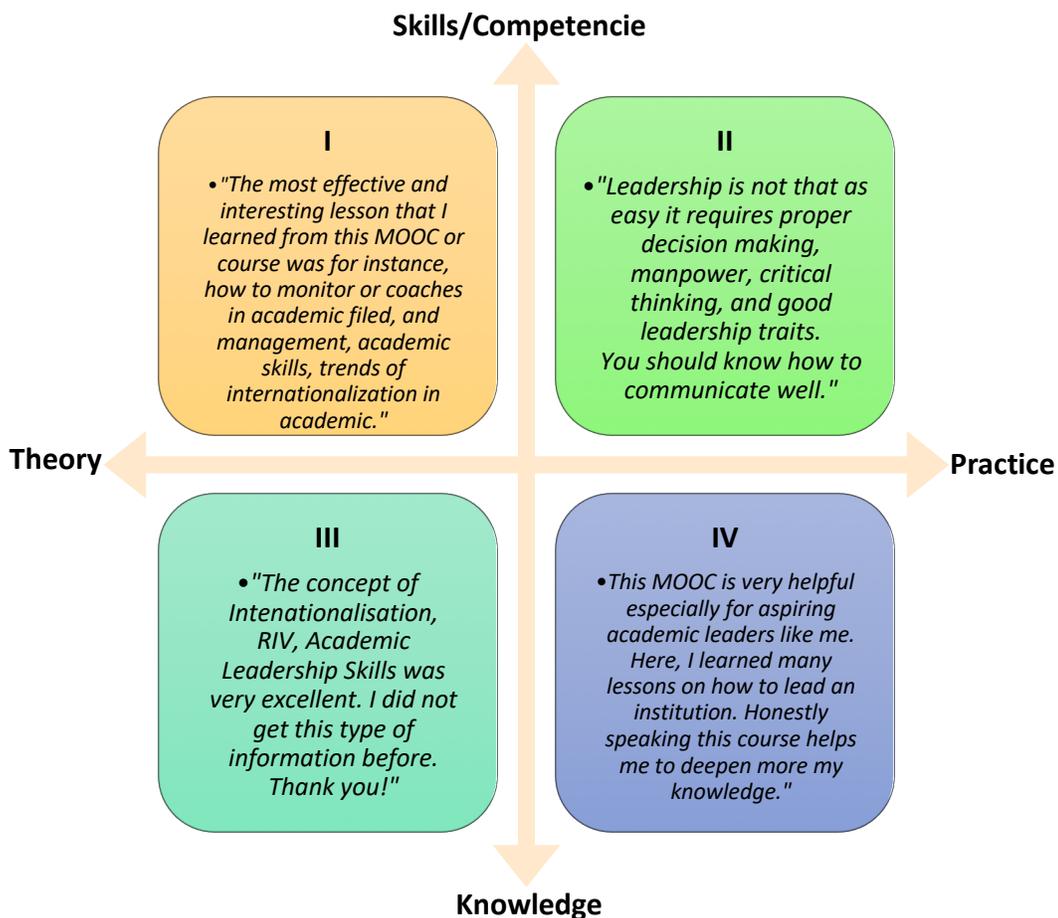


Figure 19. Matrix of reflections and lessons learned.

2.3.2.2. Academic leaders' Good practices shared

To get more insights on to improve the MOOC in upcoming editions, participants were asked to share, as academic leaders, their good practices from themselves and/or their university. These practices were varied. However, most of them are in terms of getting new learning skills and initiatives, following an academic training course, supporting economically the exchange of students, and focusing on a research topic. Some of these practices are presented below.

“I am preparing myself to be a successful academic leader, because for me till now am doing Managerial and academic job as acting deputy manager. An academic leader needs to practice themselves for new learning skills and initiatives so that he or she will be able to lead an institution with both necessary expertise and integrity and empathy. And give their Institutions strong competencies.”

“Yes, I had a very effective and so beneficial academic practice. For instance, during working as a coordination of students Affairs Assistant in student’s Affairs department, we had various academic training not only with the students but also with our colleague’s, Moreover, we also had cooperative notes and experience together with working team.”

“One of the good things that my university does is to economically facilitate the exchange of students between research groups from different universities, this allows us as teachers and researchers to exchange information and knowledge with other colleagues. As we have been saying in the course, international projection is one of the pillars on which a university that seeks international recognition and improves teaching and research processes must be sustained.”

“The good practice I would like to share which I implement in my university is that I focus on a research topic in general and work on it for the long run. Most academic universities chose a research area and focus for a period of two years at most to allow students complete their thesis that helps them understand explore endless opportunities and findings related to the field of study.”

2.3.2.3. Participants’ voices regarding the MOOC

Similarly, the last module of the course asked the participants to tell about their comments or ideas about what they think of the MOOC. Manly, thanks were for providing training opportunities and the usefulness of the course content was mentioned. Some comments that illustrate this perspective are shown below.

I would like to thank MOOC Supervisors; it was very useful for me and sure for participants from all the world.

Thank you for the opportunity to learn and share with the other participants.

This MOOC course is excellent, challenging, and interesting. This topic brought so much tough experience in academic leadership content which is not really easy unlike some other MOOC

courses. I felt so pressured and challenged about this awesome content I enjoyed reading and listening from the shared lectures from our distinguished lecturer professors/ instructors and shared experience from our classmates in this forum in every module. To wrap up this course is impressive, informative, and engaging to professional online learners in the field of education both basic and higher education area.

Thanks for the opportunity. I am glad to be your learners at this moment.

2.3.3. Challenges in the completion of the MOOC

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

Unable to access the assignment because all were locked

There was no downloadable module packet together. It is a drawback of this course, I think.

I am not able to access the discussion forum due to my busy schedule.

One of the challenges is having an unexpected and heavy workload because of Work from Home which demands us to be assigned any duties at any time and to finish the duties in a short time. This had caused me to read and study all the resources provided and to participate in discussions.

Actually, the readings require huge time to complete and understand but I liked the overall evaluation method. I think reading materials should be reduced to a number that everyone can complete reading and gather knowledge with due interest.

Having enough time and "creative energy/inspiration" for completing the course online.

III. Conclusions

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

On the one hand, participants enrolled the course because they want to adapt to new academic leadership styles in the future and for enhancing self-growth in university governance and academic leadership. They also think that a MOOC on leadership development is a good and wise idea, and they are positive towards a MOOC on leadership development. This shows their main motivations and a high positive attitude towards the MOOC. Similarly, it can be seen a good acceptance as well as intention to use a MOOC on leadership development in the future. Further, they feel that they had a better understanding of old and new challenges for higher education in different contexts and that they have more skills in developing university innovation strategies.



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These perceptions are in line with participants satisfaction where they feel very satisfied or extremely satisfied with the overall experience with MOOC use to learn university governance and academic leadership, as well as the feeling of achieving their goals after finishing the course. Similarly, they agree that course assignments were interesting and stimulating and they have enjoyed taking the course. Likewise, interviews showed impacts on personal growth and improvement in terms of willingness to learn more about leadership, improve communication skills, and leadership skills, as well as openness to new ideas, broaden perspectives, transform how learners see and exercise leadership, a shift in viewpoint. Additionally, influence on professional practices and knowledge, skills, and competencies developed to tackle challenges of university governance and academic leadership such as implementing active learning methodologies, changing their teaching practices, and the application of leadership styles as wells influence on the ability to establish professional networks, build relations across sectors or engage effectively in interdisciplinary groups. In other words, participants expressed a varied set of reflections and lessons learned of theory, practice, knowledge, and skills/competencies.

On the other hand, although learner's interactions show that the course provided them with an opportunity to learn from other participants, there is still room for improvement in terms of leaners participation. For instance, since most of the participants reported completing the course towards the end/ just before the end, the highest participation during the firsts weeks of the course can be enhanced. Similarly, challenge such as lack of time, less or not self-directed, an imbalance between work and personal life, content accessibility, and workload are elements to be considered for the upcoming editions of the MOOCs.