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LEAD2 MOOC Report

LEAD2 MOOC

Leadership Development for Young Academic Leaders

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PROJECT

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

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

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I. Introduction

The LEAD2 MOOCs are part of the LEAD2 project which aims to enhance knowledge, skills, and competencies regarding University Governance and Academic Leadership. These MOOC courses are one of the deliverables of the LEAD2 project. They focus on European and Chinese university governance and academic leadership and are open to all people regardless of their countries, institutions, or academic positions. In October 2020, the first edition of the English version of MOOC on Leadership Development for Young Academic Leaders was launched with 1791 learners enrolled.

Within this context, learners of the course were invited to participate in the LEAD2 MOOC Survey to evaluate their perceived effectiveness of MOOCs on leadership development (a total of 84 responses were obtained). They also participated in the Canvas survey to know more about their experience with the course (a total of 29 responses were obtained) and is used to complement the analyses of this report. Similarly, data from the LMS Canvas Network® (the platform hosting the LEAD2 MOOC) is utilized to analyze the participation's engagement and learning results in the MOOC. This setting provides an overview of MOOC participants' activity and it has also been used to complement the analyses of the user experience and perceived effectiveness in this report.

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

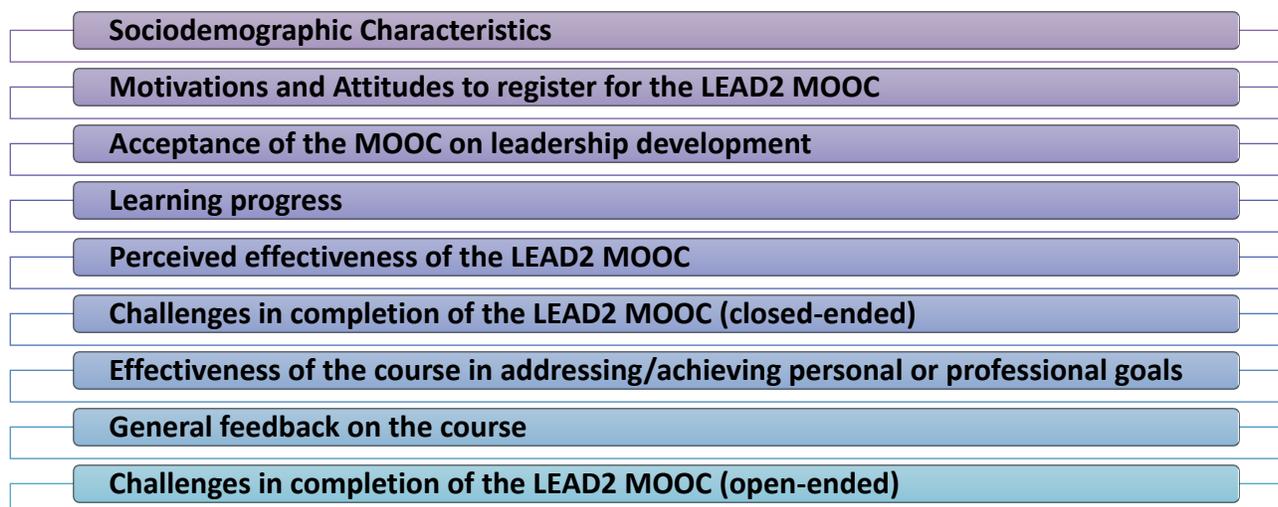


Figure 1. Summary of the main result sections to be presented in the report.

II. Results

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

2.1. Sociodemographic Characteristics

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

2.1.1. Genders – Age – Educational levels

Figure 2. shows the genders, age, and educational levels. Most of them are male (68%). Half of the participants have less than 30 years old (51%), followed by 35% having between 30 and 40 years old, and the remaining 14% more than 40 years old. Regarding educational level, two-fifths of the participants (41%) have a college or a bachelor’s degree, 31% master’s degree (or equivalent), 19% high school or college preparatory school, and the remaining 8% PhD, J.D., or M.D. (or equivalent).

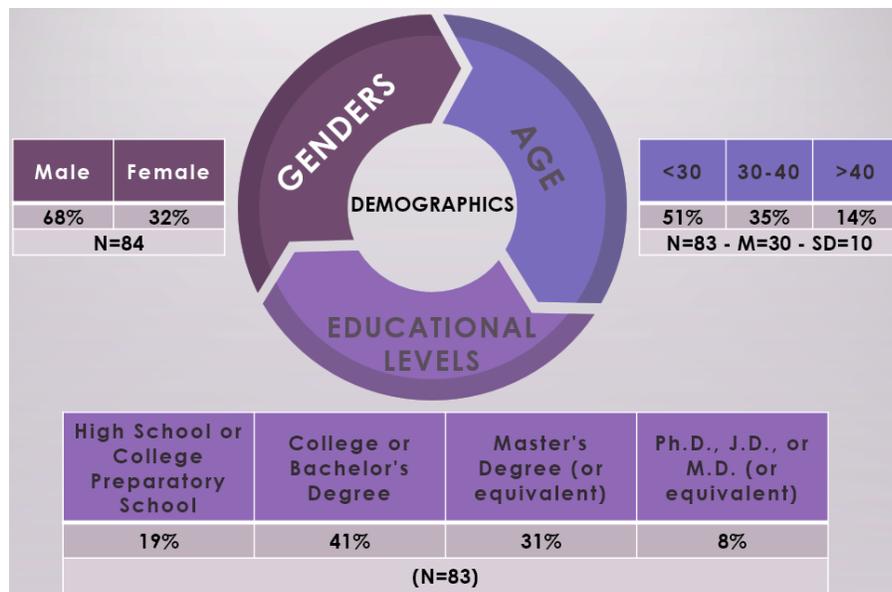


Figure 2. Genders, age, and educational levels.

2.1.2. Type of Institution

Figure 3. shows the type of institution that participants belong to. In this regard, 48% of them belong to a public university/institution, followed by 43% to a private university/institution, and 10% to other institutions.

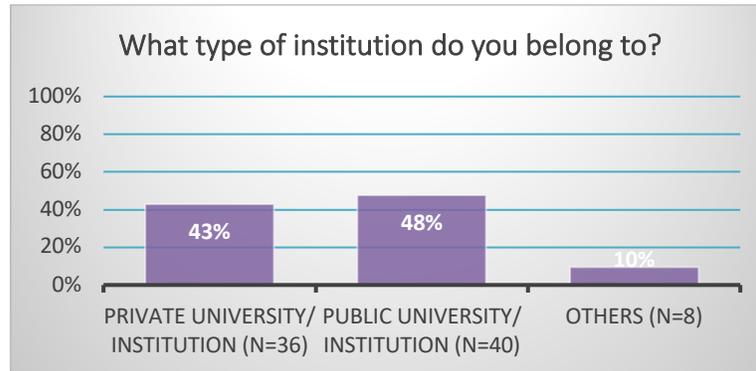


Figure 3. Type of institution that participants belong to.

2.1.3. Academic position

Figure 4. shows whether participants hold an academic position. In this regard, 64% of them hold it and 36% do not.

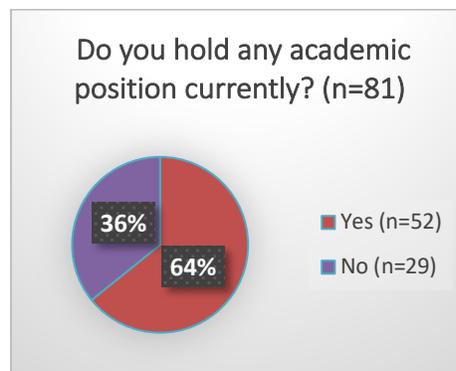


Figure 4. Participants holding an academic position.

2.1.4. Years of Academic Leadership Experience

Figure 5. shows how many years of academic leadership experience participants have. 72% of them have between 0 and 4 years of experience, followed by 15% of them who have between 5 and 9 years of experience, 10% between 10 and 14 years of experience, and 4% between 15 and 20 years of experience.

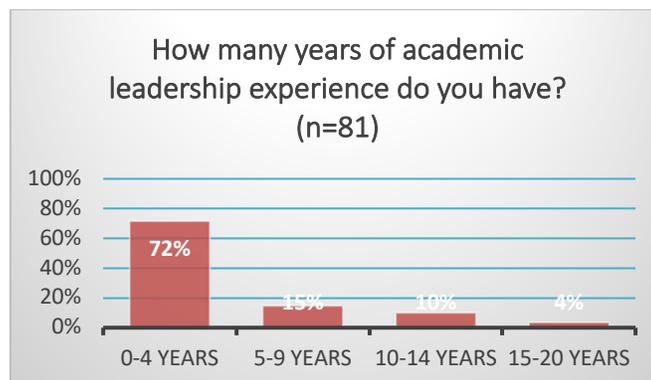


Figure 5. Years of academic leadership experience.

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, and 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 (data obtained from the LEAD2 survey). Regarding motivations, Figure 6. shows that 97% of participants either agree or strongly agree that they registered the course to adapt to new academic leadership styles in the future and 90% for enhancing self-growth in university governance and academic leadership. Followed, 87% of participants either agree or strongly agree that they registered for the course for preparing for their career/job. Further, 83% of them either agree or strongly agree that they registered for satisfying their enquiring mind and 82 for the joy of learning while participating in the program. Finally, 60% of them either agree or strongly agree that they registered to make more friends with the same interest. Comparisons between means were employed to assess differences between the groups of sociodemographic variables age, educational levels, gender, and academic position. A one-way ANOVA was conducted to assess whether the motivation differed depending on participants' age (<30, 30-40, >40) and educational levels (High School or College Preparatory School, College or Bachelor's Degree, Master's Degree (or equivalent), and Ph.D., J.D., or M.D. (or equivalent)). The analysis showed that there were no significant differences between age groups ($F(2) = ,221$; $p > ,05$) and the groups of educational levels ($F(3) = 1,025$; $p > ,05$). 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 ($t(76) = 1,010$; $p > ,05$) and holding an academic position ($t(75) = ,909$; $p > ,05$).

As for the attitudes, 95% of participants either agree or strongly agree that studying through a MOOC on leadership development is a good idea. 92% of them either agree or strongly agree that they are positive towards a MOOC on leadership development, and 91% that studying through a MOOC on leadership development is a wise idea. Comparisons between means were employed to assess differences between the groups of sociodemographic variables age, educational levels, gender, and academic position. A one-way ANOVA was conducted to assess whether the attitude differed depending on participants' age (<30, 30-40, >40) and educational levels (High School or College Preparatory School, College or Bachelor's Degree, Master's Degree (or equivalent), and Ph.D., J.D., or M.D. (or equivalent)). The analysis showed that there were no significant differences between age groups ($F(2) = 1,115$; $p > ,05$) and the groups of educational levels ($F(3) = 1,028$; $p > ,05$). 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 ($t(76) = ,777$; $p > ,05$) and holding an academic position ($t(75) = ,902$; $p > ,05$).

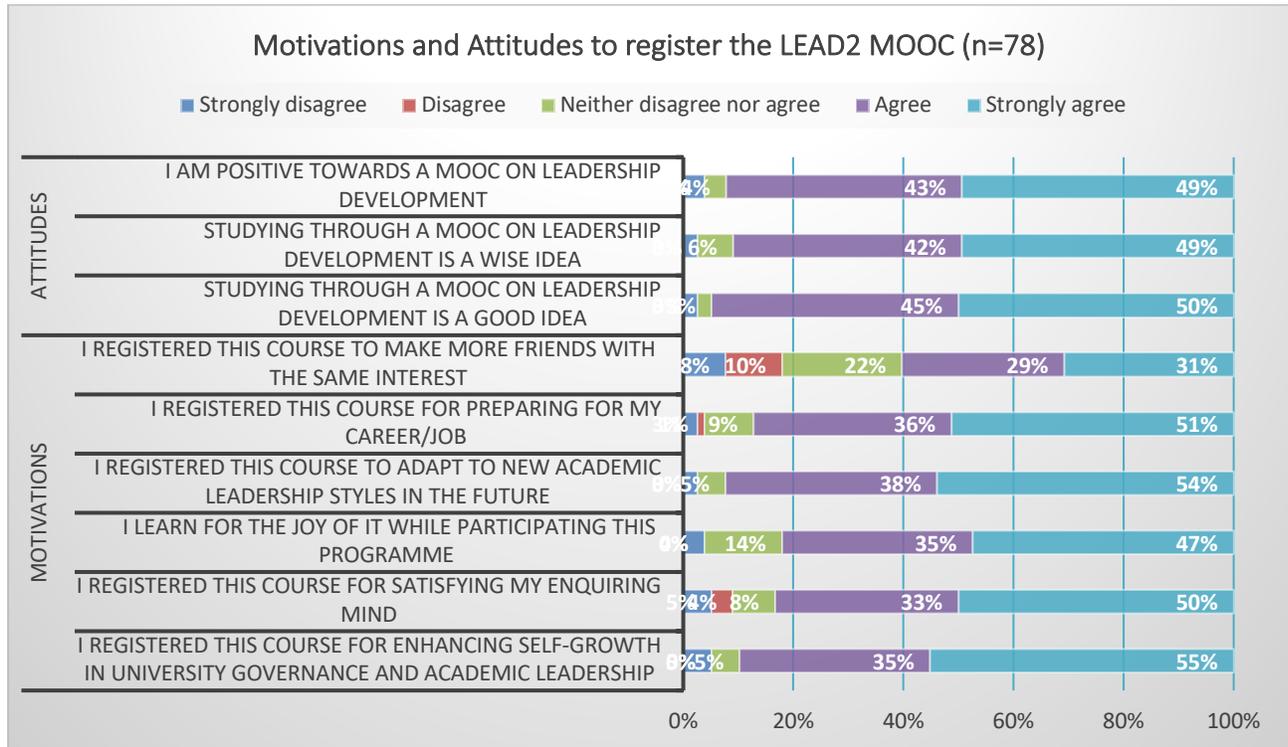


Figure 6. Motivations and Attitudes to register the LEAD2 MOOC.

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 7. shows the participants' acceptance of the LEAD2 MOOC (data obtained from the LEAD2 survey). 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, 89% participants either agree or strongly agree that a MOOC on leadership development could make it easier to work in their field, and 86% that it would improve their job performance and 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, 90% find a MOOC on leadership development easy to use, and 87% that It is easy to become skillful at using a MOOC on leadership development. As for Behavioral Intention to Use, 92% of the participants either agree or strongly agree that they intend to utilize a MOOC on leadership development for various purposes such as self-development, 87% that they intend to be a user of a MOOC on leadership development after the current course, and 86% of them that they intend to use a MOOC on leadership development in the future.

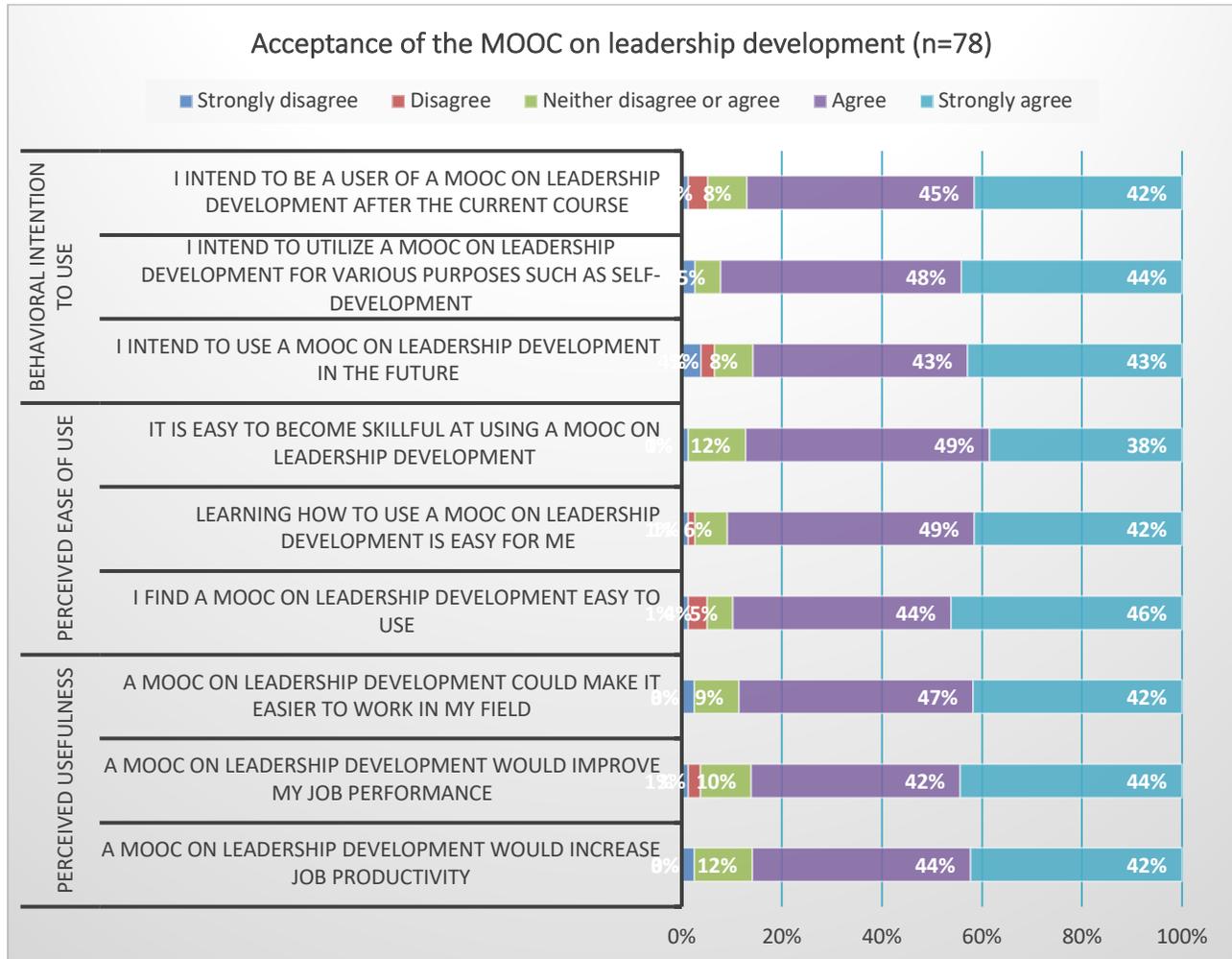


Figure 7. Acceptance of the MOOC on leadership development.

2.2.3. Learning progress

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

2.2.3.1. Learning analytics

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

2.2.3.1.1. MOOC participants' weekly online activity

Figure 8. depicts the MOOC participants' weekly online activity by average page views and average participation over the 20 weeks that the course was open for MOOC participants. In general terms, the dotted lines show a tendency towards the activity to decrease over the weeks. The activity of the first week starts with the highest average page views (7,1 out of 10) during the entire course but with low average participation (0,2

out of 1). From the second week to the eighth week both the average page views and the average participation remain low. It is only from the ninth week to the fourteenth week (from Nov 30 to Jan 04) that both averages of page views (5 out of 10) and participation (0,3 out of 1) start to increase. Although in the following two weeks (fifteen and sixteen) the average page views remain similar to the previous ones, the average participation begins to drop again. In the last five weeks (from Jan 25 to Feb 22) both the average page views and the average participation have the lowest rate.

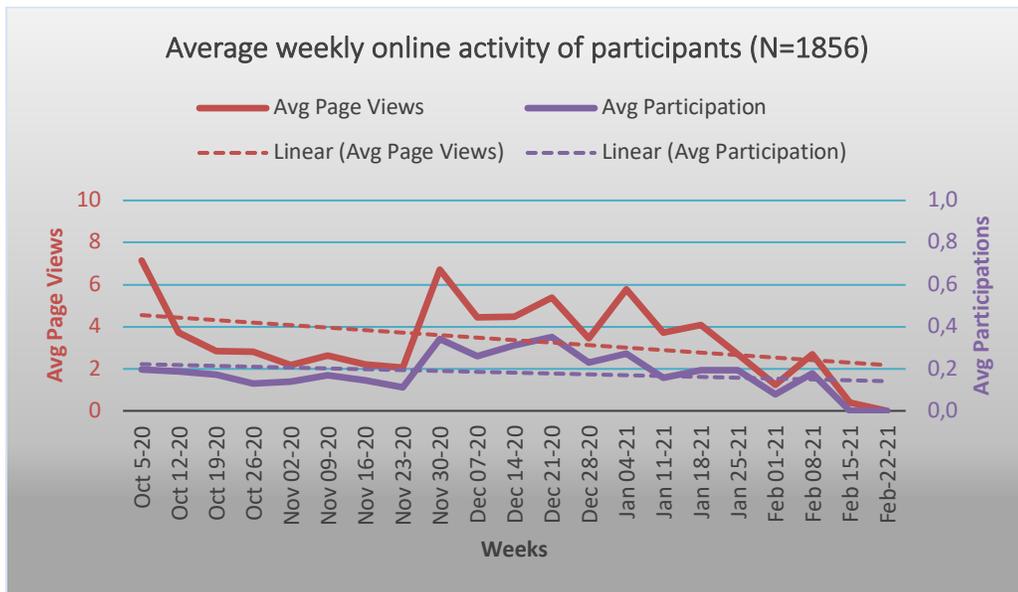


Figure 8. Participants' weekly online activity by the average page views and participation

2.2.3.1.2. MOOC participants' activity in the module sections

Figure 9. 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 486 participants and on average 1324 page views, the remaining modules have on average 97 participants and 275 page views. However, the highest average activity that can be seen in module 2 (in sub-modules 2.1. about the concept of university governance and 2.2. about the university governance structure), is similar to the lowest average activity that can be seen in module 1 (in sub-module 1.4 about what does young academic leadership mean). The lowest activity is registered in sections module 3, followed by sections Module 5, then by sections module 4.

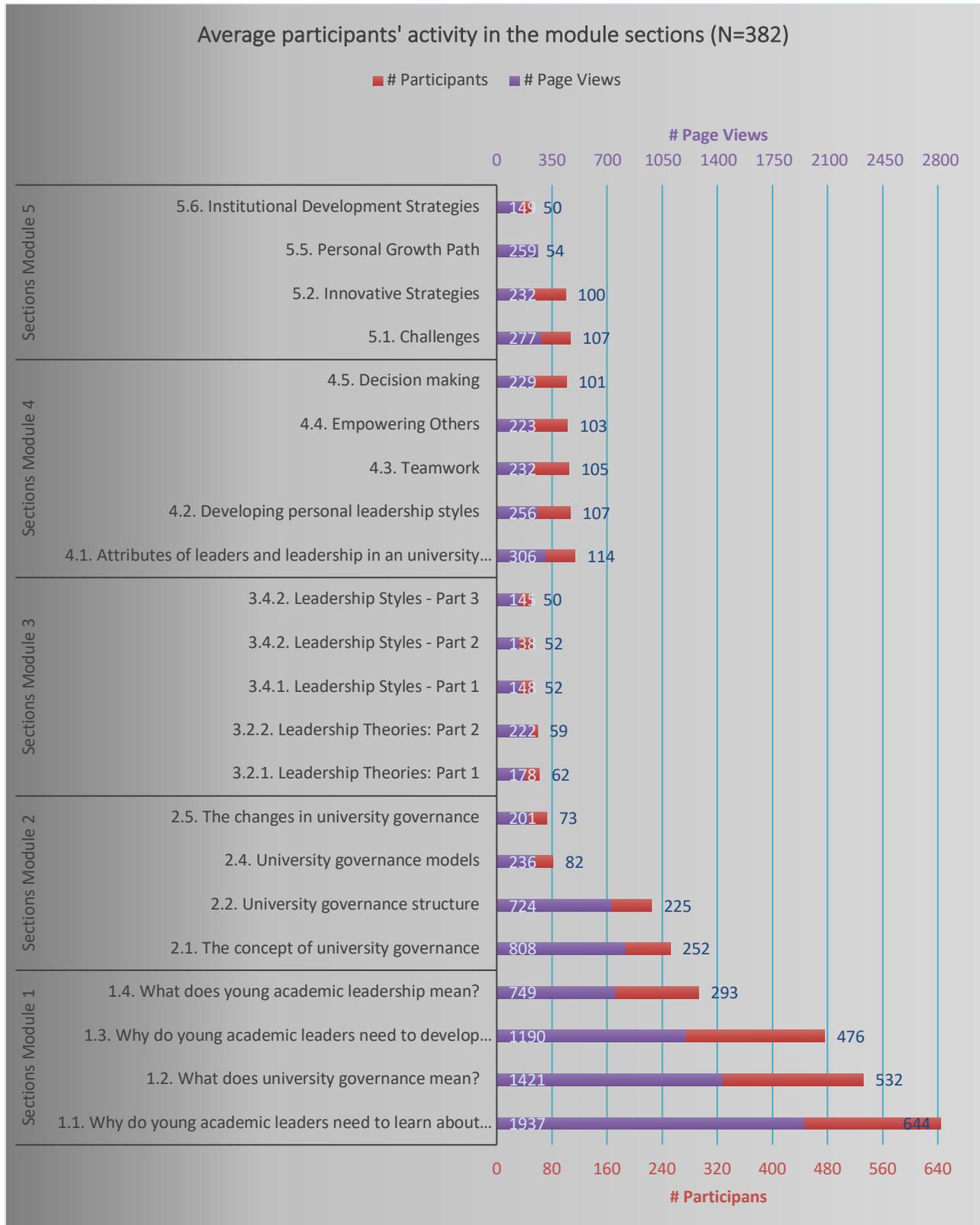


Figure 9. Participants' activity in the module sections

2.2.3.1.3. MOOC participants' average grades in module activities

Figure 10 depicts the participants' average grades in modules activities. On the one hand, it can be said that participants achieved at least 52% and at most 81% of the grade in module activities (quizzes 2.3 and 3.5, respectively). Additionally, the highest-grade achievement average per module is presented in module 3 (69%), followed by modules 4 and 5 (both with 67%), then module 2 (65%) and finally module 1 (62%). On the other hand, the highest-grade achievement in assignments is in module 2 (77%), followed by modules 1 (67%), 4 (66%) and 3 (65%), then in module 5. Regarding forums, the highest-grade achievements are in modules 5 (73%) and 4 (71%), followed by module 3 (66%), and then by modules 2 (55%) and 1 (54%). Finally, the highest grade achievement in quizzes is as follows: quiz 3.5 (81%), quiz 2.6 (75%), quiz 5.8 (73%), quiz 5.4 (70%), quiz 3.3 (66%), quiz 1 (65%), quiz 4 (64%), and quiz 2.3 (52%).

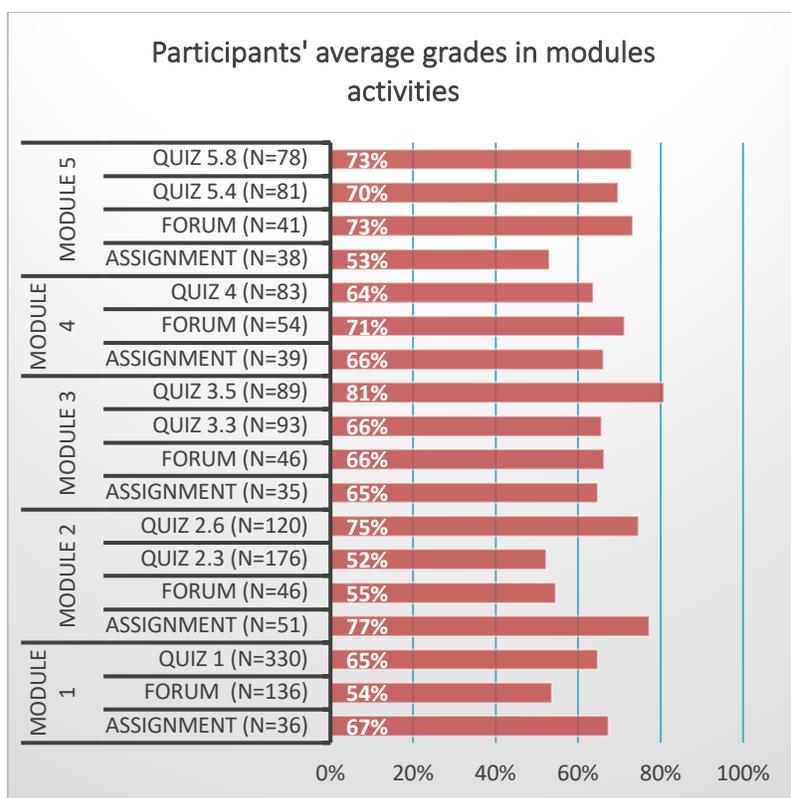


Figure 10. Participants' average grades in modules activities

2.2.3.2. Learning progress reported by learners

This subsection presents the Learning progress reported by learners in terms of the number of hours a week spent by participants (data obtained from the Canvas survey), how long they took to complete the course, the number of activities and content covered, and the peer interaction quality (data obtained from the LEAD2 survey).

2.2.3.2.1. Number of hours a week spent by participants

Figure 11. shows the number of hours a week that participants report they spend over the weeks. Most participants (25%) report that they spend 2 to 4 hours a week. Followed by 21% of participants who report spending between 1 and 2 hours, 18% between 4 and 6 hours, another 18% between 6 and 8, and another 18% more than 8 hours a week.

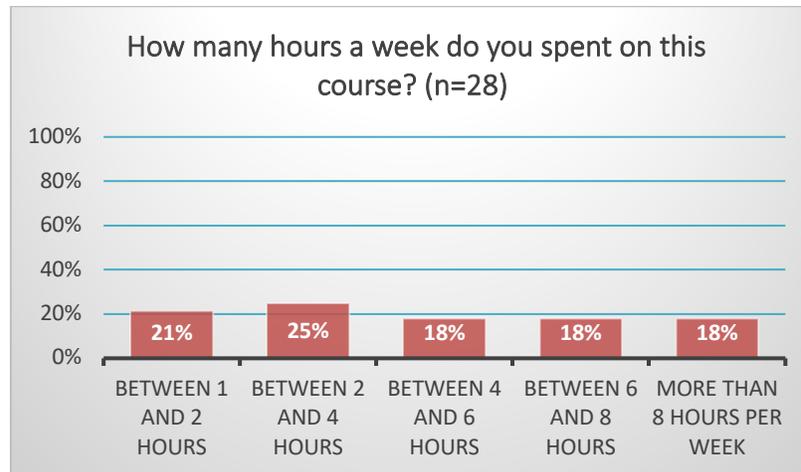


Figure 11. Number of hours a week spent by participants.

2.2.3.2.2. Time to complete the course

Participants were asked how long it took them to complete the course. Figure 12. shows that most of the participants (44%) reported completing the course towards the end/ just before the end. 32% of participants reported finishing the course in a few weeks, 15% towards the middle, and 9% in a few days.

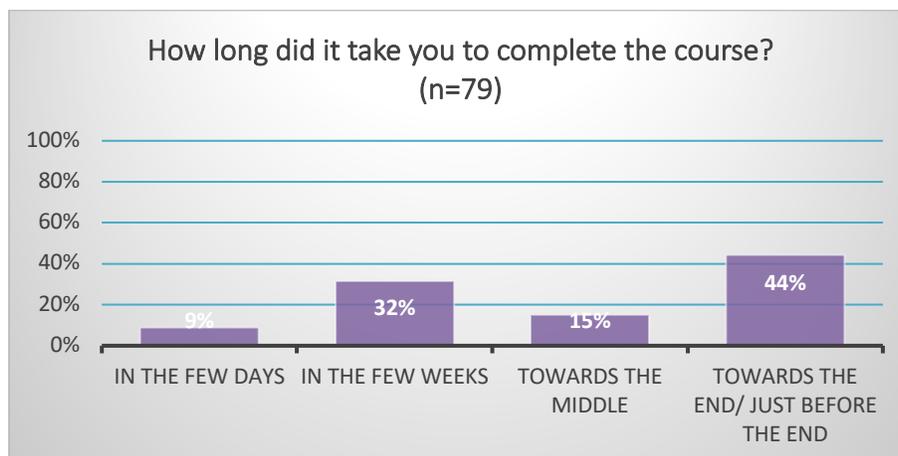


Figure 12. Time to complete the course.

2.2.3.2.3. Number of activities and content covered

Figure 13. shows the number of activities and content that participants report they covered. More than 50% reported that they have completed all the activities and watched/read all content. 30% say they have completed most of the activities and 18% have watched/read most of the content.

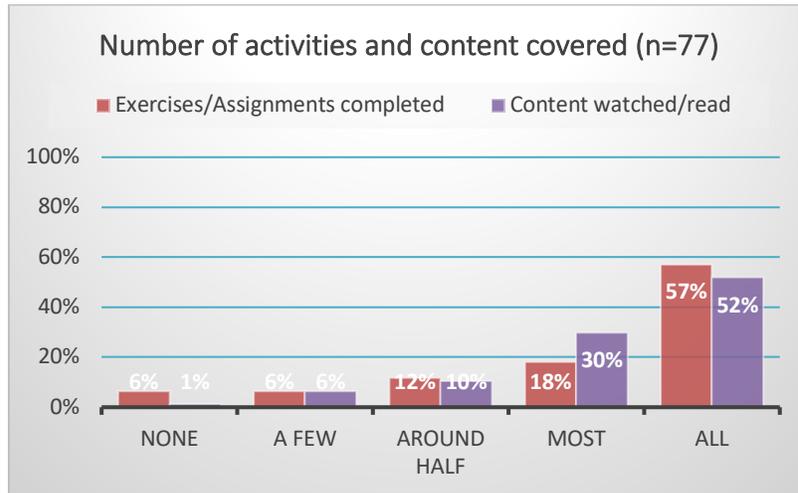


Figure 13. Number of activities and content that participants report they covered.

2.2.3.2.4. Peer interaction quality

Figure 14. 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 took place via electronic means such as email, discussion forum, instant message tools, or collaborative working space such as google docs, wikis, etc.

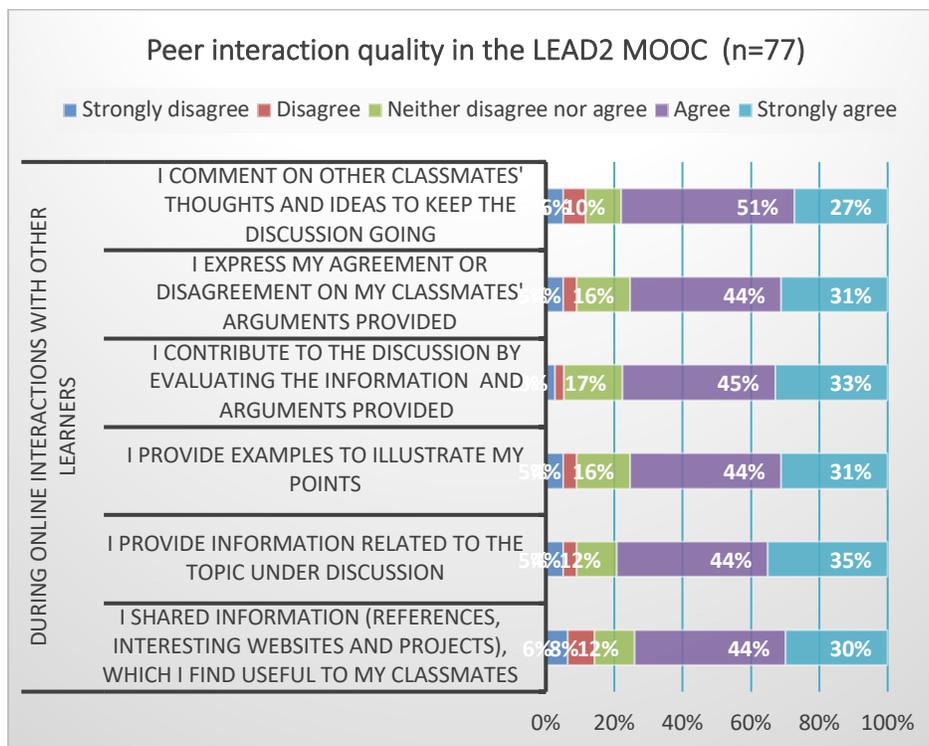


Figure 14. Peer interaction quality in the LEAD2 MOOC.

Figure 12. shows in this regard that 79% of the participants either agree or strongly agree that during online interaction with peers they provided information related to the topic under discussion, 78% either agree or

strongly agree that they have contributed to the discussion by evaluating the information and arguments provided and that they have commented on other classmates' thoughts and ideas to keep the discussion going, 75% of the participants either agree or strongly agree that they have provided examples to illustrate their points and they have expressed their agreement or disagreement on their classmates' arguments provided, 74% of the participants either agree or strongly agree that they have shared information (references, interesting websites, and projects), which they find useful to their classmates.

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 15. shows the participants' overall rating of the course (data obtained from the Canvas Survey). 61% of the participants rate the course with 5 stars, 32% of the participant rate the course with 4 stars, and 7% with 3 stars.

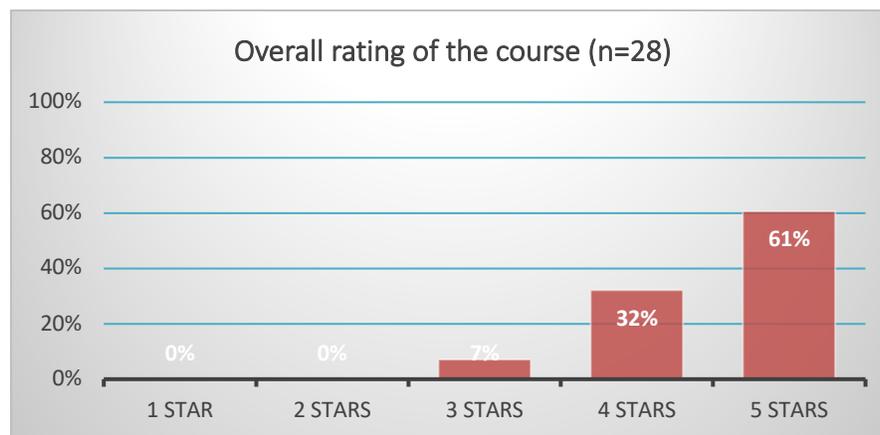


Figure 15. Overall rating of the course.

Figure 16 shows satisfaction with the overall MOOC experience and goal achievement in the course (data obtained from the LEAD2 Survey). In this regard, 87% of participants either agree or strongly agree that they have achieved their goals after finishing this course. Further, 85% of participants either agree or strongly agree that they have felt satisfied with the overall experience with MOOC use to learn university governance and academic leadership. Comparisons between means were employed to assess differences between the groups of sociodemographic variables age, educational levels, gender, and academic position. A one-way ANOVA was conducted to assess whether the reported overall satisfaction differed depending on participants' age (<30, 30-40, >40) and educational levels (High School or College Preparatory School, College or Bachelor's Degree, Master's Degree (or equivalent), and Ph.D., J.D., or M.D. (or equivalent)). The analysis showed that there were no significant differences between age groups ($F(2) = 2,498$; $p > ,05$) and the groups of educational levels ($F(3) = ,688$; $p > ,05$). Similarly. An independent t-test was conducted to assess whether the reported overall

satisfaction differed depending on participants' gender (female and male) and holding an academic position (yes and no). The analysis showed that there were no significant differences between genders ($t(80) = -.280$; $p > .05$) and in whether holding an academic position ($t(78) = .053$; $p > .05$).

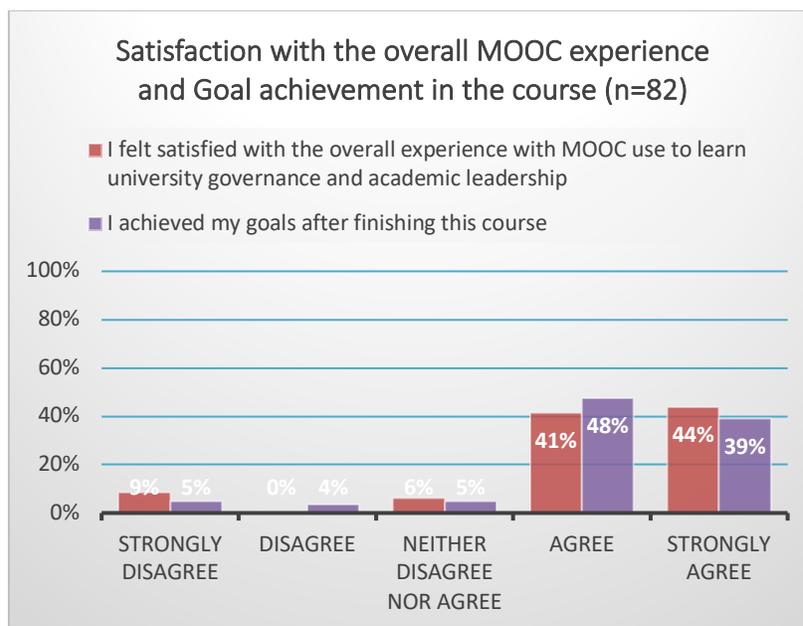


Figure 16. Satisfaction with the overall MOOC experience and Goal achievement in the course.

2.2.4.2. Perceived impact of the course content

Perceived impact of the course content is measured by the perceived effectiveness of the course content (data obtained from the LEAD2 Survey) and the level of agreement about the positive impact of the course materials and activities on the learning experience (data obtained from the Canvas Survey). Regarding the perceived impact of the course content, Figure 17. 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. 93% of the participants either agree or strongly agree that would recommend the course to friends/colleagues, 91% of the participants either agree or strongly agree that they have learned a lot in the course, 90% of the participants either agree or strongly agree that they have enjoyed taking the course, 88% either agree or strongly agree that the course effectively challenged them to think, 87% of the participants either agree or strongly agree that the course assignments were interesting and stimulating, and 86% either agree or strongly agree that and that the course was up to date with developments in the field. Comparisons between means were employed to assess differences between the groups of sociodemographic variables age, educational levels, gender, and academic position. A one-way ANOVA was conducted to assess whether the perceived impact differed depending on participants' age (<30, 30-40, >40) and educational levels (High School or College Preparatory School, College or Bachelor's Degree, Master's Degree (or equivalent), and Ph.D., J.D., or M.D. (or equivalent)). The analysis showed that there were no significant differences between age groups ($F(2) = .931$; $p > .05$) and the groups of educational levels ($F(3) = .295$; $p > .05$). Similarly. An independent t-test was conducted to assess whether the perceived impact differed depending on participants' gender (female and male) and holding an

academic position (yes and no). The analysis showed that there were no significant differences between genders ($t(80) = -.316$; $p > .05$) and holding an academic position ($t(78) = .213$; $p > .05$).

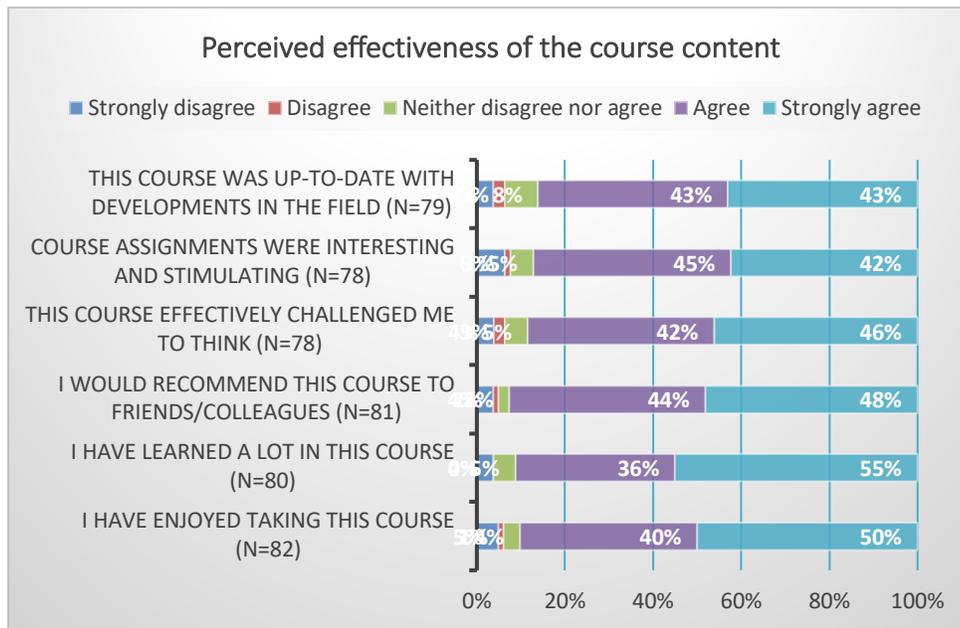


Figure 17. Perceived effectiveness of the course content.

Regarding the level of agreement about the positive impact of the course materials and activities on the learning experience. Figure 18. shows most of the participants (86%) agree or strongly agree that the materials (lectures, videos, documents) and activities (discussions, assignments, quizzes) of the course have a positive impact on the learning experience.

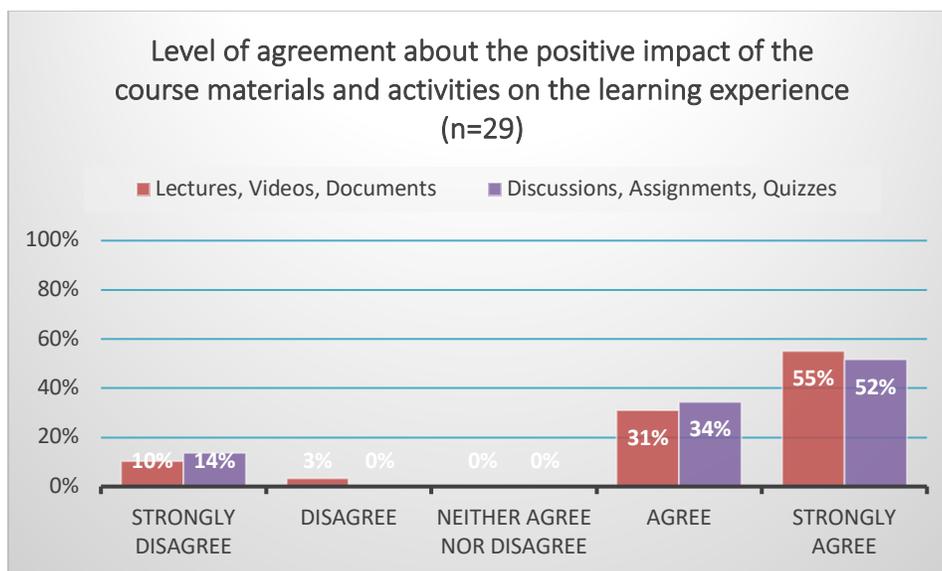


Figure 18. Level of agreement about the positive impact of the course materials and activities on the learning experience.

2.2.4.3. Learner-learner interaction

Figure 19. shows the participant’s perception of their intersections with their peers (data obtained from the LEAD2 Survey). 83% of the participants either agree or strongly agree that learner’s interaction was an important learning component of the course, 77% of the participants either agree or strongly agree that the course provided them an opportunity to learn from other participants and that they felt satisfied with the collaboration with peers during the course. Finally, 75% of the participants either agree or strongly agree that had sufficient opportunity to interact with other participants in the course.

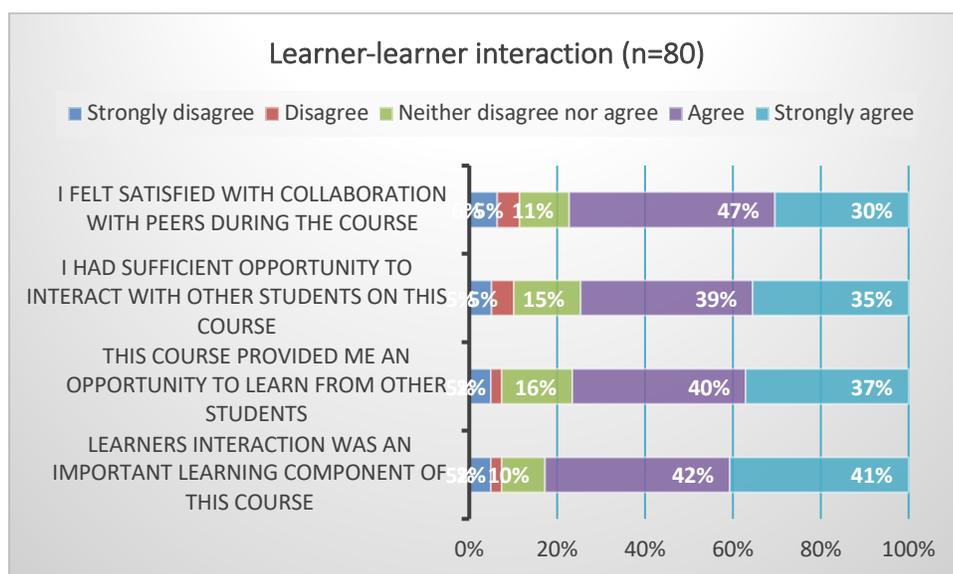


Figure 19. Learner-learner interaction.

Comparisons between means were employed to assess differences between the groups of sociodemographic variables age, educational levels, gender, and academic position. A one-way ANOVA was conducted to assess whether the perceived learner-learner interaction differed depending on participants' age (<30, 30-40, >40) and educational levels (High School or College Preparatory School, College or Bachelor's Degree, Master's Degree (or equivalent), and Ph.D., J.D., or M.D. (or equivalent)). The analysis showed that there were no significant differences between age groups ($F(2) = .905$; $p > .05$) and the groups of educational levels ($F(3) = .341$; $p > .05$). 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 ($t(80) = -1,577$; $p > .05$) and in whether holding an academic position ($t(78) = -.042$; $p > .05$).

2.2.4.4. Perception of knowledge and skills developed

Figure 17. shows the perception of knowledge and skills developed (data obtained from the LEAD2 Survey). Regarding knowledge, 91% of the participants either agree or strongly agree that they have gained knowledge on university governance and academic leadership, had a better understanding of old and new challenges for higher education in different contexts, and of challenges academic leaders are facing. Similarly, 88% of the participants either agree or strongly agree that they have gained knowledge of different leadership styles and

had more understanding of university structures. Likewise, 85% of the participants either agree or strongly agree that they gained and enhanced awareness of the roles of leaders for university innovation and globalization. Comparisons between means were employed to assess differences between the groups of sociodemographic variables age, educational levels, gender, and academic position. A one-way ANOVA was conducted to assess whether the perceived knowledge gained differed depending on participants' age (<30, 30-40, >40) and educational levels (High School or College Preparatory School, College or Bachelor's Degree, Master's Degree (or equivalent), and Ph.D., J.D., or M.D. (or equivalent)). The analysis showed that there were no significant differences between age groups ($F(2) = 1,375$; $p > ,05$) and the groups of educational levels ($F(3) = ,730$; $p > ,05$). 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 ($t(77) = ,139$; $p > ,05$) and holding an academic position ($t(76) = ,451$; $p > ,05$).

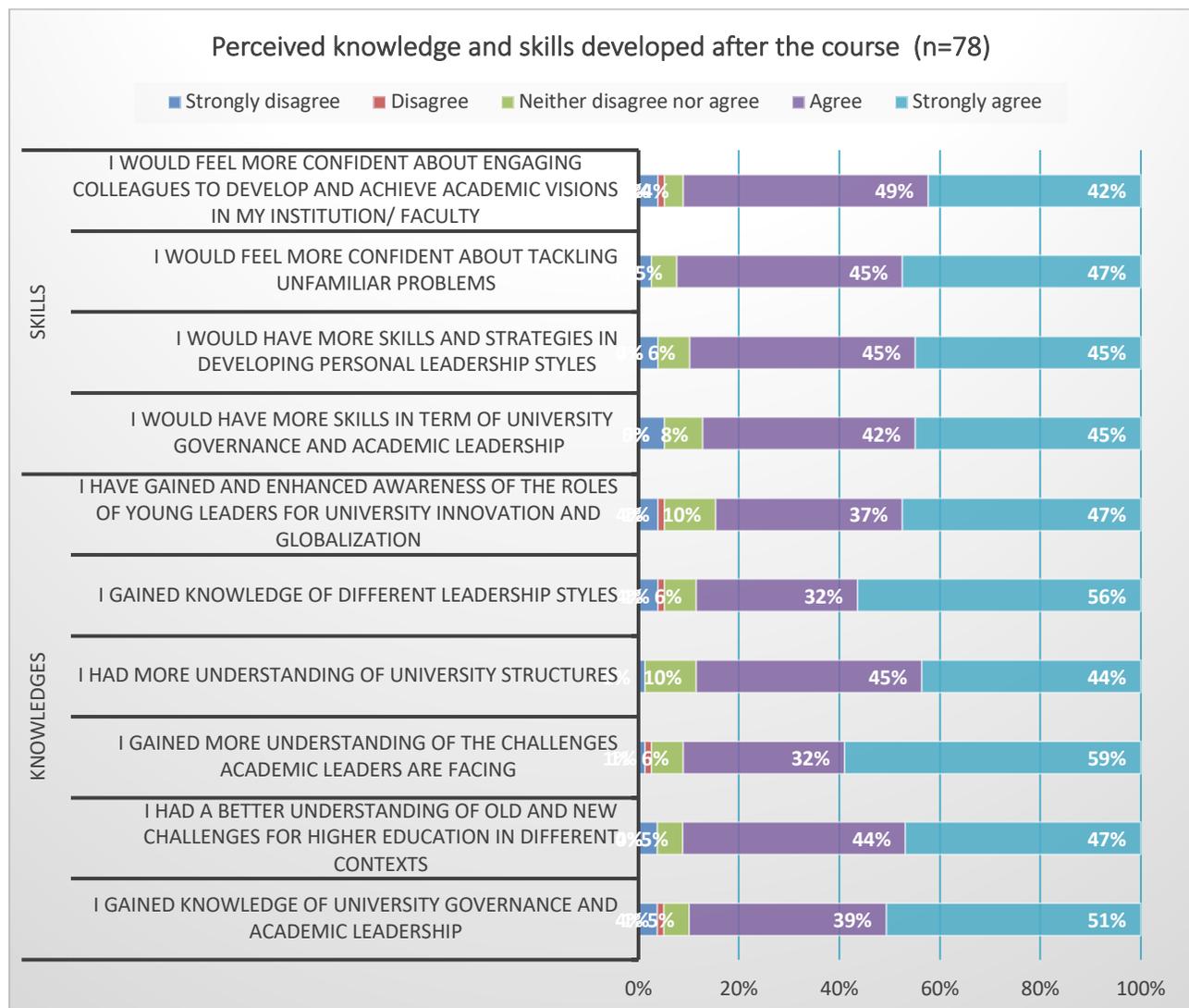


Figure 20. Perception of knowledge and skills developed

As for skills, about 90% of the participants either agree or strongly agree that after the course they would feel more confident about tackling unfamiliar problems (92%) and engaging colleagues to develop and achieve academic visions in my institution/ faculty (91%). Similarly, about 90% participants either agree or strongly agree that after the course they would more skills and strategies in developing personal leadership styles, and in terms of university governance and academic leadership. Comparisons between means were employed to assess differences between the groups of sociodemographic variables age, educational levels, gender, and academic position. A one-way ANOVA was conducted to assess whether the perceived skills developed differed depending on participants' age (<30, 30-40, >40) and educational levels (High School or College Preparatory School, College or Bachelor's Degree, Master's Degree (or equivalent), and Ph.D., J.D., or M.D. (or equivalent)). The analysis showed that there were no significant differences between age groups ($F(2) = .044$; $p > .05$) and the groups of educational levels ($F(3) = 1.511$; $p > .05$). Similarly. An independent t-test was conducted to assess whether the perceived skills developed differed depending on participants' gender (female and male) and holding an academic position (yes and no). The analysis showed that there were no significant differences between genders ($t(76) = 1.028$; $p > .05$) and holding an academic position ($t(75) = .845$; $p > .05$).

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

Figure 21. depicts a set of challenges that participants had in the completion of the LEAD2 MOOC (data obtained from the LEAD2 Survey). Lack of time seems to be the major challenge for participants with 45% of the participants agreeing or strongly agreeing on it as a challenge. However, it is important to notice that also 35% of the participants either disagree or strongly disagree that lack of time was a challenge in the completion of the MOOC. Similarly, 40% of the participants agree or strongly agree that the imbalance between work and personal life was a challenge. However, another 37% disagree or strongly disagree that this was a challenge. Likewise, almost half of the participants either disagree or strongly disagree that the language barrier was a challenge. However, 33% also agree or strongly agree that was the language barrier was a challenge in the completion of the MOOC. With around 26% of participants agreeing or strongly agreeing, less or not self-directed and lack self-confidence appears such as the minor challenges in the completion of the MOOC.

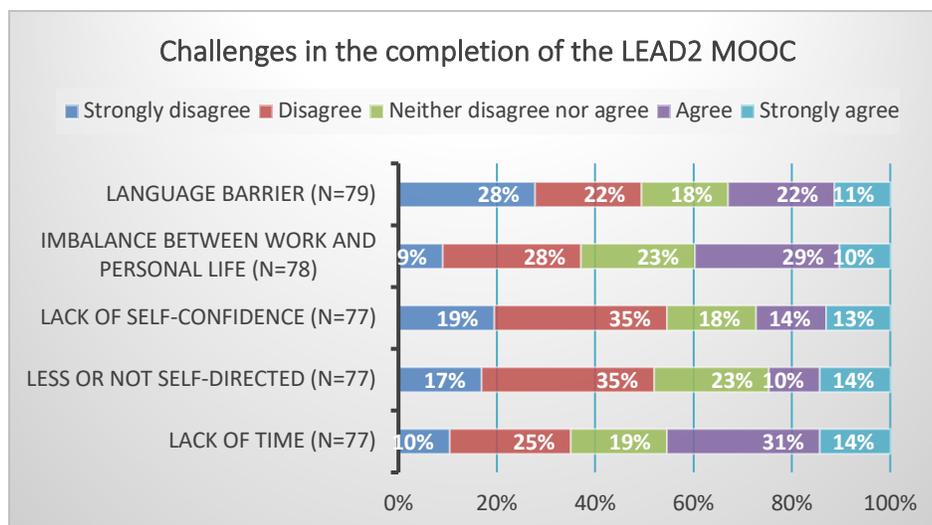


Figure 21. Challenges in the completion of the LEAD2 MOOC

2.3. Open- ended questions

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

2.3.1. Effectiveness of the course in addressing/achieving personal or professional goals

Participants were asked in what ways has this course helped them to meet their personal or professional goals (data obtained from the Canvas survey). Answers were variate. However, most of them can be grouped into how the goals met are being used (present) or will be used (future). Figure 22. Shows a matrix of the intersections between personal or professional goals and their use in the present or in the future. In other words, it shows a matrix of goals met and the time to use them.

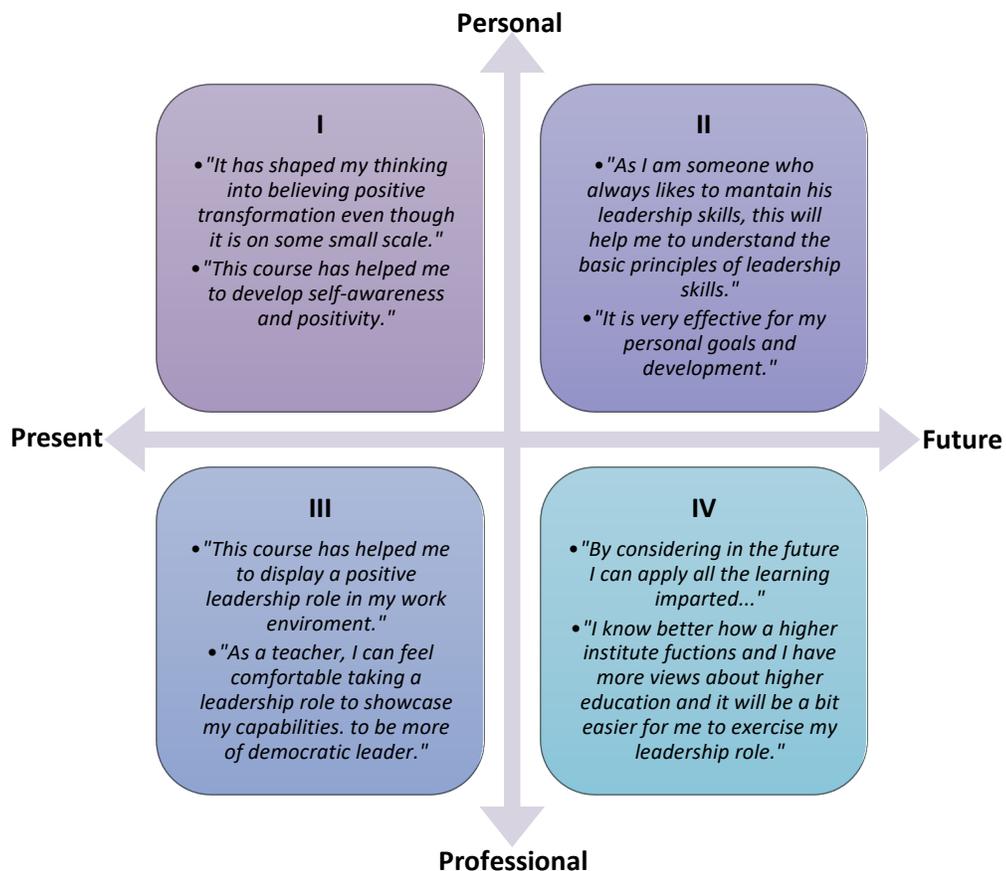


Figure 22. Matrix of goals met and time to use them.

Quadrant I of the matrix shows examples of personal goals met that are used in the present (achieved positive thinking self-awareness). Quadrant II of the matrix shows examples of personal goals met that will be used in the future (skills towards understanding leadership and self-development). Quadrant III of the matrix

shows examples of professional goals achieved that are being used in the present (Achieved positive and democratic leadership for work environments). Quadrant IV of the matrix shows examples of professional goals met to be used in the future (knowledge of higher educational settings to act as a leader).

2.3.2. General feedback on the course

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

"I am thankful for giving me a chance to enroll here and learn a lot from you."

"This course is worth learning for me because of lectures, discussion forums, assignments, and sincere feedback from the instructors (...). Thank you."

"This was an amazing learning experience which did trigger some of the potential in me as a leader. Overall, I am very happy with what the course offered (...)."

"I achieve more knowledge and skills that can practice on my all business plan so I would like to give thanks for all the organization of this course."

"Thank you for making this course available for me. I would introduce anyone to do this course."

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

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

"I just thought this is a self-paced course and I wanted to finish it whenever I had time. Is difficult to know what will happen when we are in times of crisis... Health, work, and lack of time to dedicate to it."

"Because of the lack of time, I'm still struggling to complete my assignments (...)."

"I didn't expect to have a mark for every discussion made which honestly irritated me... and I wanted more time to complete it. Being a mother, teacher, if already frustrating."

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

"Sometimes of Internet facility."

"Some contents and videos were not found"

"Network problems."

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' profile can be described as mostly male learners less than 30 years old which have a bachelor's or master's degree. Their main motivations for registering for the course are adapting to new academic leadership styles in the future and for enhancing self-growth in university governance and academic leadership. They have a high positive attitude towards studying through a MOOC on leadership development. Similarly, they start the course with a good acceptance as well as intention to use a MOOC on leadership development in the future.

During the course, their activity starts with high levels of navigation through the platform but low participation. It is only in the middle of the course timeline that participation starts to increase considerably. In terms of their performance, they achieve at least half of the grade of all the activities, with more difficulty in modules 1 and 2 and fewer difficulties in modules 3 to 5. Quizzes have better overall grades, followed by assignments, and then forums.

There is a high perception of the effectiveness of the MOOC among the participants. They rated the course with 5 stars, and they achieve their professional and personal goals after finishing the course. For instance, positive thinking self-awareness, skills towards understanding leadership and self-development, positive and democratic leadership for work environments, and knowledge of higher education settings to act as a leader. Further, they achieved knowledge and skills in terms of university governance and academic leadership, understanding of old and new challenges for higher education in different contexts, and of challenges academic leaders are facing. They feel more confident about tackling unfamiliar problems and engaging colleagues to develop and achieve academic visions in their institution/ faculty. Similarly, there is a good perception of the effectiveness of the course content in terms that the materials and activities have an impact on their learning experience. They acknowledge that learner's interaction was an important learning component of the course. Participants' challenges in the completion of the course should be considered in the next editions. For instance, lack of time, content accessibility, workload seem to be the major obstacles for them.