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LEAD2 MOOC Report

LEAD2 MOOCs

University Governance and Academic Leadership for Senior Leaders (Edition 6)
Academic Leadership for Mid-Level Leaders (Edition 1)
Leadership Development for Young Academic Leaders (Edition 3)
September 2021 - February 2022

PROJECT

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Universities in the Context of Innovation and Internationalization (LEAD2)
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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, Academic Leadership for Mid-Level Leaders, Leadership Development for Young Academic Leaders. 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 Sep 2021, the sixth edition of the English and Chinese version of MOOC on university governance and academic leadership, the third edition of the English and Chinese version of MOOC on Leadership Development for Young Academic Leaders and the first edition of the English and Chinese version of MOOC on middle-level academic leaders were launched with a total of 437 participants 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 38 responses were obtained). Similarly, data from the LMS Canvas Network® (the platform hosting the LEAD2 MOOCs) is utilized to analyze the participants' engagement and learning results in the MOOCs. This setting provides an overview of MOOC participants' activities, 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, Learning progress, Overall satisfaction of the MOOC on leadership development, Perceived effectiveness of the LEAD2 MOOCs, reported Motives of internationalization, Challenges in completion of the LEAD2 MOOCs (closed ended), Reflections and sharing of experiences, General feedback on the course, and Challenges in completion of the LEAD2 MOOCs (open-ended). A final section with discussions and conclusions derived from the analyses of the results is provided to summarize a comprehensive view of the experiences of the MOOC participants.

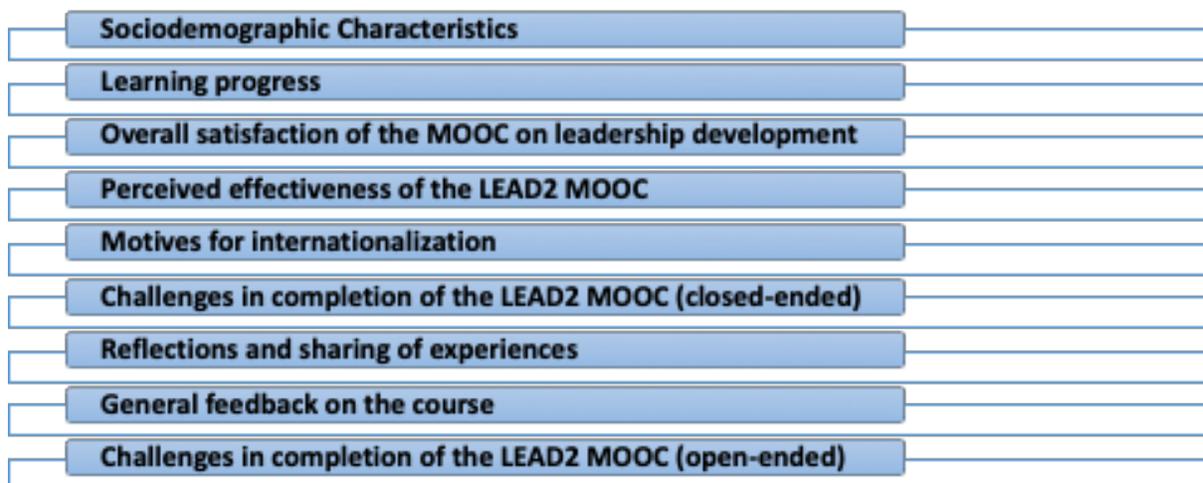


Figure 1. Summary of the main result sections to be presented in the report

II. Results

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

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, their years of academic leadership experience and nationalities.

2.1.1. Genders – Educational levels – Age – Regions

Figure 2. shows the genders, educational levels, age and regions. Most of them are male (58%). Most of the participants have less than 40 years old (68.4%), followed by 23.7% having between 40 and 50 years old, and the remaining 7,9% more than 50 years old. Regarding the educational levels, more than half of the participants (55.3%) have a PhD, J.D., or M.D. (or equivalent), 36,8% master’s degree (or equivalent) and the remaining 7,9% bachelor’s degree. In addition, most of the survey participants are from China (21), followed by African (6), Southeast Asian (5), European (3) and South American (3).

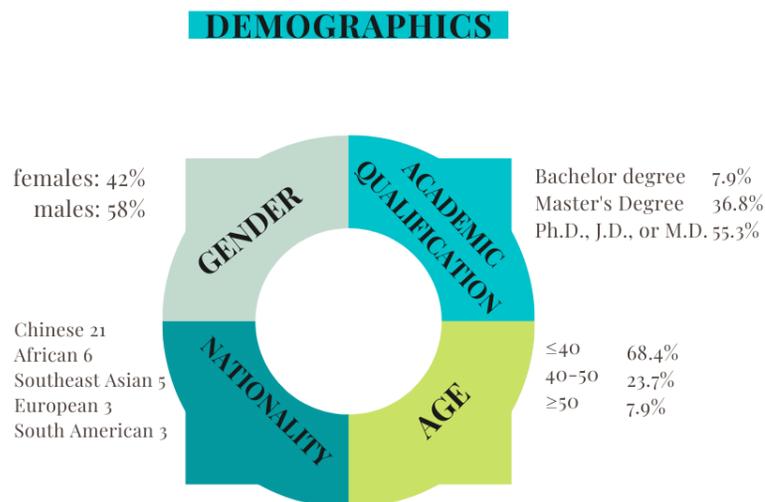


Figure 2. Genders, age, and educational levels

2.1.2. Type of Institution

Figure 3 shows the type of institution that participants belong to. In this regard, 74% of them belong to a public university/institution, followed by 21% to a private university/institution, and 5% to other institutions.

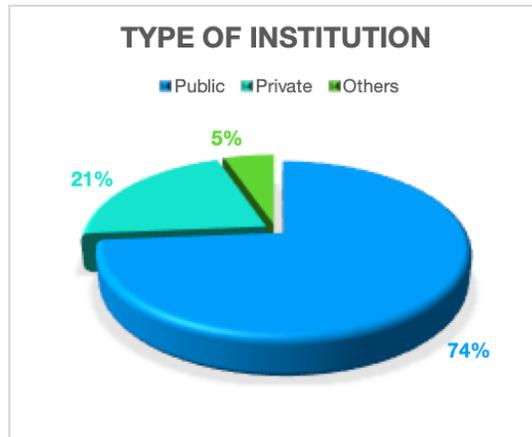


Figure 3. Type of institution that participants belong to

2.1.3. Academic position

Figure 4. shows whether participants hold an academic position. In this regard, 58% of them hold an academic position and 39% do not.

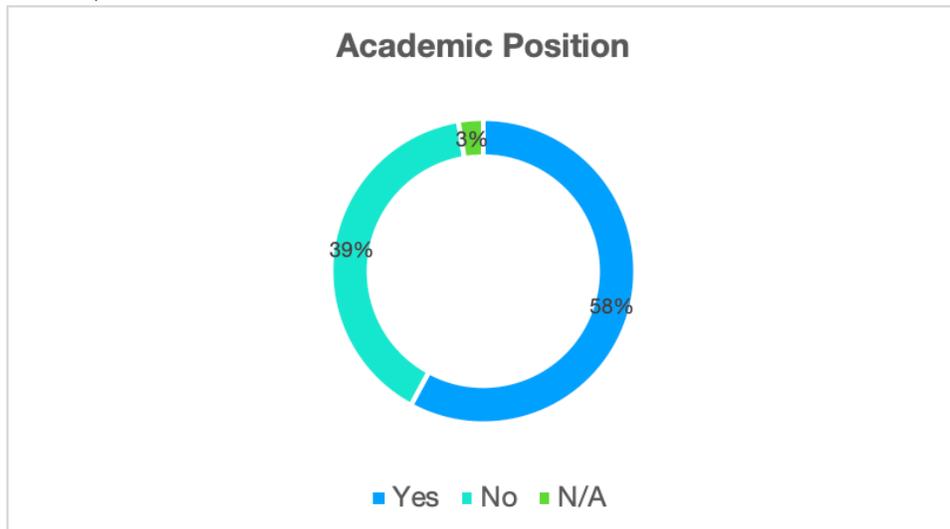


Figure 4. Participants holding an academic position

2.2. Close-ended questions

Below are presented the results of the close-ended questions in terms of learning progress, perceived effectiveness of the LEAD2 MOOC, and challenges in completion of the LEAD2 MOOCs (closed ended).

2.2.1. Learning progress

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

2.2.1.1. 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 activities are analysed. Second, MOOC participants' activities in the module sections are analysed. Finally, MOOC participants' average grades in module activities are reported.

2.2.1.1.1. MOOC YAL participants' weekly online activities

Figure 5 depicts the MOOC participants' weekly online activity by average page views and average participation over the 18 weeks that the course was open for MOOC participants. In general terms, the graph shows a tendency towards the activity to decrease over the weeks. The activity of the first week starts with the highest average page views during the entire course and medium average participation (0,5 out of 1). Afterwards, the highest average page views and highest average participation is during the fourth week (10.5 and 0.6 respectively) and the ninth week (8.9 and 0.7 respectively). On the other hand, the lowest rate of average page views and average participation is during the last six weeks (from December 26 to January 30), and especially during the fourteenth week (0.5 and 0.005 respectively) and on the sixteenth week (1.5 and 0.014 respectively).

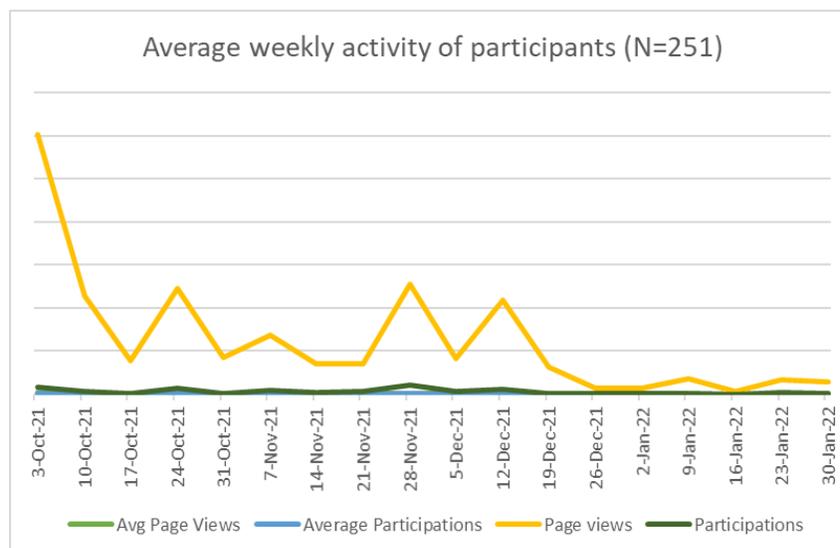


Figure 5. Participants' weekly online activity by the average page views and participation of the YAL MOOC

2.2.1.1.2. MOOC MAL participants' weekly online activity

Figure 6. depicts the MOOC participants' weekly online activity by average page views and average participation over the 18 weeks that the course was open for MOOC participants. In general terms, the graph shows a tendency towards the activity to decrease over the weeks. The

activity of the first week starts with the highest average page views during the entire course (31) and a relatively high average participation (0.89 out of 1). Then, the activity starts to decrease proportionally until the end of the course but with an increment in weeks 5- 7 (October 31 to November 14), weeks 8-9 (November 21 to November 28) and weeks 14-15 (January 2 to January 9). In the last weeks (from January 23 to January 30) both the average page views and the average participation have the lowest rate.

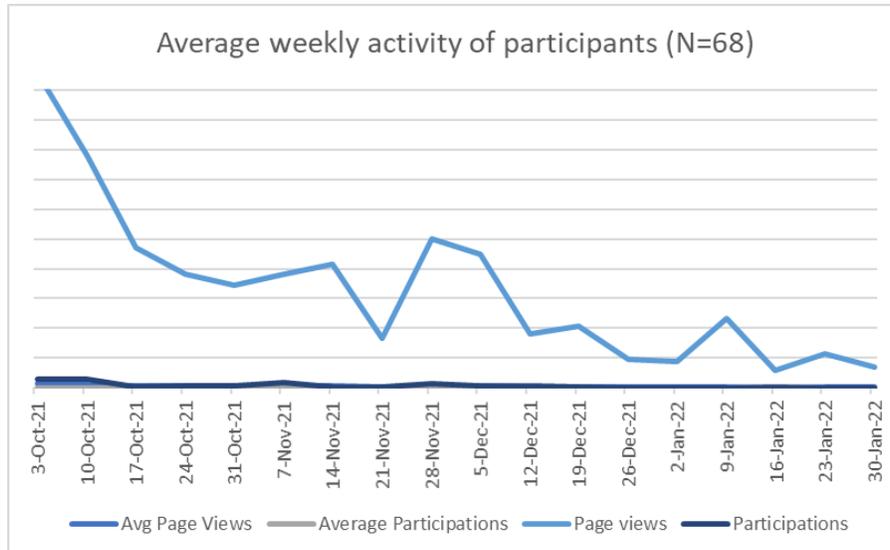


Figure 6. Participants' weekly online activity by the average page views and participation of the MAL MOOC

2.2.1.1.3. MOOC SAL participants' weekly online activity

Figure 7 depicts the MOOC participants' weekly online activity by average page views and average participation over the 18 weeks that the course was open for MOOC participants. In general terms, the graph shows a tendency towards the activity to decrease over the weeks. The activity of the first week starts with the highest average page views during the entire course (18.7) and a relatively high average participation (0.4 out of 1). Until week 12, there is a steady decline in participation and page views. However, there is an increment in average participation in week 4 and week 15, and an increment in average page views in weeks 4,7,9 and 12. Towards the end of the course (between weeks 13 and 18), the lowest rate of participation (e.g., 9.9/10) and page views (e.g., 0,6/1) are presented and remain stable with an average of 2.6 page views and 0.17/1 of participation.

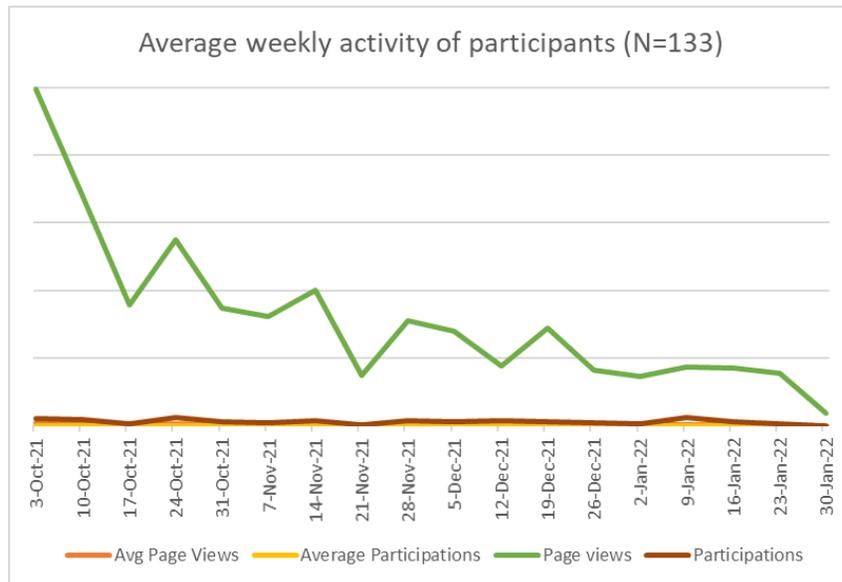


Figure 7. Participants’ weekly online activity by the average page views and participation of the SAL MOOC

2.2.1.1.4. MOOC YAL participants' activity in the module sections (weekly)

Figure 8 shows the MOOC participants’ activity in the module sections by the number of participants and the number of page views. In general terms, the activity in module sections decreases from module 1 to module 5. Sections in module 1 have considerably more activity in terms of the number of participants and the number of page views compared to the remaining modules. While sections in module 1 have on average 17 participants and on average 163 page views, the remaining modules have on average 10 participants and 44 page views. The highest rate of the page view can be seen in module 1 (in the discussion forum 1.6 and quiz 1.5), while the lowest rate of the page view can be seen in module 5 (in the submodules “5.0. Overview and Learning objectives of Module 5” and “5.1. Challenges”). The highest rate of participation can be seen in module 2 (in the submodules “2.3. University governance”) and module 1 (in the Quiz 1.5),

while the lowest rate of participation is registered in sections module 4, followed by sections Module 5, then by sections module 3.

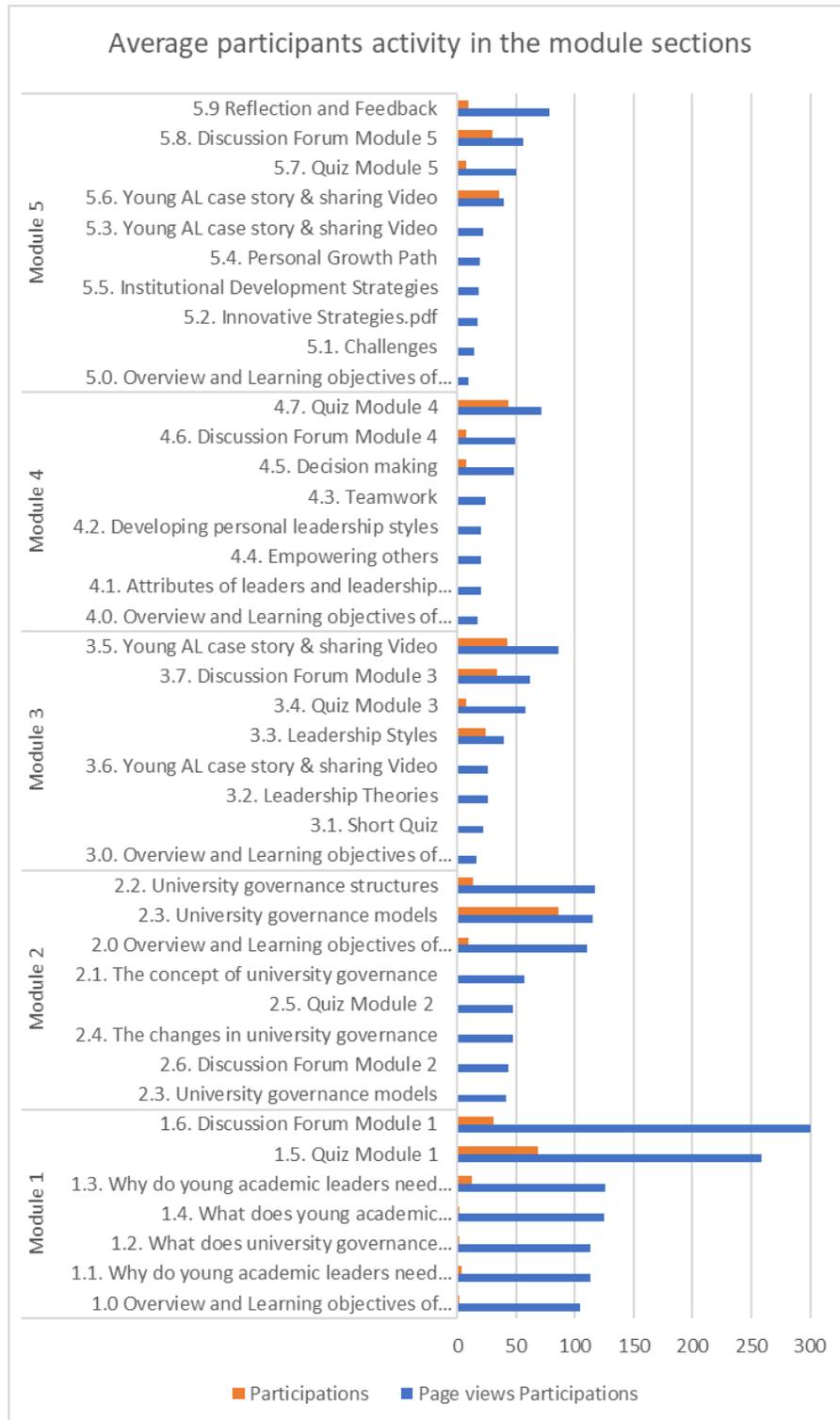


Figure 8. Participants' activity in the module sections of the YAL MOOC

2.2.2.1.5. MOOC MAL participants' activity in the module sections (weekly)

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 5. Sections in module 1 have considerably more activity in terms of the number of participants and the number of page views compared to the remaining modules. While sections in module 1 have on average 20 participants and on average 85 page views, the remaining modules have on average 6 participants and 38 page views. The highest rate of the page view can be seen in module 1 (in the discussion forum 1.4 and quiz 1.5), while the lowest rate of the page view can be seen in module 2 (in the submodule "2.4 Testimony from Mid-Level Academic Leaders") and module 4 (in the submodule "4.0 Overview and Learning Objectives"). The highest rate of participation can be seen in module 1 (in "1.5 Quiz Module 1")

and module 4 (in “4.6 Quiz Module 4”), while the lowest rate of participation is registered in sections module 3.

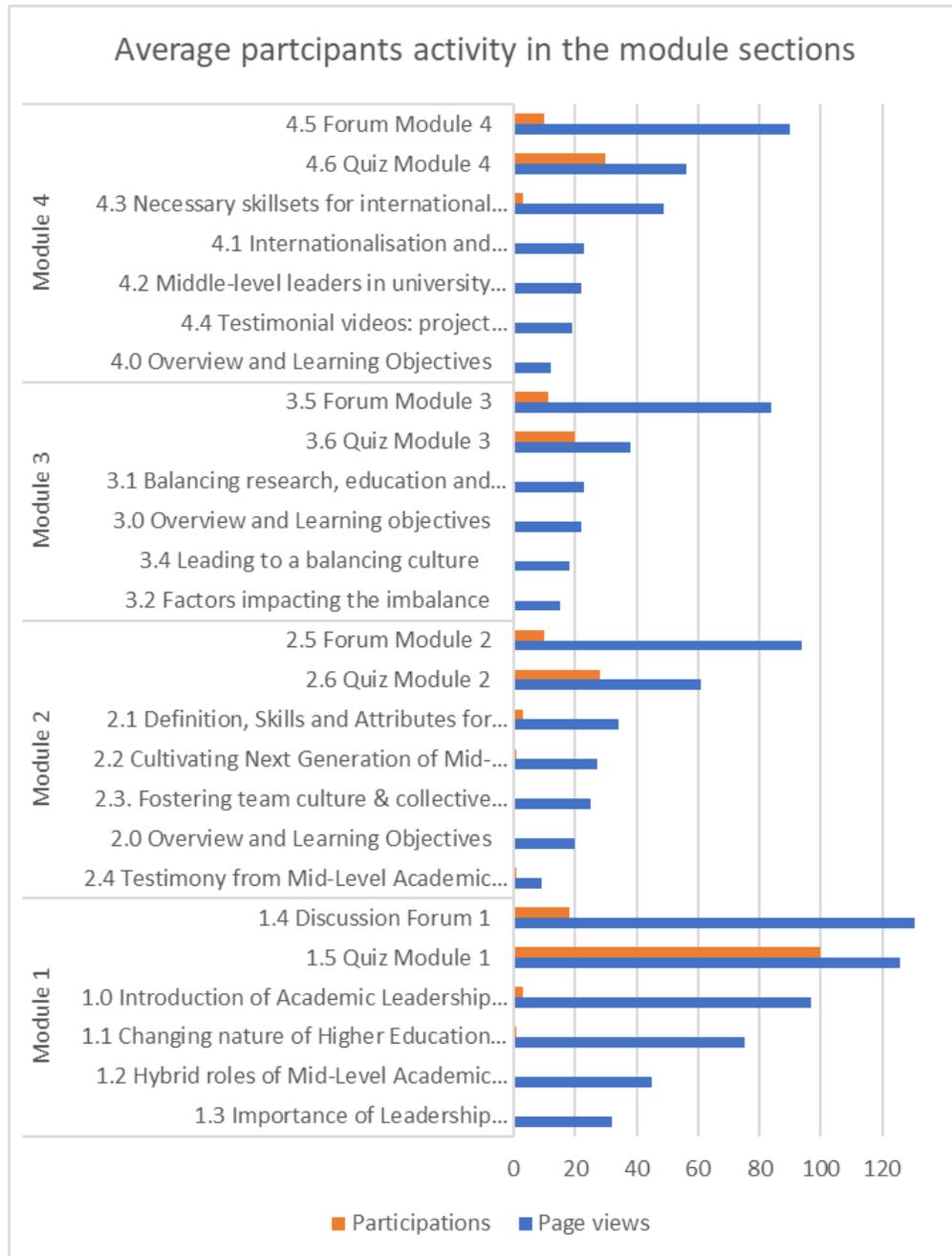


Figure 9. Participants' activity in the module sections of the MAL MOOC

2.2.2.1.6. MOOC SAL participants' activity in the module sections (weekly)

Figure 10. 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 30 participants and 98.8 page views, the remaining modules have on average 8.5 participants and 42.2 page views. The highest rate of page views and participation can be seen in module 1 (in quiz 1.6 and discussion forum 1.5). On the other hand, the lowest rate of page views can be seen in module 4 (in the submodule "4.4.

Leadership and Management of Academic Teams” and submodule “4.5. Academic Conservatism”) and the lowest rate of participation is registered in sections module 3.

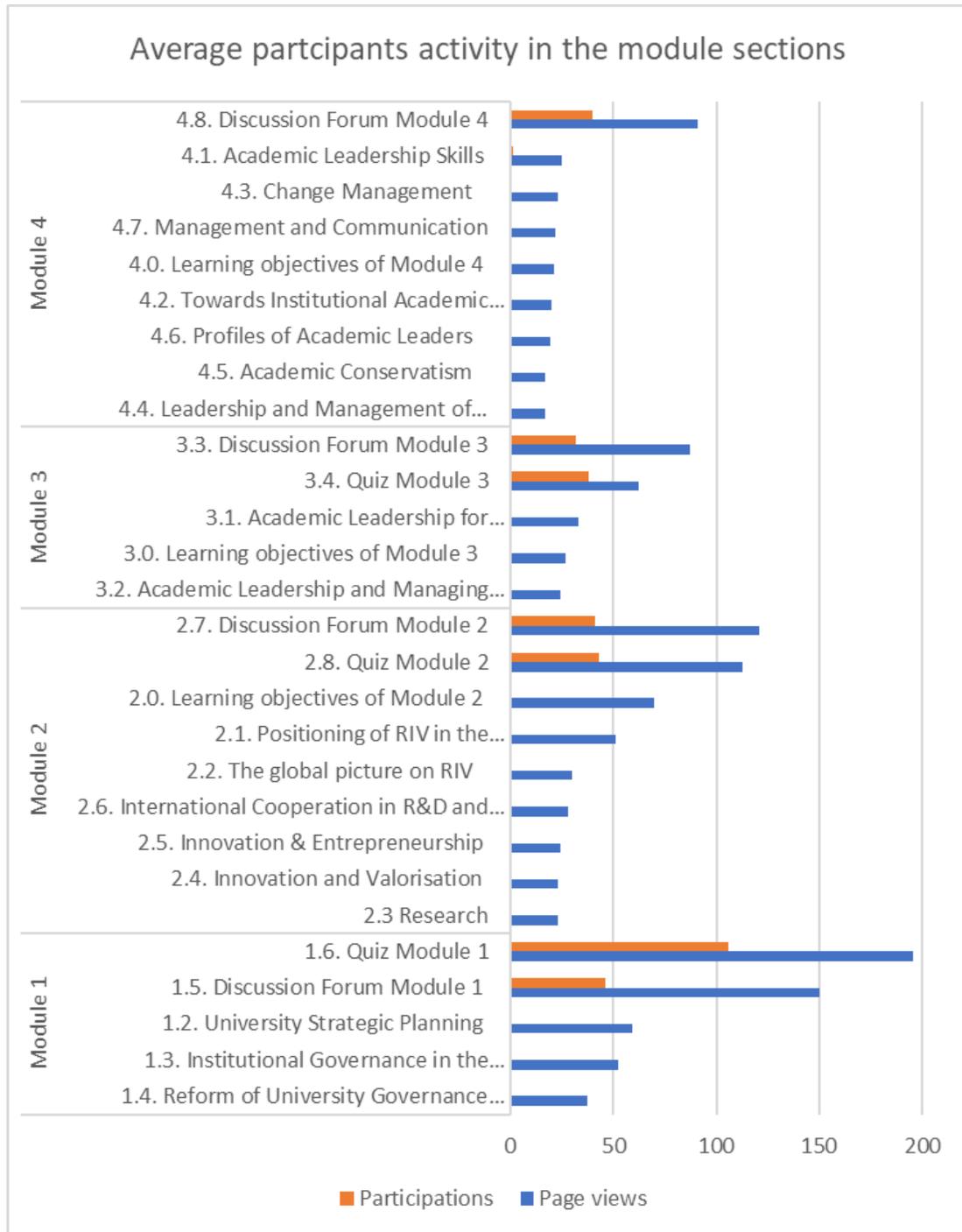


Figure 10. Participants' activity in the module sections of the SAL MOOC

2.2.1.2. Learning progress

2.2.1.2.1. MOOC YAL participants' average grades in module activities

Figure 11. depicts the participants' average grades in modules activities. On the one hand, it can be said that participants achieved at least 73% and at most 100% of the grade in module activities. Additionally, the highest-grade achievement average per module is presented in module 1 and module 4 (91% respectively), followed by modules 2 and 3 (87% respectively), then finally module 5 (82%). On the other hand, regarding forums, the highest-grade achievements are module 2, module 3, module 4 (all 100%) followed by module 1 (97%) and module 5 (73%). Finally, the highest-grade achievement in quizzes is as follows: quiz module 5 (92%), quiz module 1 (85%), quiz module 4 (82%), quiz module 3 (74%), and quiz module 2 (73%).

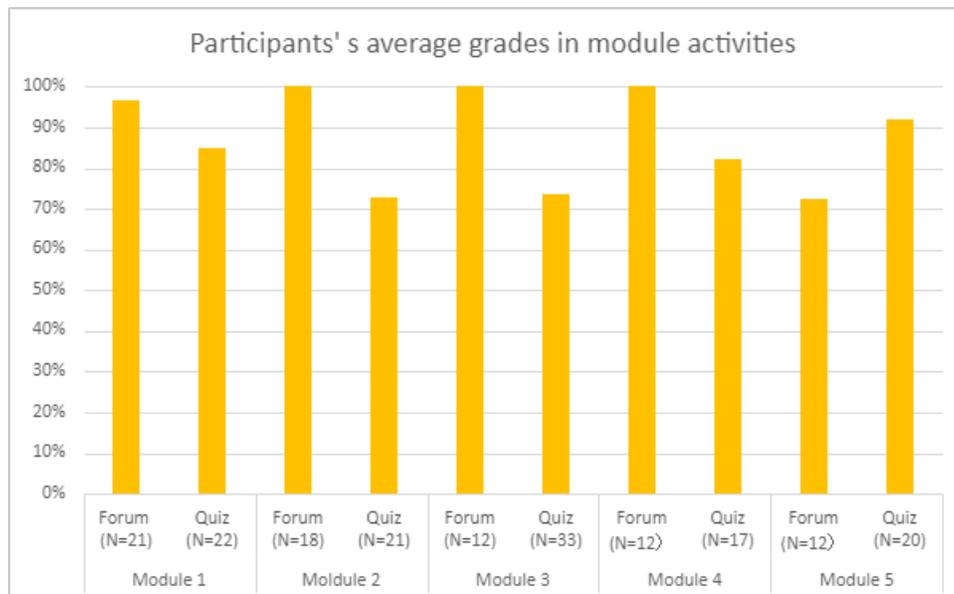


Figure 11. Participants' average grades in modules activities of the YAL MOOC

2.2.1.2.2. MOOC MAL participants' average grades in module activities

Figure 12 depicts the participants' average grades in modules activities. On the one hand, it can be said that participants achieved at least 75% and at most 97% of the grade in module activities (quiz module 2 and forum module 4, respectively). Additionally, the highest-grade achievement average per module is presented in module 1 and module 4 (84% and 86% respectively), followed by modules 2 and 3 (82% and 81% respectively).

In regard to forums, the highest-grade achievements are module 4 (97%) followed by modules 1 and 2 (90% and 88%, respectively), followed by module 3 (83%). Finally, the highest-grade

achievement in quizzes is as follows: quiz module 3 (83%), quiz module 1 (77%) and quizzed module 2 and 4 (both 75%).

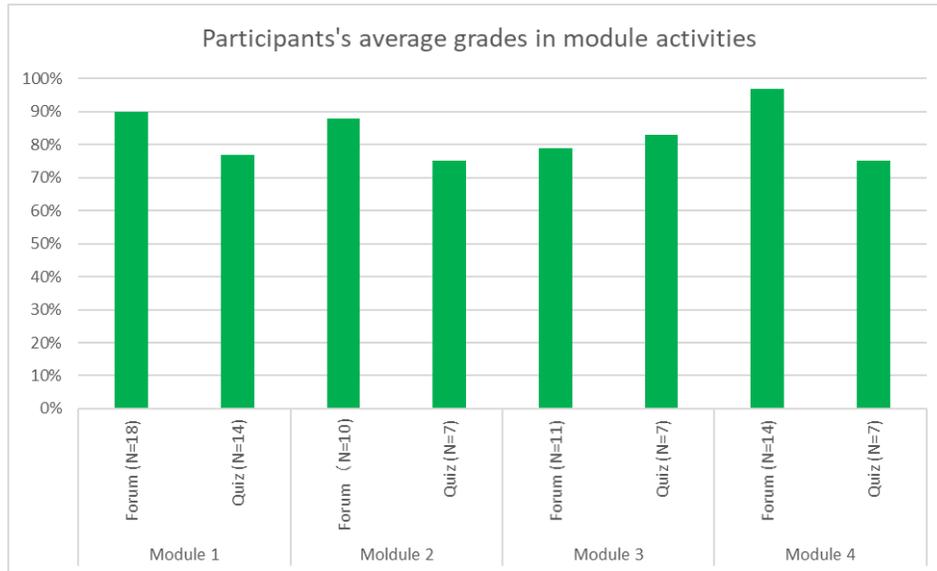


Figure 12. Participants' average grades in modules activities of the MAL MOOC

2.2.1.2.3. MOOC SAL participants' average grades in module activities

Figure 13 depicts the participants' average grades in modules activities. On the one hand, it can be said that participants achieved at least 77% and at most 97% of the grade in module activities (quiz module 4 and forum module 3, respectively). Additionally, the highest-grade achievement average per module is presented in module 1 and module 3 (91% and 90% respectively), followed by modules 2 and 4 (both with 81%).

In regard to forums, the highest-grade achievements are module 3 and module 1 (97% and 93% respectively) followed by modules 4 and 2 (84% and 83%, respectively). Finally, the highest-grade

achievement in quizzes are as follows: quiz module 1 (89%), quiz module 3 (83%) and quizzed modules 2 and 4 (79% and 77% respectively).

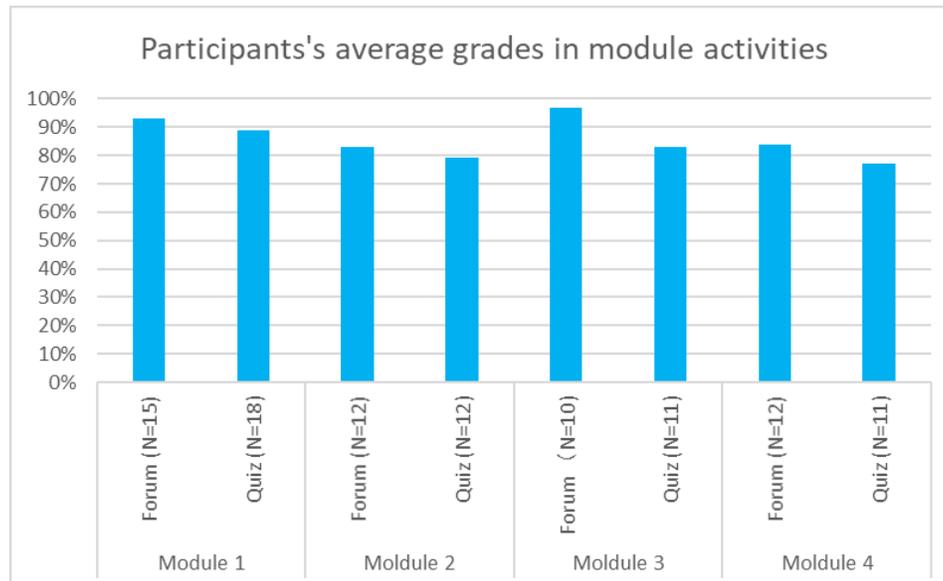


Figure 13. Participants' average grades in modules activities of the SAL MOOC

2.2.2. Perceived effectiveness of the LEAD2 MOOCs

This section of the report presents the information regarding the perceived effectiveness of the LEAD2 MOOC in terms of overall satisfaction of the participants and the perception of knowledge and competencies developed.

2.2.2.1. Overall satisfaction of the participants

Figure 14 shows satisfaction with the overall MOOC experience and goal achievement in the course (data obtained from the LEAD2 Survey). In this regard, 87,3% of participants either agree or strongly agree that they have achieved their goals after finishing this course. Further, 89% of participants either agree or strongly agree that they have felt satisfied with the overall experience with MOOCs used 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 (<40, 40-50, >50) and educational levels (Bachelor's Degree, Master's Degree (or equivalent), and Ph.D., J.D., or M.D. (or equivalent)). The analysis showed that there was significant difference between age groups ($F(2)= 3,896$; $p = ,03$). Tukey's HSD Test for multiple comparisons found that the mean value of overall satisfaction was significantly different between group <40 and group >50 ($p = ,038$, 95% C.I. = [-1,713, -0,426]). Besides, the analysis showed that there was no significant difference between the groups of educational levels ($F(2)= 1,004$; $p > ,05$). Similarly, an independent t-test

was conducted to assess whether the reported overall satisfaction differed depending on participants' gender (female and male), holding an academic position (yes and no) and type of institutions (public and private). The analysis showed that there were no significant differences between genders ($t(36) = -2,647$; $p > ,05$) and type of institutions ($t(8) = ,374$; $p > ,05$). Regarding whether holding an academic position, the participants who do not hold an academic position ($M = 4,21$) compared to who hold an academic position ($M = 3,00$) demonstrated significantly difference, $t(14) = -2,231$, $p = ,043$.

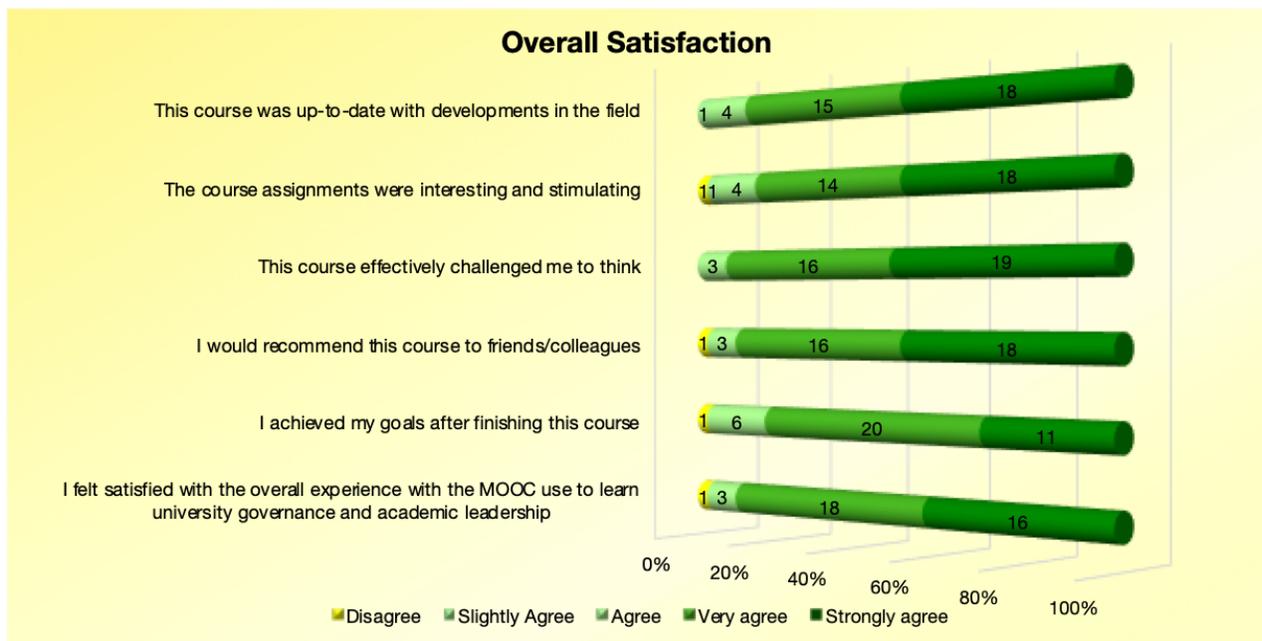


Figure 14. Satisfaction with the overall MOOC experience and Goal achievement in the course.

2.2.2.2. Perception of knowledge and competencies developed

Figure 15 shows the perception of knowledge developed (data obtained from the LEAD2 Survey). Regarding knowledge, 100% of the participants either agree or strongly agree that they gained more understanding of the challenges academic leaders are facing. Similarly, 95% 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. A one-way ANOVA was conducted to assess whether the perceived knowledge gained differed depending on participants' age (<40, 40-50, >50) and educational levels (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 ($F(2) = 2,091$; $P > ,05$) and between groups of educational levels ($F(2) = 1,977$; $P > ,05$). Similarly, an independent t-test was conducted to assess whether the reported perceived knowledge differed depending on participants' gender (female and male), holding an academic position (yes and no) and type of institutions (public and private). The analysis showed that there

were no significant differences between genders ($t(36)= 1,594$; $P> ,05$), holding an academic position ($t(14)= 1,431$; $P> ,05$) and between type of institutions ($t(8)= ,632$; $P >,05$).

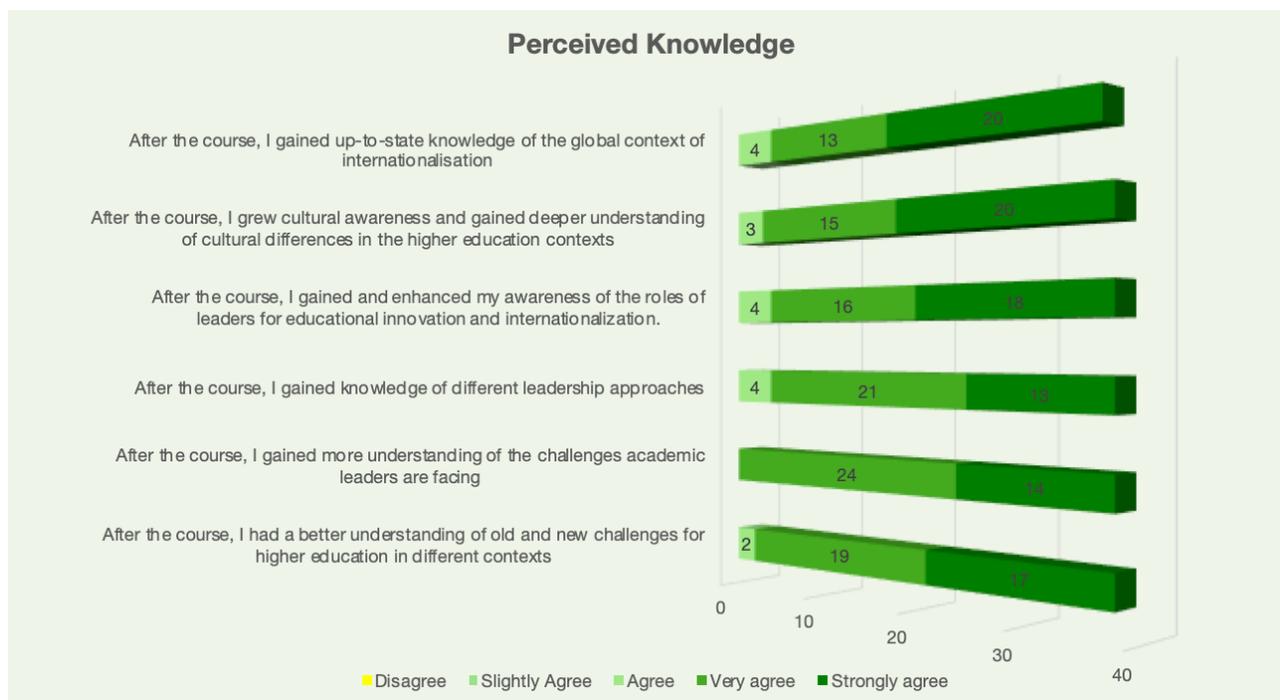


Figure 15. Perception of knowledge developed

As for perceived competencies, Figure 16 shows that about 84,6% of the participants either agree or strongly agree that after the course they gained skills and competencies on academic leadership, 89% of them either agree or strongly agree that they developed more skills and expertise for leadership and management in internationalization. Similarly, about 89% participants either agree or strongly agree that after the course they enhanced relationship management skills to better cope with the challenges of internationalization. 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 competencies developed differed depending on participants' age (<40, 40-50, >50) and educational levels (Bachelor's Degree, Master's Degree (or equivalent), and Ph.D., J.D., or M.D. (or equivalent)). The analysis showed that there were significant differences between age groups ($F(2)= 4,903$; $p= ,013$) Tukey's HSD Test for multiple comparisons found that the mean value of perceived competency was significantly different between group <40 and group >50 ($p = ,011$, 95% C.I. = [-1,804, -2,110]) and group 40-50 and group >50 ($p = ,021$, 95% C.I. = [-1,871, -0,129]). There was no significant difference between the groups of educational levels ($F(2)= 2,367$; $p > ,05$). Similarly, an independent t-test was conducted to assess whether the reported perceived knowledge differed depending on participants' gender (female and male), holding an academic position (yes and no) and type of institutions (public and private). The analysis showed that there was significant

difference between genders (male (M = 4,19, SD = ,544); female (M = 3,75, SD = ,610); $t(36) = 2,124$; $p = ,041$), but no significant differences between groups of holding an academic position ($t(14) = 1,897$; $p > ,05$) and type of institutions ($t(8) = 1,405$; $P > ,05$).

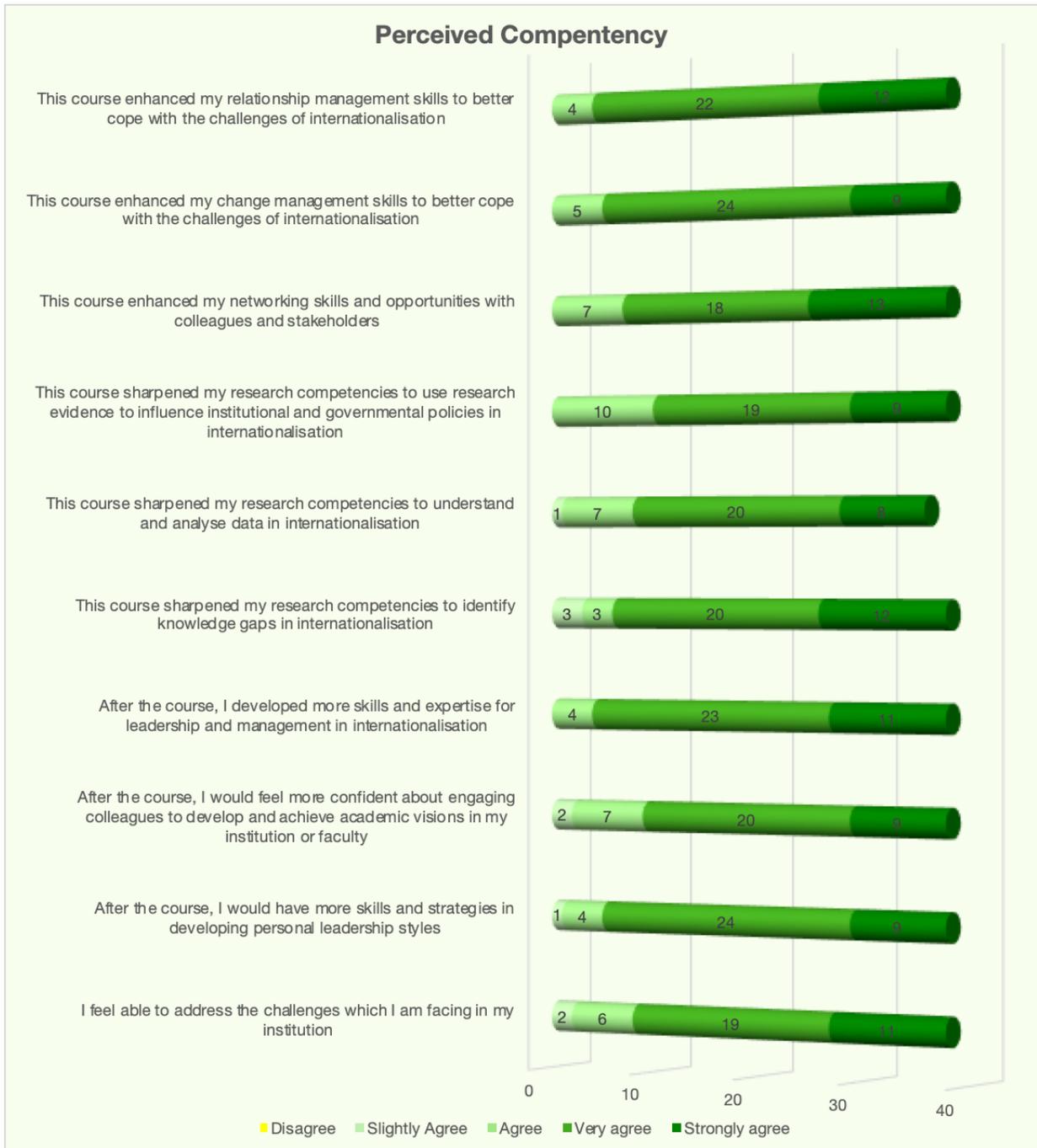


Figure 16. Perceptions of competencies developed

2.2.3. Motives for internationalization in participants' institutions

Figure 17 shows a set of components of motives for internationalization, which explains the motives for internationalisation at participant's institution. The following components are included: academic motive, economic motive, cultural motive and political motive. Respondents rated each component on a scale from 1 to 5. Academic motive has the highest rate, of which the SAL MOOC participants rate highest (4,43), YAL MOOC participants (4,02), MAL MOOC participants (3,76). Academic motive of internationalisation includes to enhance educational quality and standards and to bring international dimension to research and teaching, etc. Political motive and cultural motive have the average rate of 3,88 and 3,85, among which SAL MOOC participants (4,10 and 4,20) and YAL MOOC participants (4,22 and 4,11) are higher than MAL MOOC participants (3,33 and 3,25). Political motive of internationalisation includes to help build national identity and international visibility and to serve the diplomatic needs. Cultural motive of internationalisation includes to preserve and promote national culture and to enhance intercultural understanding. Economic motive has the lowest average rate 3,63 (SAL MOOC participants 3,93 and YAL MOOC participants 3,70 and MAL MOOC participants 3,27). Economic motive of internationalisation includes to generate income, to supply internationally knowledgeable and interculturably skilled human resources to the society and to promote national economic growth and competitiveness.

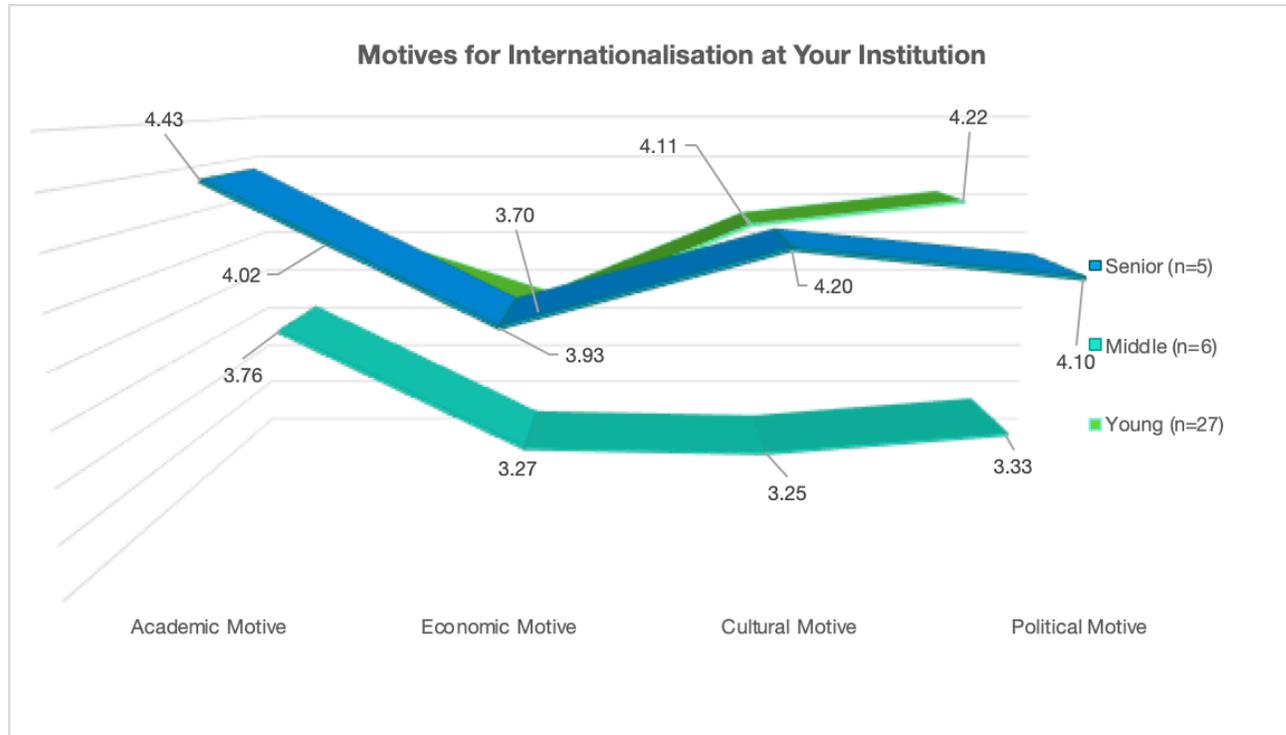


Figure 17. Motives for internationalization

A one-way ANOVA was conducted to assess whether the reported motives of internationalization differed depending on participants' age (<40, 40-50, >50) and educational levels (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 ($F(2)=1,686$; $P > ,05$) and no significant differences between educational levels ($F(2)= ,497$; $P > ,05$). Similarly, an independent t-test was also conducted to assess whether the reported motives of internationalization differed depending on participants' gender (female and male), holding an academic position (yes and no) and type of institutions (public and private). The analysis showed that there was significant difference between genders (male ($M = 4,19$, $SD = ,544$); female ($M = 3,75$, $SD = ,610$); $t(36) = 2,124$; $p = ,041$), but no significant differences between groups of holding an academic position ($t(14)= 1,897$; $p > ,05$). and type of institutions ($t(8)= 1,405$; $P > ,05$).

2.2.4. Challenges in completion of the MOOCs (closed-ended)

Figure 18 depicts a set of challenges that participants had in the completion of the MOOCs (data obtained from the LEAD2 Survey). The participants agreeing or strongly agreeing on Lack of time (53%) and imbalance between work and life (47%) seem to be the major challenge for participants. However, almost 60% of the participants either disagree or strongly disagree that lack self-confidence was a challenge. Likewise, 68% of the participants either disagree or strongly disagree that the language barrier was a challenge and 50% of the participants either disagree or strongly disagree that less or not self-directed was a challenge in the completion of the MOOCs.

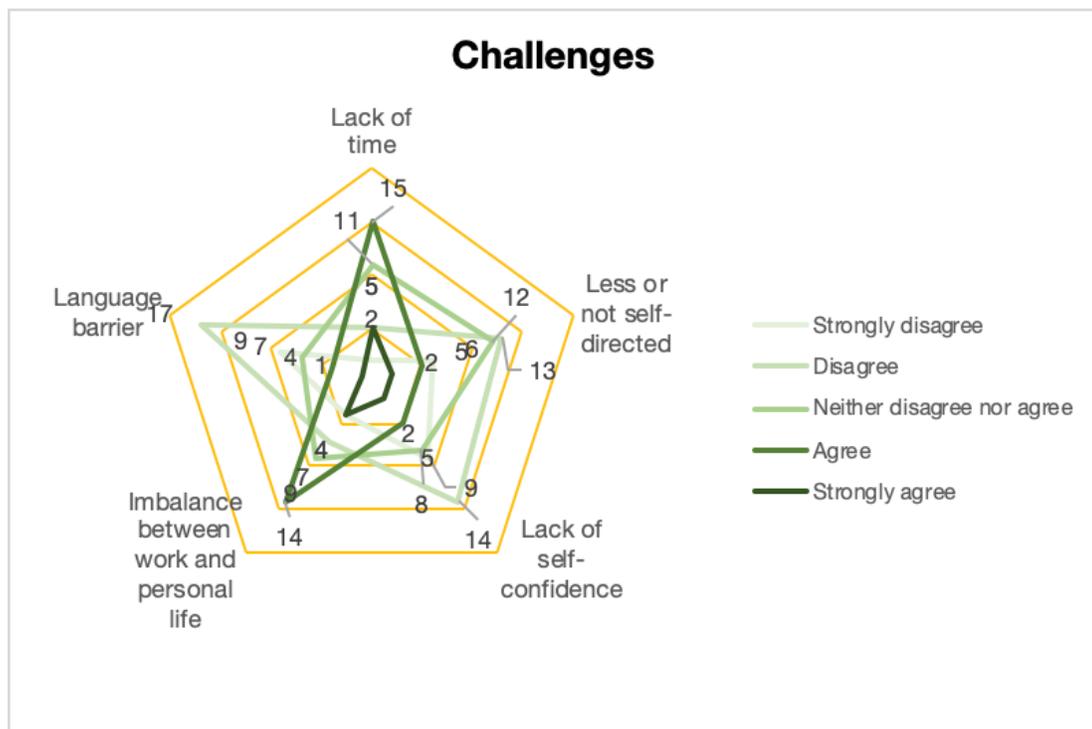


Figure 18. Challenges in the completion of the MOOCs

2.3. Open- ended questions

To gain deeper insights into the learners' perceptions of the course, three open-ended questions were included. In addition, MOOC participants' voices and self-reflections were reported in the MOOC discussion forums. First, the MOOC participants reported their reflections on improving leadership practices. Second, the MOOC participants reported their general feedback on the MOOC course. Third, the MOOC participants reported their perceived challenges in the completion of the MOOCs. The analyzes of the answers to these questions are presented below.

2.3.1. Reflections on improving leadership practices

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

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

"This MOOC has allowed me to quickly understand the role of a young academic leader at the beginning of my career and has helped me to integrate into the faculty environment as quickly as possible. It has made me look forward to the future. I hope to continue to participate in this programme in the future and continue to have the opportunity to interact with great experts in our related fields. The lessons they have learned from their practice are always very rewarding." (26, male)

"The takeaways from this training are summarized in three main points.

1-The concept of the training design and the implementation process itself is a training model and example of better leadership practice. During the learning process, the arrangement of the lecture resources, quizzes, discussions, teaching assistants and other relevant assistance details are fully considered to the needs and starting point of the learners' learning.

2 - I had a slight understanding of leadership theory, but it was not systematic. Through this training session, new additions and awareness were made to the parts of the knowledge structure that were not solid. In addition, the learning community constructed by colleagues from several universities across the country made the several-month phase of learning into a kind of supervision.

*3 - The part of the study that I have used most actively in the past few months would be the mentoring of postgraduate students, the rethinking and practical upgrading of the image of the teacher-student research and learning community.
(41, female)*

*First, I am grateful to the organizers of this MOOC. I appreciate the effort to reach out and expand the knowledge of the academic leaders worldwide, which is my most learning gain. I was able to see the different perspective of other academic leaders and I've learned how other higher learning institute value the importance of learning. Reading the posts of other students enrolled in the MOOC helped expand my own understanding of the needed skills of an academic leader. The topics in the course helped me see proven best practices. From topics such as research, internalization, finding balance, most have been interesting and helpful.
It is comforting to know that there are programs and courses like these that are concerned with how academic leaders can better face future challenges.
Thank you! (44, male)*

2.3.2. General feedback on the MOOC courses

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.

"This MOOC was one of my best experiences in distance learning. It covered topics that I was willing to learn. I really learned a lot here. The webinar last week was great to get to know people. I hope to have some real-life opportunities to participate in events organized by LEAD2 in the future. I will take part in future courses. Congratulations to the organization and thanks for the opportunity to take part in this MOOC. (59, male)

This course is a great opportunity, it is a useful and effective training. I enjoyed the webinar which allowed me to meet the trainers and discuss governance and leadership. I am proud to be a part of LEAD2 and to continue to improve my abilities and those around me. Thank you." (44, female)

"Thanks to the organizers of this wonderful MOOC course which really enriched my knowledge of governance at higher education level. It has been quite interesting, interactive and full of skills towards my own experience in leadership. I should be able to participate again, time allowing since I have to do it amidst very tight schedules at my workplace. I look forward to meeting again and sharing more knowledge, skills and experiences in such LEAD2 series. Bravo" (55, male)

“Running an academic institution is a very complex task that is trusted on a specific person, more particularly in a young academic leader. Therefore, if someone aspire to become a good academic leader, one should not only possess the potentials but also to back up these qualities with the right knowledge, the skills in leadership, and finally, the right attitude to influence the whole workforce. Having to go through the different modules in this course, I have come to learn that there are many approaches to leadership and that we are called to use such strategies based on what the situation is involved. Further, I could clearly say that in order for us to run an academic organization, one has to be adaptable to the latest trend of leadership as it continuously evolving as well. Adaptability is one of the core qualities that makes a good leader. Apart from the knowledge and skills, a good leader must also encompass a heart for the employees. As leaders cannot work alone; they cannot lead without their subordinates. Overall, these are the learning that I have for the course. In fact, I really enjoyed learning these as much as enjoying the academic leadership and governance course. Also honoring the student's effort such as recognizing the top performing students and giving opportunity for them to share their expertise is a nice idea to increase student's participation.” (30, male)

2.3.3. Challenges in the completion of the MOOCs

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

The main challenge is scheduling and how to integrate the specific theories of leadership with your own work. (39, male)

Lack of understanding of some of the theory, lack of practical work experience and lack of understanding of some of the content. (32, male)

Work is busy and time and energy can conflict with classes. (39, male)

Time management and teaching resources. (29, male)

III. Conclusions

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

On the one hand, the profile of the participants can be described as mostly male participants, under the age of 40, who have a PhD degree. Their main motivation for enrolling in the program was to adapt to the new academic leadership styles of the future and to enhance their self-growth in university governance and academic leadership. They had high positive feedback towards learning through the MOOCs in leadership development. Similarly, they had the intention to use the course in the future.

In the middle of the MOOCs, participants' activities started with a higher level of navigation of the platform but a lower level of engagement. It was only in the middle of the course that engagement began to increase. In terms of their performance, they achieved at least half of all learning activities, overall, Module 1 has the highest level of participation, with participation decreasing in order of the modules. Overall performance on the forums of all the MOOCs was better, followed by the quizzes.

Participants have a high level of awareness of the effectiveness of the MOOCs. They rated the course with 5 stars and they achieved their professional and personal goals after completing the course. For example, a better understanding of the old and new challenges of higher education in different contexts, a self-awareness to think positively, an understanding of leadership and self-development skills, positive academic leadership and leadership styles in the work environment, and an understanding of the higher education environment as a leader. In addition, they gain knowledge and skills in university management and academic leadership, an understanding of the old and new challenges of higher education in different contexts, and the challenges faced by academic leaders. They feel more confident in addressing unfamiliar issues and engaging colleagues in developing and realising the academic vision of their institution/college. Similarly, they had a good understanding of the effectiveness of the course content and felt that the materials and activities had had an impact on their learning experience. They acknowledge that learner interaction is an important learning component of the course. Challenges encountered by learners in completing the course will need to be considered in the next edition. Overall, learners reported positive learning gains and competency development.