

Report of the Massive Open Online Course on Leading Change in Teaching and Learning for a Digital World

Third offering: 14 January – 17 February 2024

Athabasca University
Commonwealth of Learning



COMMONWEALTH of LEARNING



Athabasca
University

MOOC

Leading Change in Teaching and Learning for a Digital World

14 January - 17 February 2024

Credits

The following LCTL MOOC design and delivery team members from Athabasca University, Alberta, Canada, contributed to this report:

Dr Martha Cleveland-Innes, Professor

Dr Nathaniel Ostashewski, Associate Professor

Daniel Wilton, Instructional Designer

Carmen Jensen-Tebb, Project Administrator

This report is submitted to the Commonwealth of Learning as part of the agreement between the COL and Athabasca University.

© Commonwealth of Learning and Centre for Interdisciplinary Studies, FHSS, Athabasca University, 2024.



This document is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License. Any reuse of this document must make attribution to Athabasca University and the Commonwealth of Learning and carry the same license.

<https://creativecommons.org/licenses/by-sa/4.0/>

Table of Contents

<i>Executive Summary</i>	<i>1</i>
<i>Section 1. Background of LCTL MOOC.....</i>	<i>2</i>
Need and purpose.....	2
Team members	2
Design and development	2
Technology.....	2
Marketing	2
<i>Section 2. Delivery of LCTL MOOC.....</i>	<i>3</i>
Demographic data.....	3
Discussion participation	5
Synchronous sessions	6
<i>Section 3. Participant Performance.....</i>	<i>7</i>
Weekly quizzes.....	7
Leadership Activity Plan.....	7
Certificates	7
<i>Section 4. Survey Findings</i>	<i>9</i>
Summary of pre-course survey results	9
Summary of end-of-course survey results.....	10
<i>Section 5. Outcomes.....</i>	<i>15</i>
<i>Appendix A. LCTL MOOC Information Page.....</i>	<i>17</i>
<i>Appendix B: Delivery Design of LCTL MOOC.....</i>	<i>20</i>
<i>Appendix C: Synchronous Sessions.....</i>	<i>22</i>
<i>Appendix D. LCTL MOOC Brochure</i>	<i>27</i>
<i>Appendix E. Leadership Activity Plan: Moving toward digital teaching.....</i>	<i>29</i>
<i>Appendix F. Registrants by Country.....</i>	<i>31</i>
<i>Appendix G. Course Announcements</i>	<i>33</i>
<i>Appendix H. Survey Letter of Consent.....</i>	<i>35</i>
<i>Appendix I. Pre-Course Survey.....</i>	<i>36</i>
<i>Appendix J. End-of-Course Survey</i>	<i>39</i>

Executive Summary

Leading Change in Teaching and Learning for a Digital World (LCTL) is a massive open online course (MOOC) developed by Athabasca University (AU) in partnership with the Commonwealth of Learning (COL). This report summarizes its delivery and outcomes from its 14 January to 17 February 2024 offering.

LCTL MOOC introduces frameworks and practical approaches for the leadership and change management required to implement technology in support of new teaching and learning practices. Content and approaches are aligned with transformational leadership theory supporting digital applications in education. Participants engage in deep reflection, discussion, and application of leadership strategies. In particular, participants consider leading transformational change, supported through technology, within their own educational context.

This third offering of LCTL MOOC was extended to five weeks, reflecting 25 hours of professional development for those achieving the Certificate of Completion. Content for week four was expanded to include emerging opportunities and challenges related to artificial intelligence in education. New content for week five focused on the potential of education leadership to support Sustainable Development Goal 4 - quality education – as laid out in the United Nation’s Agenda 30¹. For education to serve in its critical role within this larger program of sustainable development leadership both as a *whole-institution approach* and leadership for *collaborative culture building* are required.

The Leadership Activity Plan builds on the content and knowledge gained throughout each weeks’ learnings. Successful completion of the Leadership Activity Plan is required to achieve the completion certificate. The Plan is available online and is released in stages to allow participants the opportunity to start the Plan in the second week of the MOOC. The Plan is available to submit, print, and export through a structured template for use beyond the course. The Design Team believes that these changes and their impact on the course are valuable and are discussed in more detail in Section 5, Outcomes.

There were 486 student registrants in LCTL MOOC 3, of which 217 logged into the Canvas learning management system at least once. Participants who completed the minimum requirements based on quiz completion scores were awarded Certificates of Participation. Participants who went on to complete the Leadership Activity Plan were awarded an additional Certificate of Completion. There were 72 Certificates of Participation awarded for a total certification rate of 14.8% based on the 486 student registrations, or 33.2% based on the number of participants who logged in. Of the 72 certificate recipients, 56 (77.8%) were also awarded the additional Certificate of Completion based on successful completion and submission of the Leadership Activity Plan.

The high level of effort and commitment shown by the participants, and data from the end-of-course survey indicates that the third offering of LCTL MOOC was well-received. A majority of survey respondents indicated overall satisfaction and willingness to recommend the course to others. It is an ambitious course that asks participants to reflect upon their personal characteristics to develop critical understanding, an appropriate context-based strategy for leading digital change in teaching and learning practices.

This report on the third offering of LCTL MOOC is prepared by Athabasca University and submitted to the Commonwealth of Learning as part of the agreement between AU and COL.

¹ <https://sdgs.un.org/goals>

Section 1. Background of LCTL MOOC

LCTL MOOC is well-aligned with the mandates of both the Commonwealth of Learning (COL), based out of British Columbia, Canada, and Athabasca University (AU), located in Alberta, Canada. Both organizations strive to remove barriers to education and promote high-quality lifelong learning worldwide.

Need and purpose

The purpose of LCTL MOOC is to introduce frameworks and practical approaches to the leadership and change management required for implementing technology into teaching and learning. This open course is designed to assist administrators, teachers, and other educational professionals to rethink their leadership strategies and develop appropriate action plans for change within their own context.

Team members

From Athabasca University:

Dr Martha Cleveland-Innes, Content Expert and Course Instructor

Dr Nathaniel Ostashewski, Researcher

Daniel Wilton, Technical Support and Course Inspirer

Carmen Jensen-Tebb, Project Administrator

From the Commonwealth of Learning:

Dr Sanjaya Mishra, Education Specialist: Technology-Enabled Learning

Design and development

The LCTL MOOC design is based on concepts and outcomes identified in the partnership Memorandum of Agreement and additional requirements identified through discussion between AU and COL. The design process is a collaborative engagement initiated by sharing perspectives and documenting ideas. This MOOC design structure and process is based on a scaled version of the Community of Inquiry (CoI) theoretical framework.

Technology

LCTL MOOC is offered by the AU-COL partnership through the Instructure Canvas platform, an open-source learning management system for small- to medium-sized MOOCs. Key design parameters are:

- synchronous and asynchronous interaction through online discussion forums and live sessions, and
- an emphasis on practical, context-sensitive, and authentic applications through a series of Transformational Action exercises leading to a Leadership Activity Plan as the final assignment.

For this MOOC, a custom web-based application, outside of the Canvas platform, was developed by Athabasca University for the Leadership Activity Plan assignment, allowing participants to complete, submit, export, and print PDF outputs of their plans through an online fillable template.

Marketing

Target learners are administrators, teachers, and other educational professionals in developing countries. COL carried out most marketing efforts as the organization has an established network in the education sector throughout the developing world. The website is promoted through COL's network and the promotional brochure distributed through COL's Focal Points in the Commonwealth countries. Content of the information and registration website is shown in Appendix A. The marketing brochure is shown in Appendix D.

Section 2. Delivery of LCTL MOOC

There were 486 registrants for the third offering of LCTL MOOC. Of these, 217 (44.7%) logged into the course at least once, averaging 4.6 hours each within the learning management system, not including any additional, unlogged time spent on readings and the final assignment.

Demographic data

The following demographic information is based on registrants' responses compiled from the preregistration demographics survey and the course welcome survey; some registrants (approximately 7.4%) did not provide demographics information.

Distribution by country. Registrants attended from 67 countries, with India representing 29.6% of the registrant population, followed by Mauritius, Canada, and Kenya at 9.7%, 6.8%, and 6.4% respectively. Table 1 lists the most frequently indicated countries by survey; the full list is included as Appendix F.

Table 1. Distribution of registrants by country ($n=486$)

Country	Number	%
India	144	29.6%
Mauritius	47	9.7%
Canada	33	6.8%
Kenya	31	6.4%
South Africa	19	3.9%
Papua New Guinea	14	2.9%
Trinidad and Tobago	14	2.9%
Ghana	13	2.7%
Botswana	9	1.9%
Nigeria	9	1.9%
No response	37	7.6%

Distribution by gender. The majority of registrants in the current offering (55.3%) were female, reversing the trend in the second offering. The distribution by gender is provided in Table 2.

Table 2. Distribution of registrants by gender ($n=450$)

Gender	Number	%	% in LCTL2
Female	249	55.3%	45.2%
Male	201	44.7%	54.5%
Prefer not to disclose	0	0%	0.2%
Other or non-binary	0	0%	0.1%

Distribution by age. The ages of registrants ($n=450$) were more concentrated in the 30 to 49 range, with a mean age of approximately 41 years, consistent with the previous offerings. 54.9% of registrants were 40 years old or older. The distribution by age is provided in Table 3.

Table 3. Distribution of registrants by age ($n=450$)

Age	Number	%	% in LCTL2
Under 20	3	0.6%	0.1%
20 to 29	74	16.4%	10.4%
30 to 39	126	28.0%	34.5%
40 to 49	147	32.7%	38.3%
50 to 59	79	17.6%	13.9%
60 to 69	17	3.8%	2.1%
70 or over	4	0.9%	0.8%

Distribution by education level. Registrants were in general highly educated, with 334 (74.2%, $n=450$) holding or currently pursuing a graduate degree or higher, consistent with the previous offering (74.1%). The distribution by education level is provided in Table 4.

Table 4. Distribution of registrants by education level ($n=450$)

Education Level	Number	%	% in LCTL2
High school diploma	23	5.1%	1.4%
Vocational school certificate or diploma	0	0.0%	0.0%
Currently in an undergraduate program	20	4.4%	3.4%
College diploma or bachelor's degree	73	16.2%	21.2%
Currently in a graduate program	21	4.7%	5.4%
Post-graduate diploma or graduate degree	163	36.2%	37.3%
Currently in a doctoral program	62	13.8%	11.3%
Doctoral degree	88	19.6%	20.2%

Distribution by professional affiliation. Registrants were asked to identify their professional affiliation and level, with the largest number indicating an affiliation with government (30.2%), followed by post-secondary institutions (23.0%). Some respondents (17.6%) indicated they were affiliated with non-profit organizations, a notable increase over the previous two offerings. K-12 education represented 11.0% of the responses, consistent with the previous offering. The distribution by professional affiliation is provided in Table 5.

Table 5. Distribution of registrants by professional affiliation and level (n=444)

Professional affiliation	Number	%	% in LCTL2
Government	134	30.2%	38.7%
Post-secondary education	102	23.0%	28.0%
Non-profit organization	78	17.6%	6.1%
Individual	57	12.8%	12.4%
K-12 education	49	11.0%	11.5%
For-profit organization	14	3.2%	2.1%
Community organization	10	2.3%	1.3%

Discussion participation

Discussion is an important component of the MOOC. Introduced early in the course as critical to building a community of inquiry, discussion participation in terms of original posts and responses to the posts of others is frequently encouraged by the instructional team. Most of the discussion took place within the pre-established module forums, with each module's discussion divided into the three main themes of LCTL MOOC:

- *Digital World* forums, with a focus on the transformations involved in education and society more broadly resulting from wider applications and use of digital technologies;
- *Digital Leadership* forums, with a focus on leadership challenges and strategies; and
- *Digital Change* forums, with a focus on implementation challenges and strategies related to educational technologies and technological infrastructures.

Participants are encouraged to participate in the Digital World forums and allowed to select from the Digital Leadership or Digital Change forums. In total, there were 1,130 discussion posts, including 897 (79.4%) posted by participants and 233 (20.6%) by the instructional team. Most posts (1,047, 92.7%) were posted in pre-established course activity and administrative forums, while 83 posts (7.3%) initiated or replied to participant-generated forums. Table 6 provides the distribution of posts by forum type.

Table 6. Discussion posts by forum type (n=1,130)

Forum type	Posts	%	% in LCTL2
Support forums	63	5.6%	3.6%
Live session forums	55	4.9%	2.5%
Welcome forum	176	15.6%	17.6%
Digital World forums	359	31.8%	37.6%
Digital Leadership forums	209	18.5%	21.7%
Digital Change forums	185	16.4%	14.7%
Participant-generated forums	83	7.3%	2.3%

Synchronous sessions

While most of the course is delivered through static video, text content, and asynchronous discussions, a series of five optional synchronous sessions were offered to explore key issues related to the course, as well as offering participants an opportunity to speak directly with presenters, the instructional team, and each other. For this offering, the online polling tool, *Mentimeter*, added interactive questions for participants to answer throughout the sessions. Two or three questions are posed. These same questions are posted in the corresponding live session forum to allow the opportunity for participants to continue the conversation. A sample of the results for the opener questions as well as the session titles, presenters, abstracts, and recording links are listed in Appendix C.

Microsoft Teams is used for the synchronous sessions. This virtual conferencing tool allows for verbal communication, text chat, PowerPoint presentations, and screen sharing, all of which add interactivity and active engagement to web-based meetings. Athabasca University provides access to Microsoft Teams; the application is external to the Canvas platform.

Live sessions are identified in the course activity list. Prior to each session, an announcement is sent to all participants inviting them to the live session, with a link to the presentation room posted in the course shortly before the session itself. The sessions include both presentations and an interactive question-and-answer period.

The sessions are recorded for those unable to join in-person and to support further discussion. Links to these recordings in both Microsoft Teams and YouTube, along with the session slides, are posted to the course home page and in a forum dedicated to ongoing discussion around the session. Recordings are especially useful in LCTL MOOC, where participants are dispersed throughout the world and across a wide range of time zones. While additional, unrecorded time was made available after the sessions for open or potentially sensitive discussion, this offer of additional time (unlike in the first offering) was generally not taken up by the session participants.

Section 3. Participant Performance

Weekly quizzes

Each of the five weeks includes a multiple-choice quiz. A minimum score of 70% is required on each quiz to qualify for a certificate. Participants who did not achieve this level are allowed multiple attempts, a key consideration for achieving a mastery orientation within an open professional development course. See Table 7 for the number of participants who attempted each quiz and the average scores.

Table 7. Number of participants who attempted each quiz and average quiz scores.

Quiz	Attempts	Mean Score	Standard Deviation
Week 1: What is digital education?	112	93%	0.95
Week 2: What is digital leadership?	104	81%	1.68
Week 3: How can we prepare for education futures?	85	85%	1.27
Week 4: How can we plan for leadership development?	80	92%	1.12
Week 5: How can we lead for sustainability?	75	87%	1.94

Leadership Activity Plan

Creation of a Leadership Activity Plan is the final assignment and a requirement for the Certificate of Completion. For this offering of LCTL MOOC, the Plan was made available online and the release staggered to allow participants the opportunity to start the plan in the second week of the MOOC, building on the content and knowledge gained through the weeks' learnings. The online plan was available to submit, export, and print through a structured template for use beyond the course.

A total of 61 plans were submitted, of which 56 (91.8%) were successful. As with the quizzes, participants who did not meet the requirements for the assignment were allowed a second attempt. The instructions for the Leadership Activity Plan are included as Appendix E.

Certificates

Participants who achieve the minimum requirements based on quiz scores are awarded Certificates of Participation; those who go on to successfully complete the Leadership Activity Plan are also awarded Certificates of Completion. There were 72 Certificates of Participation awarded and 56 (77.8%) of those also received the higher-level Certificate of Completion. In the past, MOOC completion rates were reported using the number of registered learners. However, this provides an unclear picture of course completion as often more than half of registrants never log into the course.

A more detailed completion rate metric based on the number of learners described as either active or fully active in the course is provided. Ostashewski & Cleveland-Innes, (2022)² define *active learners* as those who have signed into the course space at least one time (217). *Fully active learners* are defined as those learners who log into the course and complete the first week of activities, specifically those learners who completed week 1 quiz (112).

² Ostashewski, N., & Cleveland-Innes, M. (2022) *Participant Experience in an Inquiry-Based Massive Open Online Course*. Commonwealth of Learning, p. 56-58. <https://doi.org/10.56059/11599/4132>

Using active learners as a base, 217 participants who logged in at least one time, a certification rate of 33.2% was achieved in this course. Using the most detailed measure, 64.3% of the 112 fully active learners in the course achieved a certificate. Table 8 provides the certification rates for active and fully active learners.

Table 8. Certification rate for active and fully active learners

Category	LCTL 3	LCTL 2
Registrations	486	934
Active Learner	217	407
Fully Active Learner	112	190
Participation Certificates Awarded	72	128
Completion Certificates Awarded	56	88
Certification Rates		
Registrations	14.8%	13.7%
Active Learner	33.2%	31.5%
Fully Active Learner	64.3%	67.5%

Certificates are made available through a separate certificate system originally developed by Athabasca University. Here, participants can download their PDF certificates on demand, with verification links back to the original certificate database for additional security. The PDF format allows participants to download, print, and share their certificates with minimal technical knowledge, while the links embedded in the certificates allow for employer or institutional verification and potential detection of deception.

Certificates of Completion include verification of 25 hours of professional learning engagement, which can also be confirmed, by name, through the certificates' verification links.

Section 4. Survey Findings

Basic demographics and professional roles are discussed in Section 2. Table 9 presents additional results from the welcome and end-of-course surveys: welcome survey ($n=156$) and end-of-course survey ($n=49$). The two surveys used the same consent letter; see Appendix H. A copy of the welcome survey and the end-of-course survey are included as Appendix I and J, respectively.

Summary of pre-course survey results

Of the 152 responses indicating a primary language, 107 (70.4%) reported English as a primary language, a lower proportion than in the previous offering (80.1%). The most frequent primary languages indicated by respondents are provided in Table 9.

Table 9. Primary languages of welcome survey respondents ($n=152$)

Primary Language	Number	Percent
English	107	70.4%
Hindi	12	7.9%
Mauritian Creole	5	3.3%
Arabic	3	2.0%
Bangla/Bengali	3	2.0%
French	3	2.0%
Spanish	3	2.0%

Most respondents (75.0%) self-reported that they were proficient or advanced in acting as a leader in formal or informal situations but felt less confident in using digital tools for teaching or supporting new technology and pedagogy. Table 10 summarizes the self-reported skill levels for these skills.

Table 10. Self-reported skill levels of welcome survey respondents

Skill	None/Basic (%)	Proficient/Advanced (%)
Acting as a leader in formal or informal situations	25.0%	75.0%
Using digital tools for teaching	38.9%	61.1%
Using digital tools for learning	27.7%	72.3%
Supporting new technology and pedagogy for teaching and learning	41.2%	58.8%

Survey respondents indicated a stronger general interest in digital teaching and learning than in educational leadership, with professional development also a key motivation in registering. The respondents' primary reasons for registering in LCTL MOOC are provided in Table 11.

Table 11. Distribution of primary reasons for taking the course (*n*=150)

Response	Number	Percent
General interest, primarily in digital teaching and learning	67	44.7%
Professional development	41	27.3%
General interest, primarily in educational leadership	25	16.7%
General interest, primarily in MOOCs	8	5.3%
Obtaining a certificate	6	4.0%
Programme requirement	3	2.0%

More than two-fifths of the survey respondents (68, 43.6%) indicated they had previously registered in one or more MOOCs offered through the AU-COL partnership: Blended Learning Practice (33, 21.2%), Designing for Communities of Inquiry in Online Courses (28, 17.9%), Introduction to Technology-Enabled Learning (24, 15.4%), and Learning to Learn Online (also offered by Athabasca University alone; 13, 8.3%).

Across survey respondents (*n*=148), the Commonwealth of Learning's website (35, 23.6%), previously of moderate importance, was the most important source for registrations in the current offering. Word-of-mouth through colleagues and the workplace (27, 18.2%) and social media (25, 16.9%) were also significant sources. The distribution of responses to the question, "How did you learn about this course?" are provided in Table 12.

Table 12. Distribution of responses to "How did you learn about this course?" (*n*=148)

Response	Number	Percent
Commonwealth of Learning website	35	23.6%
Colleagues/workplace	27	18.2%
Social media	25	16.9%
Email notification	18	12.2%
Athabasca University	14	9.5%
Notification in a previous MOOC	11	7.4%
Commonwealth of Learning newsletter	10	6.8%
Course brochure	4	2.7%
Web search	2	1.4%
Other/unknown	2	1.4%

Summary of end-of-course survey results

The end-of-course survey was completed by 49 participants. Survey responses to questions regarding general satisfaction with LCTL MOOC indicate an appreciation for the quality of course materials and activities, and a high level of confidence that the course would assist them in leading the transformation to digital teaching and learning as well as supporting the use of digital technology. Respondents showed some concern, however, with the time required and the workload of the course. The survey results regarding participant's satisfaction with the course and content are outlined in Table 13.

Table 13. Course satisfaction and content evaluation

Survey Question	Responses	Agree or Strongly Agree	
		Number	Percent
I would recommend LCTL to other educators	48	46	95.8%
The course activities reinforced the course material	48	46	95.8%
Overall, I was satisfied with LCTL MOOC	47	45	95.7%
LCTL MOOC met the stated learning objectives	48	45	93.8%
The Leadership Activity Plan helped me prepare for transformative leadership toward digital teaching and learning	48	45	93.8%
The LCTL MOOC experience will assist me in leading the transformation to digital teaching and learning	48	45	93.8%
The LCTL MOOC experience will assist me in supporting the use of digital technology for teaching and learning	48	45	93.8%
The course activities did a good job of triggering my thinking	48	44	91.7%
The course activities did a good job of holding my interest	48	44	91.7%
The course material was of good quality	48	44	91.7%
The quizzes helped to test my knowledge	48	44	91.7%
The pace of the course was comfortable for my learning	47	43	91.5%
Assignments were helpful to acquire knowledge and skills	47	43	91.5%
The course website was user-friendly	47	43	91.5%
The Welcome module helped me navigate the course and understand course expectations	47	43	91.5%
The amount of time I spent on the course met my expectations	48	40	83.3%
The workload was manageable	48	40	83.3%

Survey responses about the instruction and learning community aspects of the course were mixed. While the connection with the instructional team (direct instruction, the Inspirer, and the Facilitators) is consistent with the previous offering, respondents indicated a stronger appreciation for the information that could be gained from others' posts. As with the previous offering, the strongest response was to the sense of being part of a community. The responses to these questions are provided in Table 14.

Table 14. Evaluation of instruction and the learning community

Survey Question	Responses	Agree or Strongly Agree	
		Number	Percent
I felt like I was part of a community in LCTL MOOC	47	42	89.4%
LCTL MOOC discussions provided me with information about resources that I will be able to use in my own leadership	48	42	87.5%
My learning about LCTL was supported by reading other student posts	47	41	87.2%
My learning was supported through facilitation by the Inspirer	48	40	83.3%
I experienced direct instruction during LCTL MOOC	48	39	81.3%
My learning was supported through facilitation by the roving instructors (facilitators)	47	38	80.9%
My learning about LCTL was supported through my discussions with other students	47	37	78.7%
It was okay to express emotion in LCTL MOOC forums	47	36	76.6%

The end-of-course survey also allowed for open-ended suggestions and feedback. Participants used their open-ended responses both to make recommendations to develop and expand upon the course design, and to describe the value of the course both to themselves and to other potential participants.

Possibly reflecting the course's emphasis on design and changing educational practice, some respondents offered recommendations for additional learning activities and innovative uses of technology to enhance interaction and the course overall.

Have an interactive space where specific digital changes are proposed, and learners are able to complete a mini mock/practice learning plan for these ideas. It would be great to see different approaches and how others are applying the knowledge and strategies gained from this course.

Groupwork highly advisable.

If the modules are designed in the form of self-instructional material, then it would be more beneficial for the learners. It would have helped in some sort of guided didactic conversation.

... I think it would be useful to have one live session where the participants get 5 minutes each do a presentation on relevant topics. I would suggest a few additional Padlet activities to encourage interactivity. A suggestion is to add a transformational leadership game if there is one or create one. Consider using some relevant cartoons with questions for discussion. This benefits more visually inclined learners. A recommendation is to have a reflection section where we could reflect on each weeks learning and how we are using it, on which readings moved us, and share video links and other readings. Also, to ask for help -e.g., if participants have leadership challenges; to get support from other participants.

Other respondents took the opportunity to acknowledge the support they received from the instructional team.

I would like to say a heartfelt thank to all the mentors that provides me all the knowledge that my students will benefits. To be able to give a universal approach in the digital transformation sector.

Thank you very much for an awesome course! It was inspiring, relevant, useful and a change-maker. Especially thanks to Dan who really did inspire, and the facilitators Jenine and Angelo - they all made us feel heard and created a safe space for us to grow, learn, respond to challenges and be. A great deal of care, thought and planning went into this course; I so appreciate all your efforts. This is the best online course I have participated in. Thank you again.

Most respondents, however, used their open-ended responses to express their appreciation for the course and indicate the value they felt it would hold in their overall professional development. Some included requests for additional MOOCs or other learning opportunities.

Overall, I really enjoyed this format. It was different from any other format that I have encountered and felt that the guest speakers and opportunity to engage live were invaluable for this specific topic. It was interesting and seemed to have something for everyone. I am grateful that I was able to make the last-minute switch to this course. I also want to mention the appreciation for the blend of theory and practical strategies. Great job at executing the CABLS framework here. :) Thanks very much!

Thank you for this enriching experience. We now know how our students will take digital learning after passing through the process ourselves.

The MOOC was well designed. More courses on Digital education technology and tools are welcome.

This was the first time I have attended such a course. I have benefitted from the course and would like to join the next course. Thank you all very much.

In addition to the open-ended responses in the survey, several participants also chose to use the final “Farewells and Ongoing Connections” forum to express their appreciation for the course, to describe the value they felt they had received from it, and in many cases, to thank their fellow participants. Some of these postings were extensive; excerpts are included below.

Yet another wonderful course by CoL!... Thank you to the teaching team for the great guidance and the brilliant learning opportunity!

Thank you so much for this course! I have learned so much about digital transformation and I cannot wait to implement these transformation elements into my workshops as well as into my personal life.

Thanks for this fantastic course. I enjoyed meeting all the participants and engaging in the discussion forums. I really enjoyed the readings, and this caused me to even do more research on areas such as transformational leadership and digital transformation. I hope to execute my leadership plan and continue collaboration with my internal and external stakeholders.... I will definitely share this with my colleagues, and I look forward to another interactive course in the future.

A BIG THANKS to the LCTL Team for this informative and inspiring course. The videos, readings, diagrams, and forums were very much thought provoking and helped reflect on our current work and future aspirations.... It was enriching to connect with you all from different parts of the world. I have learned a lot from your experiences and contributions and hope to have added to yours.

It was a wonderful learning experience. The discussion forums provided the right platform for diverse views and deliberations. I appreciate all the people who acknowledged my views plus reading your views broadened my horizon on challenges and opportunities in the field of digital learning.

I would like to thank Ms. Jenine for bringing up such information that not only inspired me [to] take up more courses to learn, elaborate and impart my knowledge as a teacher in my field and also learning

digital learning and leadership quality will help me to build my inner quality to leadership as well. And also I would like thank all the participants for word of encouragement through comment section where everyone has different viewpoints and bringing up your thoughts and ideas has definitely wonder us as to look for the answers and solutions to whatever it we came across or might face in future.

The course has been inspiring, interesting, challenging, growth-inducing and change-enhancing, and stimulated a great deal of reflection and grappling with concepts, ideas and readings.... I think the course modeled what the course taught. It was not only about transformational leadership, it is transformational leadership. The content presented by Dr Marti represented visionary leadership. The way the course was organised showed good planning, understanding the needs of participants. Indeed a CoI was created. The course content is relevant. The discussion forum questions were challenging, but made me think deeply, read and reread, watch the videos again, and see how my own context can apply this. It was interesting to answer, read other posts and comment, receive comments, and I learnt a lot from other participants.... The most helpful aspect for me was the interaction of the facilitators and course inspirer. Dan, Jenine, and Angelo you were phenomenal. The way you responded to posts was indicative that you read and understood what we were saying, and made us think more, challenge us to reflect more deeply, helped us to connect with each other, link ideas and you showed great patience and kindness. You helped to create a safe space. I was not even anxious to ask questions; sometimes in HEI spaces I hold back to comment and ask, but not here. You created a space where I felt free to be.

Section 5. Outcomes

The third offering of LCTL MOOC is designed to achieve both knowledge and behaviour outcomes. Stated outcomes for this MOOC are identified on the course website and in the course brochure (see Appendix A and D, respectively).

To improve content clarity and the learner experience, a number of incremental changes were made. Two changes are notable: expanding the course from four weekly modules to five and developing a web-based application for the final assignment, the Leadership Activity Plan. The Design Team believes that both changes are beneficial and will remain part of the course.

Expanding the course addresses past participant concerns that the timeline of the original LCTL MOOC was too short. The extra time also allows space to introduce two new topics that are important in digital learning and educational leadership: (1) the opportunities and challenges of artificial intelligence in teaching and learning, and (2) sustainability and sustainable growth in education. The additional module was divided into two, with each part supplemented with one of the new topics, highlighting the flexibility of the modular approach adopted for the design of the AU-COL MOOCs. Each new topic was further enhanced through a live session, including a guest speaker to introduce key concepts in the use of artificial intelligence in education. Based on the end-of-course survey and forum posts, both topics were well-received by participants, although a full exploration of each topic would likely require a MOOC of its own.

The Leadership Activity Plan final assignment was moved from the conventional file-upload to a custom-developed web-based application. While the assignment itself remained unchanged, the new format allows the assignment to be released in stages, more tightly coupled with specific module content. This allows participants to log into their assignment and develop it over time as they become more familiar with the subject.

As is typical with MOOCs, only a subset of registrants entered the course (44.7%) and only a subset of these chose to complete the quizzes and assignment required for certification (33.2%). The extent to which the outcomes were achieved by participants is therefore best assessed, at this preliminary stage of evaluation, by the level of interactions, discussion posts, quiz results, exercise/assignment completions, and survey responses.

Findings from the end-of-course survey are summarized and discussed in Section 4. As in previous offerings, a large majority of respondents (89.4%) agreed or strongly agreed with the statement that they felt part of a community in LCTL MOOC, with several expressing in their open-ended responses their appreciation for the work of the instructional and course design team, and for the contributions of their fellow participants. Following the Community of Inquiry (CoI) theoretical framework for online course design, LCTL MOOC places considerable emphasis on interaction between the instructional team and participants, and between participants themselves, through discussion forums and synchronous *live* sessions. While this focus on interaction demands a high level of commitment in time and energy from both the instructional team and the participants, creating opportunities for strong interactivity, in addition to the provision of high-quality content, remains fundamental to the MOOCs developed under the AU-COL partnership. As noted in the selected open-ended responses included in Section 4, several respondents also described an increased sense of confidence and commitment to carrying forward their new understanding of leadership in digital teaching and learning into their own professional settings.

During the course, discussion forum posts were seen to be rich in content and complexity. The facilitators are key members of the instructional team and are directly involved in the discussion forums daily. As part of the evaluation process, they were asked to provide reflections on the course activity in general and the forums more specifically. One facilitator described the high level of quality the participants had achieved in their forum posts by the end of the course, highlighting the importance of longer-term, sustained engagement in reaching the deeper forms of learning inherent in the Community of Inquiry approach:

Those who remained in the course until the end of Week 5 displayed long, complex, and meaningful posts both to the content and to their own contexts. These individuals also interacted with each other in what appeared to be ways reflective of interpersonal or affective expression as part of the social presence in the community of inquiry framework.

Creating the conditions for such longer-term, sustained engagement, however, remains a challenge for MOOCs, with only a fraction of those who registered and entered the course continuing to the final week. Another facilitator, noting that different technologies can foster different interaction styles, suggested that additional platforms external to Canvas, such as Padlet, could be used to establish early engagement that might then encourage the more formal and reflective interaction in the forums at a later stage.

Another wonder is if we should have some Padlets throughout the course as a design feel of things, so learners would bounce back some ideas regarding topics before going into the discussion forums, as I always found that Padlet is more of an informal way to allow discussion to flow.

In addition to the prescribed course content, the forums and sessions allowed participants to explore additional topics of interest related to inclusive and transformative leadership. In the current offering, one participant in particular took advantage of this opportunity to open topics related to her own research and professional interests, including artificial intelligence in education and fostering engagement through readings and videos.

To encourage a similar level of reflective interaction in the weekly synchronous live sessions, a more deliberate presentation format was developed, including the direct involvement of the full instructional team and framing the formal presentation with more informal opportunities for attendee interaction through *Mentimeter* surveys and polling. While there is likely no perfect format for synchronous sessions, which must balance careful preparation by the instructional team with openness to contributions from the attendees themselves, the instructional team believes an effective structure for MOOC synchronous sessions, following the iMOOC model, is beginning to emerge.

With an eye to these two overarching design principles - the Community of Inquiry framework and multi-modal learning (see Appendix B) - our overall assessment leads us to conclude that LCTL MOOC continues to be current and timely and well-received by participants. This positive reception can be seen in the open-ended responses in the final survey, where many participants expressed sincere appreciation for the course and the opportunity it provided to interact and communicate with fellow learners and the instructional team, as well as a desire for the course to be offered again to support lifelong learning. For more details, see *Section 4. Survey Findings*.

Appendix A. LCTL MOOC Information Page

<https://www.lctl.org/>

A MOOC for Leading Change in Teaching and Learning for a Digital World

Leading Change in Teaching and Learning for a Digital World is a massive open online course for those interested in shaping, leading, and supporting innovative application of digital tools and technologies during teaching and learning. This course will engage you in the review, discussion, and application of leadership ideas that support new teaching and learning practices. These leadership approaches and teaching and learning practices are aligned with the digital transformation that is shaping our societies. Upon completion of this course, you will understand and have a plan to apply general leadership approaches toward education change in digital, technology-enabled teaching and learning environments.

This course provides you the opportunity to view, read, review, and discuss digital transformation in education and the leadership mindset and approaches that leads organisations in this direction. With a focus on post-COVID education needs, topics will cover digital education futures, technology-enabled teaching and learning, required organisation infrastructures, and how to develop the needed leadership actions.

We encourage you to download and distribute our brochure.

At a glance

Schedule	14 January to 17 February 2024 (5 weeks)
Intended audience	K-12, higher education, and vocational education teachers, administrators, and other educational professionals from the Commonwealth and around the world
Language	English
Expected workload	5 hours per week (25 hours total)
Challenge level	Introductory
Prerequisites	None
Certification	Certificates of Participation and Completion available at no charge

Course outline

Week 1 Defining digital education

- ☐ Introducing definitions of digital transformation and its role in education
- ☐ Exploring the need for education change in individual contexts
- ☐ Reviewing general leadership theories applicable to digital education

Week 2 Digital leadership for digital change in education

- ☐ Creating general leadership theories for digital transformation application
- ☐ Creating organizational infrastructure for digital teaching and learning
- ☐ Applying leadership theories for digital transformation

Week 3 Preparing for education futures

- ☐ Evaluating individual leadership development needs
- ☐ Identifying individual and preferred organizational goals for the digital future
- ☐ Considering leadership strategies and competency development

Week 4 Creating leadership development plans

- ☐ Identifying and testing leadership assessment tools
- ☐ Mapping needs of digital teaching development to leadership strategies
- ☐ Documenting opportunities for action to support digital teaching and learning transformation in context

Week 5 Sustainable development through digital education

- ☐ Leadership, education, and sustainable development goals
- ☐ Integrating global and local needs with digital teaching development activities
- ☐ Beyond local: Creating awareness and support for global sustainable development through digital education

Course instructors and development and management team



Dr Martha Cleveland-Innes is Professor of Education Innovation at Athabasca University. She is the Editor-in-Chief of the bilingual Canadian Journal of Learning and Technology and author of The Guide to Blended Learning. Martha is instructor, co-designer, and researcher for the open online course Blended Learning Practice and Leading Change in Teaching and Learning for a Digital World. The second edition of Introduction to Distance Education: Teaching and Learning in a New Era, which she co-edited, was released by Taylor & Francis in 2021. She has held major research grants supporting research on the technology-enabled

student experience. In 2019 Martha received an Honorary Doctorate from Mid-Sweden University and the Leadership Award from the Canadian Network for Innovation in Education. Her research interest areas include 1) online and blended learning, 2) communities of inquiry, 3) higher education reform and lifelong learning, and 4) leadership in education. Martha is currently Visiting Professor of Pedagogy at Mid-Sweden University, Virtual Educator in Resident at the National University of Singapore, and a member of the Advisory Group for Digital Literacy with the B.C. Ministry of Advanced Education. For more information, see <https://tinyurl.com/243e2ksr>



Dr Nathaniel Ostashevski is Associate Professor of Open, Digital, and Distance Education at Athabasca University in Alberta, Canada. He teaches graduate courses in distance education, research design, educational technology, and online and blended learning. He has been incorporating digital technology in teaching since 1990, both at the K12 and graduate education level. Since 1995 Nathaniel has been training educators how to incorporate technology-enabled learning into "worth-it" classroom, blended, and online activities. Working at universities in Australia and Canada, he continues to develop and research high quality large enrollment

courses and MOOC designs that incorporate Community of Inquiry and Networked Learning approaches. His extensive experience with digital media for education, online and blended instructional design/teaching strategies, and learner engagement tactics—which he is most willing to share with others—are evidenced in MOOCs he designs and teaches. For more information, see <https://tinyurl.com/mrbkdwzz>



Daniel Wilton has over twenty years' experience as an online instructor. He is an instructional designer and analytics specialist for MOOCs and other online initiatives in the Faculty of Humanities and Social Sciences at Athabasca University, where he is also currently completing his doctoral studies into educational research collaboration. As Course Inspirer and lead facilitator for the LCTL, he will be working closely with the course facilitators to help monitor course activity, address any general questions or concerns, and provide guidance and suggestions based upon the feedback and progress of the MOOC participants.



Carmen Jensen-Tebb is a graduate student in distance education at Athabasca University, where she is also the Contract Project Administrator in Open, Digital, and Distance Education in the Faculty of Humanities and Social Sciences providing support for special projects, collaborations, and the education MOOC offerings of Leading Change in Teaching and Learning for a Digital World, Blended Learning Practice, Technology-Enabled Learning, Learning to Learn Online, and Learning to Learn Online Express. Carmen also serves as the Managing Editor for the bilingual Canadian Journal of Learning and Technology.



Dr Sanjaya Mishra is one of the leading scholars in open, distance, and online learning with extensive experience in teaching, staff development, research, policy development, innovation, and organisational development. With a multi-disciplinary background in education, information science, communication media, and learning and development, Dr Mishra has been promoting the use of educational multimedia, eLearning, open educational resources (OER), and open access to scientific information to increase access to quality education and lifelong learning for all. He has designed and developed award-winning online courses and platforms, such as the Understanding Open Educational Resources, Commonwealth Digital Education Leadership Training in Action, and COLCommons.

Course facilitators



Angelo Delli Santi graduated from the University of Alberta in 2007 as a secondary teacher and recently completed his Masters of Open, Digital and Distance Education (M.Ed.) at Athabasca University. He has been an online teacher for six years in Red Deer, Alberta, Canada, experiencing and overcoming many of the various barriers online teaching and learning can create. Angelo experiences how students interact with each other, all in an online setting, and takes the opportunity to share new technology tools with students regularly, searching for and learning new technology tools to help enhance learning. Angelo has facilitated in Learning to Learn Online Express, Learning to Learn Online, Blended Learning Practice, and Technology-Enhanced Learning.



Jenine Hawryluk is a doctoral student in distance education at Athabasca University and is particularly interested in the pedagogical approaches used in different intercultural contexts. She has taught English for Academic Purposes in Canada and Lithuania, specifically focusing on academic writing, as well as English Language and facilitated teacher training in several countries. Jenine has facilitated in Designing for Communities of Inquiry, Leading Change for Teaching and Learning in a Digital World, Teaching Chemistry with Technology, Learning to Learn Online, Blended Learning Practice, and Technology-Enhanced Learning.

Appendix B: Delivery Design of LCTL MOOC

Video lectures and instructor presence

Two videos with presentations by Dr Martha Cleveland-Innes is included directly in the course content, with framing commentary and metacognitive prompts. These videos introduce the direct instruction, as well as create the first level of instructor presence. Instructor presence by Dr Cleveland-Innes is further enhanced through a synchronous session during the final week of the course.

Inspirer's role and presence

The Inspirer's role includes:

- presenting announcements to guide learners during the course (see Appendix G),
- providing a sense of direct teacher presence in the course forums,
- summarizing participant activity and upcoming content through video announcements,
- guiding the weekly facilitation team meetings to ensure cohesive messaging and support, and
- providing grading and feedback on the final Leadership Activity Plan assignment.

The Inspirer's announcements, presented as video within the course and as transcripts sent to participants by email, provided updates on course events such as synchronous sessions, as well as drawing from individual participants' activity in the discussion forums to summarize key themes and principles of leadership and digital teaching and learning.

Role and presence of the facilitation team

Two facilitators are hired to facilitate networking between participants and provide additional instructional support. The facilitators' role is to:

- review and respond to (or redirect) participant questions in the lesson activity and general forums,
- contribute to and present at weekly synchronous sessions,
- facilitate networking between participants by highlighting and including direct links to connect participants with similar interests or issues,
- review and discuss in weekly facilitation team meetings the successes and challenges seen in participant activity, and
- provide grading and feedback on the final Leadership Activity Plan assignments.

The team discussed facilitation and engagement in the forums, including when to respond and when to wait for others to engage (high tech; high touch). One of the most meaningful responses is to connect the participants with each other, adding a small amount of content to help support the conversation as participants engage with each other. This creates a shift from facilitated responses to a feeling of supportive community being created – a community of inquiry. In the live sessions, there is good movement between the team members, information and interaction while sharing key messages and content.

Delivery Design

Two overarching, research-based principles guide the design of LCTL MOOC. First, we suggest that the Community of Inquiry theoretical framework, as part of the content and the experience, plays a role in the high levels of engagement and participant satisfaction. Modelling the development of a learning community is part of the unspoken curriculum for this course, and requirements for communication are made explicit in the Orientation Video, including the requirement to respond to the posts of others, communicate in a tone of respect and deliberative dialogue, and be socially, cognitively, and teaching present during the course. The forums, sessions,

and overall sense of community, while often labour-intensive on the part of the instructional team, can thus be seen as supporting a more complete and responsive learning experience.

Second, previous evidence identifies that knowledge and behaviour outcomes can only be realized through participant engagement with the course material and learning activities, with the instructors and facilitators, and with fellow participants. LCTL MOOC offers multi-modal learning activities to support achievement of learning outcomes. These expected learning activities are outlined and described to participants in the course orientation video and on the course site.

Expected multi-modal learning activities

Activity mode	Description
View	Orientation video, 2 content videos per week
Read	REQUIRED readings for assessment OPTIONAL readings for reference
Reflect	The reflection response space will require a personal response that considers content from video or readings in reference to your own competencies, goals, and/or education context. Please make sure to provide consideration of positive and negative aspects of potential changes, underway or in the future, as they may affect you and your education situation.
Post	There are three discussion forums divided into three topic areas: digital transformation, digital or technology-enabled teaching and learning, and leadership. There will be questions posed to kick off the forums each week, but you are welcome to shape the topics in each space as you wish.
Exercise completion	Exercise requirements will be announced at the beginning of each week.
Live session attendance	Weekly live sessions will be held in Zoom. Announcements about topics and guest speakers will be announced early in the course.
Quiz completion	6 to 10 questions, multiple-choice and true-and-false 1 quiz per week, 70% result each week but repeats allowed
Leadership self-assessment activity plan completion	At the end of Week 5

Appendix C: Synchronous Sessions

18 Jan 2024 **Leading change in teaching and learning**
Dr Martha Cleveland-Innes, Instructional Team, and you
https://www.youtube.com/watch?v=Jf6TFx_wDpo

Abstract: This initial session, the first out of five, will be what we call an *open microphone* session, a chance to meet your instructional team and your fellow participants as we share our ideas and perspectives on key topics in the course.

In this case, we will take a look together at the course ahead of us, considering the goals and background experiences we each bring to our community of inquiry. Bring your questions about digital learning or leadership challenges you face - these are the issues that will shape our learning over the weeks to come.

Opening Mentimeter Question:

In a word or two, what leadership of change are you interested in?
44 responses



25 Jan 2024

Technology-enabled learning and leadership

Dr Nathaniel Ostashewski, Athabasca University

<https://www.youtube.com/watch?v=a69qrfooeUY>

Abstract: Technology-enabled learning (TEL) has the power to transform both teaching and learning in classroom-based, online, and blended education by introducing the digital tools and resources 21st-century learners will need in order to explore, understand, and express themselves. These technologies, including computers, the Internet, social media, mobile and tablet devices, and open educational resources, can bring fundamental structural changes. They can transform teaching by creating new, connected relationships between teachers, students, and content to improve instruction and create a more personalized form of learning. Applied well, TEL has the potential to expand learning opportunities, enrich experiences, and support greater equality of access around the world.

Dr Nathaniel Ostashewski is an Associate Professor with the Athabasca University Distance Education Program where he teaches graduate courses in distance education, educational technology, and online learning. Working at universities in Australia and Canada, he has been developing and researching MOOC designs since 2009, including both practice and research in cMOOCs and iMOOCs. His current research interests include technology-enabled learning and pedagogy, online and blended learning, social media in online education, OERs, and digital media implementation in education.

Opening Mentimeter Question:

In one or two words, What do you find to be the most impactful feature of TEL?

30 responses



1 Feb 2024

Artificial intelligence and education

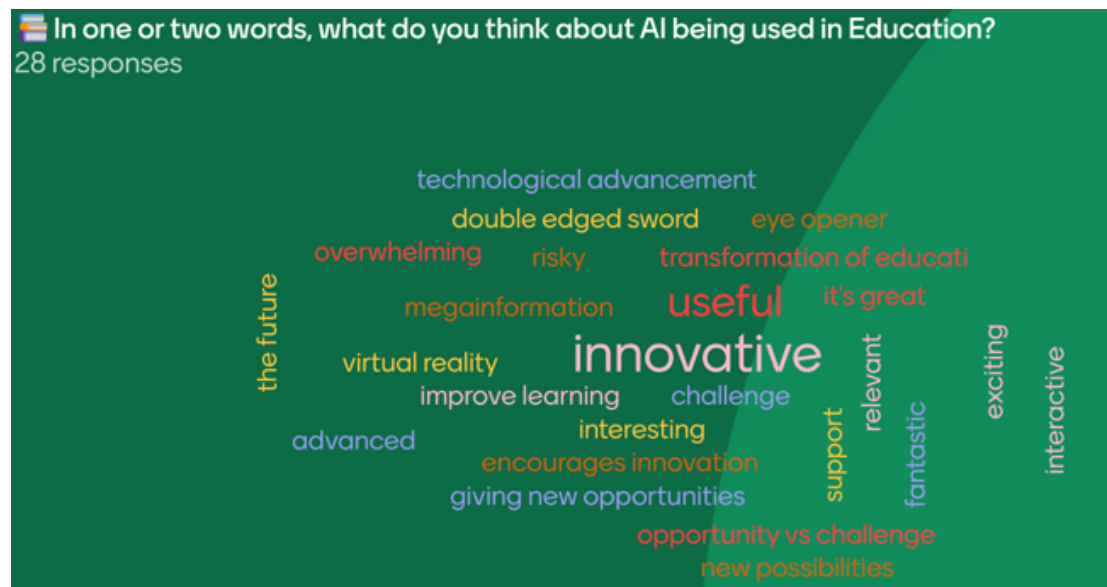
Dr Peter Mozelius, Mid Sweden University

<https://www.youtube.com/watch?v=RRCBhBuCWyg>

Abstract: There is definitely a great deal of interest in the potential of AI in education (and its potential downsides as well), and you have been raising a number of critical points around this topic in previous sessions and in the forums. What might AI look like in education, and do recent advancements such as ChatGPT mark a major turning-point in how we will teach and learn in our digital world? It seems to be a moment of both opportunity and uncertainty. How can we lead our colleagues to capture these opportunities? How can we guide our learners through uncertainty?

Dr Peter Mozelius is Associate Professor and Researcher in the Department of Communication, Quality Management and Information Systems at Mid Sweden University in Östersund, Sweden. His research interests are in the fields of technology-enhanced learning, game-based learning, lifelong learning, AI in education, and programming education. Dr Mozelius teaches programming for STEM teachers' professional development, scientific writing, and artificial intelligence.

Opening Mentimeter Question:



8 Feb 2024

Turning a cruise ship: Leading education change

Dr Brad Mahon, Great Plains College

<https://www.youtube.com/watch?v=YZGST-WdyiM>

Abstract: Rooted in centuries of tradition and layers of bureaucracy, the education sector can be slow to respond and a difficult place to enact change. As leaders guiding change, we are always "selling" our ideas - onboarding people while simultaneously defending challenges to our vision. As change agents, we must connect our vision to our values. Values-based leadership is a pathway to authentic leadership, which always places us on high ground. This session will discuss understanding and communicating your leadership values to create a compelling vision that enables change.

Dr Brad Mahon is President and CEO of Great Plains College in Canada. As a leader in the higher education sector, he prioritizes collaboration and cooperation, establishing strategic partnerships with other post-secondary institutions, community organizations, and industry, providing learners with a transformative educational experience and ensuring institutions are meaningfully engaged with the communities they serve.

Opening Mentimeter Question:



15 Feb 2024

Developing a plan for leadership action

Dr Martha Cleveland-Innes, Instructional Team, and you

<https://www.youtube.com/watch?v=LrsANlyzYic>

Abstract: As with the first live session, this last session will be "open microphone" and will be a chance to meet with your instructional team to review some of the key leadership concepts from the course. In particular, you will be considering the potential of a "*Leadership Presence*" and its relationship with the Community of Inquiry and the role of the facilitator. We'll also discuss the final assignment and its connection with the idea of *sustainable change*.

Opening Mentimeter Question:


In one or two words, describe any strategic leadership goals you might have for using the Col in your context.

25 responses




Appendix D. LCTL MOOC Brochure

Leading Change in Teaching and Learning for a Digital World (exterior)



Meet the Instructors




Dr. M. Cleveland-Innes is a Professor of Open, Digital and Distance Education at Athabasca University. She is Editor-in-Chief of the bilingual Canadian Journal of Learning and Technology and the co-author of open-source publications The Guide to Blended Learning (2018) and Participant Experience in an Inquiry-Based Massive Open Online Course (2022). Martha is an instructor, co-designer, and researcher for the open online courses Designing Communities of Inquiry, Blended Learning Practice, and Leading Change for Teaching and Learning in a Digital World. In 2019, Martha received an Honorary Doctorate from Mid-Sweden University and served as a member of the Advisory Group for Digital Literacy with the B.C. Ministry of Advanced Education in 2021-2022. She was Virtual Educator in Residence at the National University of Singapore in the Fall of 2022 and is currently a Visiting Professor of Pedagogy at Mid-Sweden University. For more information, see <https://tinyurl.com/243e2ksr>.



Dr. N. Ostashevski is Associate Professor with the Athabasca University Distance Education Program, where he teaches graduate courses in distance education, educational technology, and online learning. Working at universities in Australia and Canada, he has been developing and researching MOOC designs that incorporate Community of Inquiry and Networked Learning approaches since 2009. His current research interests include technology-enabled learning and pedagogy, online & blended learning, social media in online education, OERs and digital media (including iPads and 3D Printers) implementation in education.



Dan Wilton has over 20 years of experience as an online instructor. He is an instructional designer and analytics specialist for MOOCs and other online initiatives in the Faculty of Humanities and Social Sciences at Athabasca University, where he is also currently completing his doctoral studies in educational research collaboration. As Course Inspirer and lead facilitator for LCTL, he will be working closely with the course facilitators to help monitor course activity, address any general questions or concerns and provide guidance and suggestions based on the feedback and progress of the MOOC participants.



Certification

Two levels of certification are available at no charge based on your level of participation and completion of activities:

- Certificate of Participation: requires participation in at least three discussion forums and completion of quizzes with a score of 70% or more on each quiz.
- Certificate of Completion: requires 70% or more on each quiz, participation in at least three discussion forums, and submission of a Leadership Activity Plan.



Registration

For further information and registration, go to:
<http://www.lctl.org>

LCTL inquiries: info@lctl.org

Commonwealth of Learning Ms Waranuch Tanubarnungsuk Programme Assistant 4710 Kingsway, Suite 2500 Burnaby, BC V5H 4M2 CANADA https://www.col.org email tel@col.org	Athabasca University Carmen Jensen-Tebb Project Administrator 1 University Drive Athabasca, AB T9S 3A3 CANADA https://www.athabascau.ca/
---	--

 COMMONWEALTH of LEARNING

 Athabasca University

MOOC

Leading Change in Teaching and Learning for a Digital World

3

14 January - 17 February 2024



LEARNING FOR SUSTAINABLE DEVELOPMENT

Leading Change in Teaching and Learning for a Digital World (interior)



Course Description

Leading Change in Teaching and Learning for a Digital World (LCTL) is a massive open online course for those interested in shaping, leading, and supporting innovative applications of digital tools and technologies during teaching and learning. This course will engage you in the review, discussion and application of leadership ideas that support new teaching and learning practices. These leadership approaches and teaching and learning practices are aligned with the digital transformation that is shaping our societies. Upon completion of this course, you will understand and have a plan to apply general leadership approaches toward education change in digital, technology-enabled teaching and learning environments. The course also provides an opportunity to view, read, review and discuss digital transformation in education and the leadership mindset and approaches that lead organisations in this direction. With a focus on post-Covid-19 education needs, topics will cover digital education futures, technology-enabled teaching and learning, required organisation infrastructures and how to develop the needed leadership actions.

Learning Outcomes

You will:

- Meet online with teaching and learning leaders from all over the world who are also learning to improve their leadership techniques
- Review what digital transformation means and what role there is for education
- Evaluate potential change requirements for teaching and learning in and for digital environments
- Demonstrate knowledge regarding several leadership theories appropriate for digital transformation in education
- Identify and reflect upon personal leadership strategies and evaluate their potential for leading transformative change
- Combine personal leadership knowledge with context-specific needs to support a Leadership Activity Plan
- Receive a certificate on completion of required activities



Who Should Participate?

This free, five-week course offered by the Commonwealth of Learning in collaboration with Athabasca University is open to anyone, anywhere and is mobile-friendly. LCTL has been designed to assist teachers, administrators and academic managers to rethink their leadership strategies and develop appropriate action plans for change within their own context. This MOOC will be of particular interest to education leaders and administrators, teachers and other education professionals.



At a Glance

Schedule	14 January – 17 February 2024 (5 weeks)
Intended audience	K-12, higher education, and vocational education teachers, administrators, and other educational professionals from the Commonwealth and around the world
Language	English
Expected workload	5 hours per week (25 hours total)
Challenge level	Introductory
Prerequisites	None
Certification	Certificates of Participation and Completion available at no charge

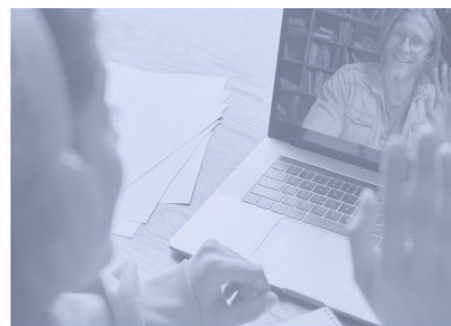


Course Details



Week 1 Defining digital education

- Introducing definitions of digital transformation and its role in education
- Exploring the need for education change in individual contexts
- Reviewing general leadership theories applicable to digital education



Week 2 Digital leadership for digital change in education

- Choosing general leadership theories for digital transformation application
- Creating organisational infrastructure for digital teaching and learning
- Applying leadership theories for digital transformation



Week 3 Preparing for education futures

- Evaluating individual leadership development needs
- Identifying individual and preferred organisational goals for the digital future
- Considering leadership strategies and competency development



Week 4 Creating leadership development plans

- Identifying and testing leadership assessment tools
- Mapping needs of digital teaching development to leadership strategies
- Documenting opportunities for action to support digital teaching and learning transformation in context



Week 5 Sustainable development through digital education

- Leadership, education, and sustainable development goals
- Integrating global and local needs with digital teaching development activities
- Beyond local: Creating awareness and support for global sustainable development through digital education

DIGITAL TEACHING • LEADERSHIP • LEARNING TRANSFORMATION • STRATEGY

Appendix E. Leadership Activity Plan: Moving toward digital teaching

Final Assignment: Leadership Activity Plan

What are the characteristics and actions of leadership, and where can they be applied to achieve necessary transformation?

In this assignment, you are going to outline a Leadership Activity Plan to map out how you can use your personal and professional leadership characteristics to create transformative change in digital teaching and learning. You will consider:

- ☐ the personal and professional leadership characteristics you have or can develop,
- ☐ the actions you can take to lead and support digital teaching,
- ☐ the instructional, pedagogical, and technological areas in which you can lead transformation change in your setting, and
- ☐ your commitment to leading these changes.

If you are working toward a Certificate of Completion, this assignment is REQUIRED.

It is still possible to earn a Certificate of Participation by passing all the quizzes, but we encourage you to try this assignment; it will bring together everything you learn, think about, and discuss in this course. If you have been completing the Transformational Action exercises and posting in the discussion forums, you are already well on your way to completing this assignment.

Leadership Activity Plan

The Leadership Activity Plan will be your final assignment for the course and is required for earning a Certificate of Completion. It will be released in stages from Week 2 to Week 5 and is due by the end of the final day of the course.

How it works

STEP 1: Your leadership characteristics

Whether you have a formal leadership role or not, anyone in educational institutions and agencies can speak about, request, and support education transformation. You'll start your Activity Plan by listing the personal or professional characteristics you feel you must develop or exhibit to lead and support digital teaching in your particular educational setting.

STEP 2: Your actions as a leader

In Step 2, you'll consider appropriate actions you feel you will need to take to lead and support digital teaching.

STEP 3: Areas of necessary transformation and opportunities for your leadership

Given the significant demand for change in education, there are many places to offer support through leadership. In Step 3, you'll first describe your (current or future) educational setting and then consider appropriate actions you'll need to take within your setting to lead and support digital teaching.

STEP 4: Make a commitment to leadership

Finally, it's critical not only to know what you can do but also to commit to doing it, and to understand why you expect it to be effective. You'll complete your plan by stating your commitment to leading and supporting change for digital teaching and learning in your educational setting through transformative leadership and support.

Can this be a team assignment?

No, this is an individual assignment. It is fundamentally based on your own unique characteristics as a leader, the necessary transformations you would like to bring to your own educational setting, and your personal sense of commitment to that leadership. Your Activity Plan will be unique to you.

Is there an exemplar or sample I can follow?

Not for the Activity Plan itself - it is too dependent on your own unique characteristics, your setting, and how you see your own level of commitment. However, you will have seen an example of a completed Transformational Action Exercise 3, and that can guide you to the sort of thinking and response expected here. If you follow the template, you will be fine.

How it will be evaluated

Your Leadership Action Plan will be evaluated as Complete, Incomplete, or Resubmission Required. If you are asked to resubmit, your plan will be re-opened, and you can continue to work on it.

To successfully complete your Leadership Action Plan, you will fill out the sections of its structured outline with information and evidence gained from course material and discussions. This information should be integrated with your prior knowledge and experiences and applied to your current or future education context.

How to hand it in

You will complete your plan online, working individually. Click the blue button above to start your plan. If any questions come up as you work through your plan (including questions about what specific sections of the plan might actually mean), post them in our dedicated forum for the Leadership Action Plan.

Your Activity Plan will be reviewed by a human being, which means that it might take a few days or even weeks to be reviewed, depending on the number we receive. Completion certificates will be released in batches after the course ends and as assignments are reviewed.

Appendix F. Registrants by Country

Country	Number (n=486)	%
India	144	29.6%
Mauritius	47	9.7%
Canada	33	6.8%
Kenya	31	6.4%
South Africa	19	3.9%
Papua New Guinea	14	2.9%
Trinidad and Tobago	14	2.9%
Ghana	13	2.7%
Botswana	9	1.9%
Nigeria	9	1.9%
United Kingdom	6	1.2%
Australia	5	1.0%
Pakistan	5	1.0%
Sri Lanka	5	1.0%
United States	5	1.0%
Fiji	4	0.8%
Jamaica	4	0.8%
Malawi	4	0.8%
Malaysia	4	0.8%
Namibia	4	0.8%
Bangladesh	3	0.6%
Cayman Islands	3	0.6%
Eswatini	3	0.6%
Philippines	3	0.6%
Solomon Islands	3	0.6%
Uganda	3	0.6%
Zambia	3	0.6%
Barbados	2	0.4%
Belize	2	0.4%
Cameroon	2	0.4%
Guyana	2	0.4%
Japan	2	0.4%
Lebanon	2	0.4%
Peru	2	0.4%
Rwanda	2	0.4%
Samoa	2	0.4%
Sierra Leone	2	0.4%
No response	2	0.4%

One registrant joined from each of the following countries:

Antigua and Barbuda

Argentina

Bahamas

Brazil

Chad

China

Colombia

Cyprus

Democratic Republic of the Congo

Egypt

Finland

France

Germany

Grenada

Hong Kong

Indonesia

Lesotho

Morocco

Myanmar

Palestine

Republic of Lithuania

Seychelles

Somalia

Spain

St. Vincent and the Grenadines

Suriname

Tuvalu

Vanuatu

Zimbabwe

Appendix G. Course Announcements

Welcome to Leading Change in Teaching and Learning for a Digital World! *Posted: Jan 14, 2024 at 1:00 am*
Welcome to Leading Change in Teaching and Learning for a ...

Reminder: Join us today for Live session 1 *Posted: Jan 18, 2024 at 12:30 am*
Join us today for our first live session for Leading Change in Teaching ...

Week 1: Carving paths into a rich landscape *Posted: Jan 20, 2024 at 4:15 pm*
Hello everyone! [The full weekly summary is available as video...

Module 2 of LCTL is now open *Posted: Jan 21, 2024 at 12:00 am*
Welcome to Week 2! Module 2, Digital Leadership for ...

Reminder: Join us today for Live session 2 *Posted: Jan 25, 2024 at 2:00 am*
Join us today for our second live session ...

Week 2: Who are we, in our digital world? *Posted: Jan 27, 2024 at 4:45 pm*
Hello everyone! [The full weekly summary is available as video...

Module 3 is now open *Posted: Jan 28, 2024 at 12:00 am*
Welcome to Week 3! Module 3, Preparing for education futures...

Reminder: Join us today for Live session 3 *Posted: Feb 1, 2024 at 2:00 am*
Join us today for our third live session for Leading Change ...

Module 4 is now open *Posted: Feb 4, 2024 at 12:00 am*
Welcome to Week 4! Module 4, Leadership development in ...

Week 3: On the line from individual to community *Posted: Feb 4, 2024 at 5:15 pm*
Hello Everyone! [The full weekly summary is available as video...

Reminder: Join us today for Live session 4 *Posted: Feb 8, 2024 at 2:00 am*
Join us today for our fourth live session for Leading Change ...

Module 5 is now open *Posted: Feb 11, 2024 at 1:00 am*
Welcome to Week 5! Module 5, Sustainable development through distance ...

Week 4: Interpreting our digital world *Posted: Feb 12, 2024 at 9:15 pm*
Hello Everyone! [The full weekly summary is available as video...

Course extension, end survey, farewells, and further learning *Posted: Feb 14, 2024 at 12:00 am*
Hello, everyone! I am happy to announce that LCTL has been ...

Reminder: Join us today for Live session 5 *Posted: Feb 15, 2024 at 2:00 am*
Join us today for our final live session for Leading Change ...

Extension week begins, early certificates, and more*Posted: Feb 18, 2024 at 12:00 am*

We now begin the extension week ...

Week 5: On levels of sustainable leadership*Posted: Feb 18, 2024 at 4:00 pm*

Hello once more everyone! [The full weekly summary is available as video...

Thank you, as LCTL soon comes to a close*Posted: Feb 24, 2024 at 3:00 pm*

Hello, everyone! As I write this, we have about 10 hours left ...

Appendix H. Survey Letter of Consent



14 January 2024

Dear Participant:

We are researchers at Athabasca University and the Commonwealth of Learning. We invite you to participate in a research study entitled "Leading Change in Teaching and Learning for a Digital World". The purpose of this study is to create a detailed picture of the participant experience in this MOOC.

Your participation will involve completing two short surveys: one at the beginning of the course and one after the course has finished. Each survey will take between 5 and 10 minutes to complete. Some participants may also be contacted for a more detailed interview. This interview takes between 15 and 20 minutes in total.

Data about your general course participation, such as the assignments you submit and the time spent on different course activities, is also of interest to us. Your involvement in the study is voluntary, and you may choose not to participate or to stop at any time without penalty or loss of benefits to which you are otherwise entitled. If you decide to stop or withdraw from the study, the information/data collected from or about you up to the point of your withdrawal will be kept as part of the study and may continue to be analyzed.

In either case, all information collected in this study will remain confidential. No individually-identifiable information about you, or provided by you during the research, will be shared outside the research/instructional team without your written permission. All research data will be kept on a secure drive for which only the principal researchers and instructional assistants will have access. Identifying information of participants will be removed from any reports that are seen by anyone other than the principal researchers and instructional assistants. The results of the research study may be published but your name or any identifying information will not be used. The published results will be in summary form only.

The findings from this project may provide information on how to improve the quality of learning experiences in other online courses. There are no known risks or discomforts associated with this research. If you have any questions about this research project, please feel free to contact Dr. Martha Cleveland-Innes via email at martie@athabascau.ca. This study has been reviewed by the Athabasca University Research Ethics Board. Comments or concerns regarding your treatment as a research participant should be directed to the Office of Research Ethics at 1-800-788-9041, ext. 6718 or via email at rebsec@athabascau.ca.

Use the buttons below the survey instructions to indicate whether you agree to participate in the research project described above. To correlate the surveys with your general course participation, we will also require the email address you used to register in LCTL MOOC. If you choose to consent to a follow-up interview, we may use this email address to contact you; your email address will not be used for any other purpose or shared with anyone outside the research team.

Thank you.

Sincerely,
Martha Cleveland-Innes PhD, Professor of Education Innovation, Athabasca University

Appendix I. Pre-Course Survey

Do you consent to participate in the research study described above?

- ☐ Yes, I have read and understood the letter and consent
- ☐ No, I do not consent

If you consent to this survey, please enter the email address you used to register for LCTL MOOC.

Where do you live?

- ☐ Europe/UK
- ☐ North America
- ☐ Caribbean/Central America
- ☐ South America
- ☐ South Asia/Indian subcontinent
- ☐ Asia
- ☐ Oceania
- ☐ Middle East
- ☐ Africa

Please specify your country.

What is your primary spoken language?

- ☐ English
- ☐ Other (please specify)

What is your gender?

- ☐ Male
- ☐ Female
- ☐ Other or non-binary
- ☐ Prefer not to answer

What is your age group?

- ☐ Under 20
- ☐ 20-29
- ☐ 30-39
- ☐ 40-49
- ☐ 50-59
- ☐ 60 or over

What is your highest educational qualification?

- ☐ Secondary/high school diploma
- ☐ College certificate or diploma
- ☐ Vocational school certificate or diploma
- ☐ Bachelor's degree or equivalent
- ☐ Master's degree or equivalent
- ☐ Ph.D. or equivalent

What does your job involve? (select all that apply)

- ☐ Face-to-face teaching

- ☐ Distance or online teaching or facilitating
- ☐ Blended/hybrid teaching (face-to-face and distance or online)
- ☐ Work-based training
- ☐ Research
- ☐ Leadership/management/administration
- ☐ Government service
- ☐ Education support services
- ☐ Other (please specify)

If your job involves teaching, at which levels do you teach? (select all that apply)

- ☐ Early education/elementary/primary school
- ☐ Secondary/high school
- ☐ College
- ☐ Vocational school
- ☐ University
- ☐ Workplace/military/community
- ☐ Other (please specify)

What is your teaching experience?

- ☐ Currently a student
- ☐ Less than 5 years
- ☐ 6-15 years
- ☐ 16-25 years
- ☐ More than 25 years

How would you rate your current skill level when performing the following tasks? (none, basic, proficient, or advanced)

- ☐ Acting as a leader in formal or informal situations
- ☐ Using digital tools for teaching
- ☐ Using digital tools for learning
- ☐ Supporting new technology and pedagogy for teaching and learning

Before registering in this course, were you aware of Transformational Leadership in Education?

- ☐ No
- ☐ I had heard of it
- ☐ I knew it well but had not used it
- ☐ I use it in my instructional/learning design and/or teaching practice

Have you taken any of the following MOOCs? (select all that apply)

- ☐ Designing Communities of Inquiry for Online Courses (DCoI MOOC)
- ☐ Blended Learning Practice (BLP MOOC)
- ☐ Introduction to Technology-Enabled Learning (TEL MOOC)
- ☐ Learning to Learn Online (LTLO MOOC)

How did you find out about this course?

- ☐ Commonwealth of Learning website
- ☐ Commonwealth of Learning newsletter
- ☐ Course brochure
- ☐ Athabasca University

- ☐ Notification in a previous MOOC
- ☐ Email notification
- ☐ Social media
- ☐ Colleagues/workplace
- ☐ OpenUpEd
- ☐ PCF conference
- ☐ Other (please specify)

What is your primary reason for taking this course?

- ☐ General interest, primarily in digital teaching and learning
- ☐ General interest, primarily in educational leadership
- ☐ General interest, primarily in MOOCs
- ☐ Professional development (contributing to your CV, for example)
- ☐ Obtaining a certificate
- ☐ Other (please specify)

If you earn a certificate for this course, will you be applying it as professional development hours to further your career or meet professional development requirements?

- ☐ Yes
- ☐ No
- ☐ Does not apply

Which of the following best describes your intention to complete this MOOC?

- ☐ To browse the course contents, but not planning to complete the course
- ☐ Planning to complete some course activities, but not planning to earn a Certificate of Completion
- ☐ Planning to complete all activities to earn a Certificate of Completion
- ☐ Have not decided whether I will complete any course activities

Do you consent to be contacted to participate in a follow-up interview as indicated in the consent form?

- ☐ Yes, I consent to be contacted
- ☐ No, I do not consent to be contacted

Appendix J. End-of-Course Survey

Do you consent to participate in the research study described above?

- ☐ Yes, I have read and understood the letter and consent
- ☐ No, I do not consent

If you consent to this survey, please enter the email address you used to register for LCTL MOOC.

Which weekly activities did you complete, or do you expect to complete? (Please select all that apply.)

- ☐ Less than one week
- ☐ Week One activities, discussions, and quiz
- ☐ Week Two activities, discussions, and quiz
- ☐ Week Three activities, discussions, and quiz
- ☐ Week Four activities, discussions, and quiz
- ☐ Week Five activities, discussions, and quiz
- ☐ A Leadership Action Plan

Which course elements supported your feeling of being part of a “community of inquiry”? (Select all that apply.)

- ☐ Course announcements/emails
- ☐ Inspirer “Welcome to the Week” videos
- ☐ Topic activity’s structure
- ☐ Discussion forums
- ☐ Facilitator posts
- ☐ Live sessions
- ☐ Padlets and/or polls

Please provide us with your feedback by indicating your level of agreement to the following statements.

- ☐ LCTL MOOC met the stated learning objectives
- ☐ The amount of time I spent on the course met my expectations
- ☐ The workload was manageable
- ☐ The pace of the course was comfortable for my learning
- ☐ The course activities reinforced the course material
- ☐ The course activities did a good job of triggering my thinking
- ☐ The course activities did a good job of holding my interest
- ☐ The course material was of good quality
- ☐ Assignments were helpful to acquire knowledge and skills
- ☐ The quizzes helped to test my knowledge
- ☐ The Leadership Activity Plan helped me prepare for transformative leadership toward digital teaching and learning
- ☐ I experienced direct instruction during LCTL MOOC
- ☐ My learning was supported through facilitation by the Inspirer
- ☐ My learning was supported through facilitation by the roving instructors (facilitators)
- ☐ My learning about LCTL was supported through my discussions with other students
- ☐ My learning about LCTL was supported by reading other student posts
- ☐ LCTL MOOC discussions provided me with information about resources that I will be able to use in my own leadership
- ☐ I felt like I was part of a community in LCTL MOOC
- ☐ It was okay to express emotion in LCTL MOOC forums
- ☐ The course website was user-friendly

- ☐ The Welcome Module helped me navigate the course and understand course expectations
- ☐ The LCTL MOOC experience will assist me in supporting the use of digital technology for teaching and learning
- ☐ Overall, I was satisfied with LCTL MOOC
- ☐ I would recommend LCTL to other educators

Please indicate the level of instructor and facilitator involvement you would have liked to have had in LCTL MOOC.

- ☐ Much more instructor and facilitator involvement
- ☐ Somewhat more instructor and facilitator involvement
- ☐ About the same level of instructor and facilitator involvement
- ☐ Less instructor and facilitator involvement
- ☐ I felt no need for instructor or facilitator involvement

What suggestions do you have for the instructor and/or course design team?

If you would like to provide general feedback on LCTL MOOC, please enter it here.