



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

First offering: 27 March – 23 April 2022

Athabasca University
Commonwealth of Learning



Credits

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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 summarises its delivery and outcomes from its first offering held 27 March - 23 April 2022.

The purpose of LCTL MOOC is to introduce frameworks and practical approaches to the leadership and change management required for implementing technology to support new teaching and learning practices. Our content and approaches are aligned with the digital transformation shaping education and our society in a post-COVID-19 world. Participants engage in deep reflection and discussion of leadership characteristics and how these may be applied to create transformational change, supported through technology, within their own educational context.

There were 1,590 student registrants in the first offering of LCTL MOOC, of which 750 logged into the learning management system at least once. Participants who completed the minimum requirements based on quiz completion and scores were awarded Certificates of Participation. Participants who went on to complete the Leadership Activity Plan were also awarded an additional Certificate of Completion. There were 260 Certificates of Participation awarded for a total certification rate of 16.4% based on the 1,590 student registrations, or 34.7% based on the number of participants who logged in. Of the 260 certificate recipients, 174 (66.9%) were also awarded the more challenging Certificate of Completion based on successful completion and submission of the Leadership Activity Plan.

Based on the End-of-Course survey responses, and the overall high level of effort and commitment shown by the participants throughout, the first offering of LCTL MOOC was well-received. A significant majority of respondents indicated their overall satisfaction and willingness to recommend the course to others. Notwithstanding the highly positive response to the course, several respondents also noted its demanding nature, particularly in its readings. It is an ambitious course, asking participants to develop a critical understanding of digital change in teaching and learning practices in a particularly turbulent, post-COVID moment, but also to reflect upon their personal characteristics to develop an appropriate, context-based strategy to enact that change. Adjustments to the pacing or expectations may be recommended for future offerings.

This report on the first offering of LCTL MOOC is prepared by Athabasca University and submitted to the Commonwealth of Learning.

Section 1. Background of LCTL MOOC

The LCTL MOOC initiative 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 organisations 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 teachers, administrators, and academic managers to rethink their leadership strategies and develop appropriate action plans for change within their own context. This MOOC is of particular interest to education leaders and administrators, teachers, and other education professionals.

Team members

From Athabasca University:

Dr Martha Cleveland-Innes, Course Instructor and Professor

Dr Nathaniel Ostaszewski, Researcher and Associate Professor

Daniel Wilton, Instructional Designer and Course Inspirer

Carmen Jensen-Tebb, Project Administrator

From the Commonwealth of Learning:

Dr Sanjaya Mishra, Director: Education

Design and development

The LCTL MOOC design is based on concepts and outcomes identified in the 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 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 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.

Marketing

Target learners for LCTL MOOC are teachers in developing countries. COL carried out most marketing efforts as the organization has an established network of connections in the education sector throughout the developing world. The LCTL MOOC website is promoted through COL's network and the promotional brochure is 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 the LCTL MOOC

There were 1,590 registrants for the first offering of LCTL MOOC. Of these, 750 (47.2%) logged into the course at least once, averaging 5.2 hours each within the learning management system, not including any additional, unlogged time spent on readings and the final activity. Within the learning management system, 38 participants logged in for at least 20 hours.

Demographic data

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

Distribution by country. Registrants attended from 104 countries, with Trinidad and Tobago representing 20.1% of the registrant population, followed by India at 10.1%. Table 1 lists the most frequently indicated countries by survey; the full list of country demographic data is included as Appendix F.

Table 1. Distribution of registrants by country: Top 10 ($n=1449$)

Country	Number	Percent
Trinidad and Tobago	291	20.1%
India	147	10.1%
Jamaica	110	7.6%
Canada	66	4.6%
Dominica	56	3.9%
Saint Vincent and the Grenadines	55	3.8%
Bangladesh	47	3.2%
Grenada	37	2.6%
Papua New Guinea	36	2.5%
Kenya	32	2.2%

Distribution by gender. Over 60% of the registrants ($n=1450$) were female. The distribution by gender is provided in Table 2.

Table 2. Distribution of registrants by gender ($n=1450$)

Gender	Number	Percent
Female	900	62.1%
Male	543	37.4%
Prefer not to disclose	7	0.5%

Distribution by age. The ages of registrants ($n=1450$) were broadly distributed, with a mean age of approximately 41 years. 56.1% of registrants were 40 years old or older. The distribution by age is provided in Table 3.

Table 3. Distribution of registrants by age ($n=1450$)

Age	Number	Percent
Under 20	9	0.6%
20 to 30	163	11.2%
30 to 40	465	32.1%
40 to 50	498	34.3%
50 to 60	254	17.5%
60 to 70	51	3.5%
70 or over	10	0.7%

Distribution by education level. Registrants ($n=1450$) were in general highly educated, with 1003 (69.2%) holding or currently pursuing a graduate degree or higher. The distribution by education level is provided in Table 4.

Table 4. Distribution of registrants by education level ($n=1450$)

Education Level	Number	Percent
High school diploma	56	3.9%
Vocational school certificate or diploma	2	0.1%
Currently in an undergraduate program	63	4.3%
College diploma or bachelors degree	326	22.5%
Currently in a graduate program	77	5.3%
Post-graduate diploma or graduate degree	616	42.5%
Currently in a doctoral program	100	6.9%
Doctoral degree	210	14.5%

Distribution by professional affiliation. Registrants were also asked to identify their professional affiliation and level, with the largest number indicating an affiliation with government (30.5%), followed by an even distribution between affiliations with K-12 and post-secondary institutions (24.6% each). The distribution by professional affiliation is provided in Table 5.

Table 5. Distribution of registrants by professional affiliation and level ($n=1420$)

Professional affiliation	Number	Percent
Government	433	30.5%
K-12 education	350	24.6%
Post-secondary education	350	24.6%
Individual	147	10.4%
Non-profit organization	91	6.4%
For-profit organization	31	2.2%
Community organization	18	1.3%

Discussion participation

Discussion is an important component of LCTL 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 course Inspirer and facilitators. 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.

All participants were encouraged to participate in the Digital World forums and then were allowed to select from the Digital Leadership or Digital Change forums. In total, there were 3297 discussion posts: 3116 in pre-established course activity and administrative forums, and 181 in participant-generated forums. The distribution of posts by forum type is shown in Table 6.

Table 6. Discussion posts by forum type

Forum type	Posts	Percent
Support forum	43	1.3%
Live session forums	119	3.6%
Welcome forums	674	20.4%
Digital World forums	1156	35.1%
Digital Leadership forums	676	20.5%
Digital Change forums	448	13.6%
Participant-generated forums	181	5.5%

Synchronous sessions

While most of the course is delivered through static web content and asynchronous discussions, a series of four optional synchronous sessions were presented to explore key issues related to the course, as well as offer participants an opportunity to speak directly with guest presenters, the instructional team, and each other. The session titles, abstracts, and recording links are listed in Appendix C.

Microsoft Teams is used for the synchronous sessions. This web 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 provided access to Microsoft Teams; the application is external to the Canvas platform.

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 included both presentations and an interactive question-and-answer period.

The sessions were recorded for those unable to join the sessions live and to support further discussion. Links to these recordings in both Microsoft Teams and YouTube, along with the session slides, were posted to the course home page and in a forum dedicated to ongoing discussion around the session. Recordings were especially useful in the case of LCTL MOOC, where participants were dispersed throughout the world and across a wide range of time zones.

Section 3. Participant Performance

Weekly quizzes

Each of the four weeks included a multiple-choice quiz. A minimum score of 60% is required on each quiz to qualify for a certificate. Participants who did not achieve this level were allowed multiple attempts, a key consideration for achieving a mastery orientation within an open professional development course. The number of participants who attempted each quiz and the average scores are provided in Table 7.

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?	382	89%	1.30
Week 2: What is digital leadership?	331	86%	1.28
Week 3: How can we prepare for education futures?	290	88%	1.01
Week 4: How can we plan for leadership development?	265	89%	1.53

Leadership Activity Plan

Creation of a Leadership Activity Plan is the final assignment and a requirement for the Certificate of Completion. A total of 182 plans were submitted, of which 175 (96.2%) were successful. As with the quizzes, participants who did not meet the requirements for the assignment were allowed a second attempt. The template for the Leadership Activity Plan is included as Appendix E.

Certificates

Participants who achieved the minimum requirements based on quiz scores were awarded Certificates of Participation; those who went on to complete the Leadership Activity Plan were also awarded Certificates of Completion. There were 260 Certificates of Participation awarded, for a total certification rate of 16.4%, based on the 1,590 student registrations, or 34.7% based on the number of participants who logged in. Of these, 174 participants (10.9% of registrants) were also awarded a Certificate of Completion.

Certificates are made available through a separate certificate system originally developed by Athabasca University. Under this system, 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 spoofing.

Certificates of Completion include a note indicating that they represent 20 hours of professional learning engagement, which can also be verified, by name, through the certificates' verification links.

Section 4. Survey Findings

Basic demographics and professional roles of respondents to the preregistration and welcome surveys have been discussed in Section 2. Here, additional results from the two course surveys will be presented: the results from those who consented to the Welcome survey ($n=576$) and End-of-Course survey ($n=142$). 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 573 responses indicating a primary language, 473 (82.6%) reported English as a primary language. The most frequent primary languages indicated by respondents are provided in Table 8.

Table 8. Primary languages of Welcome survey respondents: Top 10 ($n=573$)

Primary Language	Number	Percent
English	473	82.6%
Bengali/Bangla	15	2.6%
Hindi	11	1.9%
Spanish	7	1.2%
French	5	0.9%
Sinhala	5	0.9%
Afrikaans	4	0.7%
Arabic	4	0.7%
Dzongkha	4	0.7%
Pidgin	4	0.7%

Most respondents (79.5%) 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 or supporting new technology and pedagogy for teaching and learning. The self-reported skill levels for these skills are summarized in Table 9.

Table 9. Self-reported skill levels of welcome survey respondents

Skill	None/Basic (%)	Proficient/Advanced (%)
Acting as a leader in formal or informal situations	114 (20.5%)	443 (79.5%)
Using digital tools for teaching	221 (40.0%)	331 (60.0%)
Using digital tools for learning	187 (33.9%)	364 (66.1%)
Supporting new technology and pedagogy for teaching and learning	234 (42.3%)	319 (57.7%)

Survey respondents indicated a stronger general interest in digital teaching and learning than in educational leadership, with professional development a key motivation in registering. The respondents' primary reasons for registering in LCTL MOOC are provided in Table 10.

Table 10. Distribution of primary reasons for taking the course ($n=557$)

Response	Number	Percent
General interest, primarily in digital teaching and learning	247	44.3%
Professional development	153	27.5%
General interest, primarily in educational leadership	129	23.2%
Obtaining a certificate	12	2.2%
General interest in MOOCs	11	2.0%
Recommended/required for course or program	1	0.2%
Other/all of the above	4	0.7%

Over one-third of survey respondents (200, 34.7%) indicated they had previously registered in a MOOC that has been offered through the AU-COL partnership: Blended Learning Practice (138, 24.0%), Introduction to Technology-Enabled Learning (113, 19.6%), and Learning to Learn Online (also offered by Athabasca University alone; 86, 14.9%). 35 respondents (6.1%) had previously registered in all three.

Table 11. Distribution of responses to "How did you learn about this course?" ($n=559$)

Response	Number	Percent
Colleagues/workplace	234	41.9%
Social media	125	22.4%
Commonwealth of Learning website	78	14.0%
Email notification	59	10.6%
Athabasca University	19	3.4%
Notification in a previous MOOC	15	2.7%
Commonwealth of Learning newsletter	12	2.1%
Instructor/supervisor/course requirement	7	1.3%
Course brochure	3	0.5%
General web search	2	0.4%
PCF conference	1	0.2%
Other/unknown	4	0.7%

Across all survey respondents ($n=559$), word-of-mouth through colleagues and the workplace (234, 41.9%) and social media (125, 22.4%) remain the most important sources for registrations, followed by the Commonwealth of Learning website (78, 14.0%). The distribution of responses to the question, "How did you learn about this course?" are provided in Table 11.

Summary of end-of-course survey results

The End-of-Course survey was completed by 142 participants. Survey responses to questions regarding general satisfaction with LCTL MOOC indicate that respondents found a high level of satisfaction and 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 expectations and manageability of the workload. The survey results regarding participant's satisfaction with the course and content are outlined in Table 12.

Table 12. Course satisfaction and content evaluation

Survey Question	Responses	Agree or Strongly Agree	
		Number	Percent
LCTL MOOC met the stated learning objectives	136	132	97.1%
The amount of time I spent on the course met my expectations	136	112	82.4%
The workload was manageable	136	114	83.8%
The pace of the course was comfortable for my learning	136	112	82.4%
The course activities reinforced the course material	136	127	93.4%
The course activities did a good job of triggering my thinking	136	126	92.6%
The course activities did a good job of holding my interest	136	123	90.4%
The course material was of good quality	135	129	95.6%
Assignments were helpful to acquire knowledge and skills	136	124	91.2%
The quizzes helped to test my knowledge	136	130	95.6%
The Leadership Activity Plan helped me prepare for transformative leadership toward digital teaching and learning	134	120	89.6%
The course website was user-friendly	134	125	93.3%
The Welcome module helped me navigate the course and understand course expectations	135	127	94.1%
The LCTL MOOC experience will assist me in leading the transformation to digital teaching and learning	133	124	93.2%
The LCTL MOOC experience will assist me in supporting the use of digital technology for teaching and learning	135	126	93.3%
Overall, I was satisfied with LCTL MOOC	135	129	95.6%
I would recommend LCTL to other educators	135	128	94.8%

Survey responses about the instruction and learning community aspects of the course were more mixed, with respondents showing an appreciation for the forums as a source of additional learning and resources but with a lower sense of connection with the instructional team and other participants. The responses to these questions are provided in Table 13.

Table 13. Evaluation of instruction and the LCTL MOOC learning community

Survey Question	Responses	Agree or Strongly Agree	
		Number	Percent
I experienced direct instruction during LCTL MOOC	133	97	72.9%
My learning was supported through facilitation by the Inspirer	135	102	75.6%
My learning was supported through facilitation by the roving instructors (facilitators)	134	97	72.4%
My learning about LCTL was supported through my discussions with other students	134	100	74.6%
My learning about LCTL was supported by reading other student posts	135	114	84.4%
LCTL MOOC discussions provided me with information about resources that I will be able to use in my own leadership	135	120	88.9%
I felt like I was part of a community in LCTL MOOC	135	115	85.2%
It was okay to express emotion in LCTL MOOC forums	131	95	72.5%

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. As reflected in the tables above, concerns tended to revolve around the reading load and limited timeframe of the course. A selection of open-ended responses is included below.

This course was refreshing and an eye opener. It made me feel a part of a community and not the odd one out. Many times I have had 'different' ideas for teaching and learning, especially since the pandemic and to hear and read of others who also are thinking outside the box is quite refreshing and inspiring. I will definitely be sharing the knowledge gain and also information about completing the course with colleagues.

The MOOC was excellently prepared and provided me an idea of how digital course design should work.

I believe everything was very organized and user friendly. However, I would have liked to participate in more live sessions than one session per week. Due to the nature of the course and the workload, I believe 4 weeks may not be enough time to complete and submit, due to working persons and the difference in time zones. I am very grateful for the extension of our final activity plan submission that was much appreciated. Keep up the great job, kudos!

The readings were very relevant and adaptable to any setting. I am grateful for the acquisition of a repertoire of diverse skills and competencies in order to adapt to the digital world in a more comprehensive manner.

To me the course was properly executed. What I can say is that it was demanding (especially the reading) which required that I had to divert some of my other College time to its completion. It was worth it though! Maybe it could be delivered over a longer period?

The Course was very informative and caused me to think about the future of digital education. I was also encouraged to refresh my knowledge of various topics where the research views have been altered over time. I appreciated the experience. Thank you for creating the opportunity.

It was a learning experience that would assist me in the middle management functions assigned to me, and the expansion of the team concept through the communities of inquiry applicable to students.

It was definitely a well-executed course and although I am not a teacher, being surrounded by persons that are driven, determined, and open-minded has broadened my perspective on not only digital learning but teaching as a whole

I'm particularly impressed with the Inspirer's ability to distill important elements from the discussions and questions, as I often had trouble understanding what peers were trying to convey. I decided at the end not to pursue a certificate. While I learned much of value (for example, about COIs and that good leaders recognize leadership potential in others), my workplace is not a school. In my situation, transformational digital leadership is needed at the institutional and faculty support levels rather than the instructional, pedagogical, and technological areas emphasized in the Activity Plan. Instead, I'm creating a personal plan that identifies specific, relevant areas of change and outlines the steps needed to achieve them. The MOOC has equipped me to do what will be useful in practical ways.

I thoroughly enjoyed and benefited from doing this course. It motivated me to do more as a leader.

This was a wonderful learning experience for me and beyond my expectation. All sorts of technical supports, including technology, knowledge, instruction and evaluation, were perfectly organized and inspiring to learn. Thanks to Prof Marti, Mr Dan, all instructors and everyone in the design team. Grateful to COL and Athabasca!

Section 5. Outcomes

The first offering of LCTL MOOC was designed to achieve both knowledge and behaviour outcomes among participants. The explicitly stated outcomes for this MOOC are identified in the course brochure and on the course website. By design, LCTL MOOC participants are expected to:

- 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 the Leadership Activity Plan.

These outcomes are encouraged and supported throughout the course to move participants toward a certificate of completion.

The extent to which these outcomes were achieved by participants is assessed, at this preliminary stage of evaluation, by the level of interactions, discussion posts content, quiz results, exercise/ assignment completions, and survey responses. Based on the number of participants who completed the Welcome survey, in reference to those who completed the End-Of-Course survey, 24.6% of active participants completed the course. During the course, discussion forum posts were seen to be rich in content and complexity. In addition, a significant number of participants felt engaged enough to open their own discussion forums on topics of their choice. These participant-generated discussions were well received by their peers.

Based on the high level of course satisfaction indicated in the End-of-Course survey, and the overall effort and enthusiasm demonstrated by participants throughout the first offering, LCTL MOOC is seen to be well-received. For example, survey respondents expressed their appreciation and a level of confidence in applying the knowledge they gained within their educational context. A majority of survey respondents indicated they would recommend the course to others. By comparison, the certification rate is in line with previous MOOCs offered through the Athabasca University and Commonwealth of Learning partnership.

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, summarized in Table 14, are outlined and described to participants in the course orientation video and on the course site.

Table 14. 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	Each Thursday at 9 am Mountain time a live session will be held in Zoom. Announcements about topics and guest speakers will be announced early in the course.
Quiz completion	10 questions, 4 responses 1 quiz per week, 60% result each week but repeats allowed
Leadership self-assessment activity plan completion	At the end of Week 4

Design team observations noted high levels of engagement in, and discussion about, every learning activity space offered. We suggest that the Community of Inquiry theoretical framework, as part of the content and the experience in LCTL MOOC, played 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 dialogue¹, and be socially, cognitively, and teaching present during the course. Facilitators noted that “you could see that in the wonderful community they (the participants) built and their willingness to engage with little to no prompts.” Retrospectively, facilitators suggested that a sense of community was substantial enough in LCTL MOOC that there should have been an opportunity for closure and to say goodbye.

The live-session discussions were also notably more active once the recording of the ‘official’ live session was over, suggesting that more time might be allowed for unrecorded live session discussion in future LCTL MOOC offerings. The exercise space, where group results were posted anonymously, allowed for personal but

¹ See <http://www.scottlondon.com/reports/dialogue.html>

private comparison of individual results against the collective group results. Exercises were seen to “help participants to latch on to key concepts, and to use the vocabulary as a part of their own understandings of the course.”

Our overall assessment leads us to conclude that LCTL MOOC is current and timely and was almost unanimously well-received by participants. Out of a total of 82 text-based comments about LCTL MOOC from the End-Of-Course survey, 10 participants offered suggestions to make the course outcomes more attainable. Three comments referred to the extensive reading requirements and suggested that the number of readings be reduced. Others talked about the timeframe and course activity demands: “engaging but needs more time,” “course is too short,” and “assignment due date too short.” Respondents also noted a need for more careful response to time zones, a self-paced option, and more animated lectures.

The comment “very informative” is the most repeated response, amidst almost undisputed positive references among those who provided comments. Other responses such as “triggered my thinking,” “resources well-selected,” “specific, relevant areas of change and outlines steps needed to achieve them,” and “insightful lecturers” provide specific reinforcement to aspects of course delivery and design. Evaluation statements about the quality of the course yielded an average positive result of 92%. For more details, see *Section 4. Survey Findings*.

Anecdotal and empirical evidence indicates that participants feel that LCTL MOOC is an ambitious course, attempting to provide both theoretical grounding and practical approaches to the transformation of education through leadership and digital technologies within turbulent post-COVID societies. As some respondents indicated that they found it demanding, particularly when referring to the readings, adjustments to the workload, course expectations, delivery options, and timing may be considered for future offerings.

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-Covid19 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	27 March to 24 April 2022 (4 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 (20 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 organisational infrastructure for digital teaching and learning
- Applying leadership theories for digital transformation

- Evaluating individual leadership development needs

Week 3 Preparing for education futures

- Identifying individual and preferred organisational goals for the digital future
- Considering leadership strategies and competency development
- Integrating global and local needs with digital teaching development activities

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

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. Martha is also the author of The Guide to Blended Learning and instructor, co-designer, and researcher for the open online course Blended Learning Practice. The 2nd 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. For more information, see <https://www.athabascau.ca/humanities-and-social-sciences/our-people/martha-cleveland-innes.html>.



Dan 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.



Dr Nathaniel Ostaszewski 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 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.

For more information, see <https://www.athabasca.ca/humanities-and-social-sciences/our-people/nathaniel-ostashewski.html>.



Carmen Jensen-Tebb is a graduate student in distance education at Athabasca University, where she is also the 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 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.

Appendix B: Delivery Design of LCTL MOOC

Video lectures and instructor presence

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

Inspirer's role and presence

The Inspirer's role included:

- 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

Three facilitators were hired to support LCTL MOOC to facilitate networking between participants and provide additional instructional support. The facilitators' role was to:

- review and respond to (or redirect) participant questions in the lesson activity and general forums,
- facilitate networking between participants by highlighting and including direct links to 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.

Appendix C: Synchronous Sessions

31 Mar 2022 **Technology-enabled learning**

Dr Nathaniel Ostashewski, Athabasca University

https://www.youtube.com/watch?v=Wkkw0_QoFo8

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.

7 Apr 2022 **Leadership and the Community of Inquiry**

Dr Jennifer Richardson, Purdue University

https://www.youtube.com/watch?v=nL_x0yEsYJ0

Abstract. While the Community of Inquiry was the most popular framework for designing online learning environments prior to the COVID era, many of us that practiced and researched CoI found ourselves to be more popular than we had ever hoped to be once emergency remote teaching became the norm. We found ourselves not only practitioners and researchers but also leaders for our institutions and globally. In this session Jennifer talks about why this was the case, how CoI met the needs that were highlighted by learners, and also how her team went about implementing it at their institution.

14 Apr 2022 **Preparing your leadership signature for digital learning**

Dr Sanjaya Mishra, Commonwealth of Learning

<https://www.youtube.com/watch?v=En-UEmhJReo>

Abstract. Preparing for the futures of education is challenging. It is said that 65% children entering primary school today will end up working in completely new types of jobs do not exist yet. The rapid growth in automation requires rapid changes in curricular practices in all levels of education, and especially in the higher education sector. Agile leadership approaches are required to face the challenges of the future. In this presentation, Dr. Mishra presents a systematic approach to develop your own leadership signature for digital learning. The ideas in this presentation focuses on helping the participants reflect on their own context and identify their strengths and areas of improvements.

21 Apr 2022 **Developing a leadership action plan**

Dr Martha Cleveland-Innes and Dan Wilton, Athabasca University
<https://www.youtube.com/watch?v=GlbTypb9HNA>


Abstract. Please join us for an interactive synchronous session - you will shape the discussion of this session with your questions and comments about:

- the need for education reform and transformation, and your role in bringing it about,
- the challenges of complex change addressing both the human and the structural aspects of an organization,
- how to structure your ideas for education transformation into a Leadership Activity Plan, and
- any other topic you wish to discuss!


Appendix D. LCTL MOOC Brochure

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


Meet the Instructors



Dr M. 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. Martha is also the author of *The Guide to Blended Learning* and instructor, co-designer, and researcher for the open online course *Blended Learning Practice*. The 2nd 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.



Dr N. Ostashevski 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 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 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.

Certification

Two levels of certification are available based on your level of participation and completion of tasks/activities:


- Certificate of Participation: requires participation in at least 3 discussion forums and completion of quizzes, with 60% or more.
- Certificate of Completion: requires 70% on all quizzes, participation in at least 3 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 Tasbeeha Mirza Programme Coordinator 4710 Kingsway, Suite 2500 Burnaby, BC V5H 4M2 CANADA https://www.col.org email tel@col.org	Athabasca University Dr Martha Cleveland-Innes Professor 1 University Drive Athabasca, AB T9S 3A3 CANADA https://www.athabascau.ca/ email marcic@athabascau.ca
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Leading Change in Teaching and Learning for a Digital World

27 March - 24 April 2022



COMMONWEALTH of LEARNING Athabasca University

LEARNING FOR SUSTAINABLE DEVELOPMENT

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



Course Description

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-Covid19 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, 4-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	27 March to 24 April 2022 (4 weeks)
Intended audience	K-12, higher education, and vocational education teachers, administrators, and other educational professionals from the Commonwealth and around the world
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Course Details



Week 1 Defining digital education

- Introducing definitions of digital transformation and its role in education
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Week 2 Digital leadership for digital change in education

- Creating organisational infrastructure for digital teaching and learning
- Applying leadership theories for digital transformation
- Evaluating individual leadership development needs



Week 3 Preparing for education futures

- Identifying individual and preferred organisational goals for the digital future
- Considering leadership strategies and competency development
- Integrating global and local needs with digital teaching development activities



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

DIGITAL TEACHING • LEADERSHIP • LEARNING TRANSFORMATION • STRATEGY

Appendix E. Leadership Activity Plan: Moving toward digital teaching

Name:

Step 1: Describe the characteristics and actions of leadership

Whether you have a formal leadership role or not, anyone in educational institutions and agencies can speak about, request, and support education transformation. Start your Activity Plan by listing (at least) five personal or professional characteristics you feel you must develop or exhibit to lead and support digital teaching in your particular educational setting. (Your ideas here can be based on Transformational Action exercise 1, though you can revise it based on what you've learned about leadership and yourself as a leader since then.)

	Leadership characteristics
1	
2	
3	
4	
5	

Now list (at least) five appropriate actions you feel you will need to take to lead and support digital teaching. (Your ideas here can be based on - and developed further from - Transformational Action exercise 2.)

	Leadership actions to support digital teaching
1	
2	
3	
4	
5	

Step 2: Areas of necessary transformation

Given the significant demand for change in education, there are many places to offer support through leadership. In your readings, you will find the suggestion that all areas of the school or institution must adjust if we're going to achieve systemic reform. For our purposes, though, we start with suggested changes in the infrastructures for instructional design, pedagogy, and technology.

First, describe in a sentence or two your (current or future) educational setting - where you currently or hope to work - to show the general kind of leadership that might be expected of you or that you believe you could offer.

My educational setting:

Now look back to the work you did in all three Transformational action exercises. List the areas where your leadership is needed the most. These may be areas you are connected to or areas where you have a leadership responsibility. Focus on the areas of instructional design, pedagogy, and technology, and arrange your areas of leadership under these headings. You can also include other areas if appropriate to your setting.

Instructional areas	Pedagogical areas	Technological areas	Other areas

Step 3: 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.

Describe your commitment to leading and supporting change for digital teaching and learning in your educational setting through transformative leadership and support. Then explain how the characteristics and actions you listed above will help you carry through with that commitment. (Your answer should be three or four sentences long.)

My statement of commitment to leading and supporting change:

Appendix F. Pre-Registrants by Country

Country	Number (n=1449)	Percent
Trinidad and Tobago	291	20.1%
India	147	10.1%
Jamaica	110	7.6%
Canada	66	4.6%
Dominica	56	3.9%
Saint Vincent and the Grenadines	55	3.8%
Bangladesh	47	3.2%
Grenada	37	2.6%
Papua New Guinea	36	2.5%
Kenya	32	2.2%
Barbados	30	2.1%
Sri Lanka	30	2.1%
Australia	28	1.9%
Pakistan	28	1.9%
Nigeria	27	1.9%
Guyana	26	1.8%
Namibia	26	1.8%
South Africa	23	1.6%
Ghana	22	1.5%
Botswana	20	1.4%
Lesotho	18	1.2%
Antigua and Barbuda	17	1.2%
Philippines	14	1.0%
Saint Lucia	14	1.0%
Bhutan	11	0.8%
Cameroon	11	0.8%
Liberia	11	0.8%
Mauritius	11	0.8%
United States	11	0.8%
St Kitts and Nevis	10	0.7%
Turks and Caicos Islands	9	0.6%
Fiji	8	0.6%
Indonesia	8	0.6%
Tanzania	8	0.6%
Zambia	8	0.6%
Belize	7	0.5%
New Zealand	6	0.4%
Rwanda	6	0.4%

Country	Number (n=1449)	Percent
Malaysia	5	0.3%
Maldives	5	0.3%
Nepal	5	0.3%
Saudi Arabia	5	0.3%
United Kingdom	5	0.3%
Mexico	4	0.3%
Myanmar	4	0.3%
Senegal	4	0.3%
Eswatini	3	0.2%
Ethiopia	3	0.2%
Lebanon	3	0.2%
Oman	3	0.2%
Seychelles	3	0.2%
Sweden	3	0.2%
Uganda	3	0.2%
Azerbaijan	2	0.1%
Bahamas	2	0.1%
Cambodia	2	0.1%
Chile	2	0.1%
Egypt	2	0.1%
Germany	2	0.1%
Greece	2	0.1%
Malawi	2	0.1%
Morocco	2	0.1%
Mozambique	2	0.1%
Spain	2	0.1%
Thailand	2	0.1%
Tunisia	2	0.1%
Vanuatu	2	0.1%
Vietnam	2	0.1%

One registrant joined from each of the following countries:

Algeria	Colombia	Japan	Solomon Islands
Anguilla	Comoros	Kyrgyzstan	Somalia
Armenia	Ecuador	Libya	Taiwan
Bahrain	France	Macao	Tonga
Benin	Gabon	Mongolia	Turkey
Brazil	Georgia	Niger	United Arab Emirates
Burkina Faso	Iraq	Portugal	Uzbekistan
Cayman Islands	Ireland	Puerto Rico	Venezuela
China	Ivory Coast	Singapore	Yemen

Appendix G. Course Announcements

Thank you, as LCTL soon comes to a close

Hello, everyone! As we bring Leading Change in Teaching and Learning for a Digital World to a close in...

Posted on: Apr 30, 2022 at 12:15pm

Reflections on Week 4: A higher level of truth in relationships

Hello, everyone! A video version of this announcement is available on the course homepage...

Posted on: Apr 26, 2022 at 2pm

Reminder: Live session 4 begins soon, and Certificate Centre opens

Our fourth (and final) live session for Leading Change in Teaching and Learning...

Posted on: Apr 21, 2022 at 2:30am

Module 4 is now open

Welcome to Week 4! Module 4, Creating leadership development plans, is now open...

Posted on: Apr 17, 2022 at 1am

Course extension

Hello, everyone! I'm happy to announce that Leading Change in Teaching and Learning for a...

Posted on: Apr 14, 2022 at 6:30pm

Reminder: Live session 3 begins soon

Our third live session for Leading Change in Teaching and Learning for a Digital World begins soon...

Posted on: Apr 14, 2022 at 2:30am

Reflections on Week 2: From personal values to community transformation

Hello again, everyone! A video version of this announcement is ...

Posted on: Apr 12, 2022 at 12am

Module 3 is now open

Welcome to Week 3! Module 3, Preparing for education futures, is now open...

Posted on: Apr 10, 2022 at 2:45am

Reminder: Live session 2 begins soon

Our second live session for Leading Change in Teaching and Learning for a Digital World begins soon...

Posted on: Apr 7, 2022 at 3am

Reflections on Week 1: Towards a digital community of inquiry

Hello, everyone! A video version of this announcement is available on the course home page...

Posted on: Apr 4, 2022 at 6pm

Module 2 is now open

Welcome to Week 2! Module 2, Digital Leadership for Digital Change in Education, is now open...

Posted on: Apr 3, 2022 at 2am

Reminder: Live session 1 begins soon

Our first live session for Leading Change in Teaching and Learning for a Digital World begins soon...

Posted on: Mar 31, 2022 at 2am

Welcome to Leading Change in Teaching and Learning for a Digital World!

Welcome to Leading Change in Teaching and Learning for a Digital World! Your course has now begun...

Posted on: Mar 27, 2022 at 1am

Appendix H. Survey Letter of Consent



27 March 2022

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 martic@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

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 degree or equivalent
- Master degree or equivalent
- Ph.D. or equivalent

What is your teaching experience?

- Currently a student
- Less than 5 years

- 6-15 years
- 16-25 years
- More than 25 years

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)

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)

- Introduction to Technology-Enabled Learning (TEL MOOC)
- Blended Learning Practice (BLP 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
- A Leadership Action Plan

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.