





# Master of Education in Open, Digital, and Distance Education (MDDE) 632

## Leadership in Education Innovation (Revision 1)

**Status:**

Replaced with new revision, see the [course listing](#)  for the current revision 

**Delivery mode:**

[Grouped study](#) 

**Credits:**

3

**Area of study:**

Distance Education

**Prerequisites:**

None

**Precluded:**

None

**Faculty:**

[Faculty of Humanities and Social Sciences](#) 

**Notes:**

MEd program students must complete MDDE601 & MDDE602 prior to all other courses.

Early access to the Moodle Learning Management System begins a few days before the official start date of your course. At that time you will have limited course access.

**Availability:** Normally, Spring Term Only

## Overview

As participants in an online community of inquiry, students will cover general leadership theory, issues in contemporary education leadership, leadership in distance, distributed, and online education and special topics on leadership, as they relate to educational technology, innovation and change. Students will be required to bring issues, problems and cases to the class for analysis, evaluation, and strategy development.

The course is paced and supported by asynchronous and synchronous meetings and conferencing. Moodle will be used as the online learning platform. The platform will allow for social, emotional, cognitive and teaching/learning presence to emerge in an online community of inquiry. Course material will be divided into segments and provided electronically according to weekly coverage and activities.

Required readings will be chosen by the instructor from a list of appropriate materials for the course. Other readings will be chosen by the participants within the course, as they relate to leadership issues and cases chosen for study by the group.

Adobe Connect will be used for course launch, guest speaker presentations, student case debates and presentations, and course closure.

Learning activities will include reading, asynchronous discussion, synchronous presentation, discussion and debate, case study and presentation, watching video, listening to and discussing topics with guest speakers and assignment creation.

## Learning outcomes

The course is designed to support the following goals:

1. Present, critique and apply general leadership theory.

2. Demonstrate knowledge regarding multiple leadership theories.
3. Identify a critical case in educational leadership.
4. Apply leadership theory to current education issues and needs.
5. Present arguments outlining the current role of distance, distributed, and online education in the larger education context.
6. Use design-based methods to strategize and problem-solve in distance education using leadership interventions.
7. Review and consider project management techniques as a leadership function.
8. Reflect on, evaluate, and demonstrate personal leadership competencies.

## Evaluation

Participation in forums, case development and debate, presentation, group work and written assignments will make up the roster of coursework for performance evaluation. Evaluation rubrics will be created and presented to students with assignments. Well-developed written and oral presentation, demonstration of higher order thinking, argument creation and use of evidence and engagement in forums will be expected.

Activity	Weight
Assignment 1 - Leadership theory: Assessment, comparison and application	25%
Assignment 2 - Leadership issues in distance education - group case studies	40%
Assignment 3 - Personal reflections	20%
Course participation	15%
<b>Total</b>	<b>100%</b>

## Materials

## Digital course materials

Links to the following course materials will be made available in the course:

`\${resourceReference}`

All learning resources are provided online.

## Important links

› [Course schedule](#) 

Athabasca University reserves the right to amend course outlines occasionally and without notice. Courses offered by other delivery methods may vary from their individualized study counterparts.

*Updated February 5, 2025*

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