



**UNIVERSITY OF CALGARY**  
WERKLUND SCHOOL OF EDUCATION

# Unique Approaches to Graduate-Level Coursework in Educational Leadership: A Scoping Review

Prepared by:

**Alison Van Rosendaal**

March 8, 2019

## Abstract

---

When designing graduate-level courses in educational leadership, decisions about instructional methods, student learning activities, and the nature of course assignments are critical to the development of quality of student learning experiences. This scoping review describes a range of instructional practices, learning activities and assignments used in MEd, MA, EdD and PhD programs at post-secondary institutions across Canada, the United States and abroad. Certain instructional methodologies were found to be common to most institutions; within these common practices, distinctive approaches were identified and described. In addition, uncommon but compelling approaches to the design of graduate courses—unique assignments, activities and instructional techniques—were also described. As faculties of education strive to design engaging, impactful coursework and learning experiences in educational leadership, value may be found in critically evaluating the full range of approaches identified in this review.

Keywords: *educational leadership, graduate studies, instructional methods, online learning*

## Acknowledgements

---

Grant funding received by the Werklund School of Education through Alberta Education supported the creation of this scoping review. I would like to acknowledge the involvement of Dr. Barbara Brown, Director of Professional Graduate Programs in Education, and Dr. Lori Pamplin, Project Lead of Leadership Curriculum Development, for providing oversight throughout the writing process. The feedback provided by Jennifer Lock, Associate Dean of Teaching & Learning, and Dr. Ronna Mosher, Associate Professor and Lead Design Team member made this review stronger.

## Overview

---

The purpose of this scoping review was to explore and describe approaches to the design of graduate-level courses in educational leadership. A specific emphasis was placed on courses with online learning methods for course delivery. Program overviews, course descriptions and class syllabi from graduate courses were reviewed, representing a range of topics in MEd, MA, EdD and PhD programs at post-secondary institutions across Canada and at leading universities in the United States and abroad.

Rather than systematically reviewing assignments and activities used in specific types of courses or narrowing the focus to identified institutions, a sampling approach was taken. While some institutions, such as the University of Lethbridge and Harvard University, have very detailed information (including a large number of course syllabi) available online, other universities, such as the Ontario Institute for Studies in Education (OISE) and Stanford University, have little to no information publicly available about the assignments and activities used in their classes. Still, over a hundred course syllabi were reviewed, and patterns emerged about common practices and unique approaches.

A small subset of the literature on the andragogy of graduate studies in the field of educational leadership was reviewed as well. [Kumar and Dawson](#)<sup>1</sup> (2016) identified a need for the design of online learning experiences at the doctoral level that integrate theory, research and practice (p. 28). [McCauley, Hammer and Hinojosa](#)<sup>2</sup> (2017) reviewed common instructional approaches such as case studies, journal entries, vision statements, portfolios, leader interviews and reflective essays in relationship to Knowles et al.'s (2015) six assumptions about adult learners: the learners' self-concept, the role of experience, readiness to learn, orientation to learning, motivation, and the need to know.

In 2008 and 2009, The Organization for Economic Co-operation and Development (OECD) published a three-part series on improving school and system leadership: [Volume 1, Policy and Practice](#)<sup>3</sup> (2008); [Volume 2, Case Studies on System Leadership](#)<sup>4</sup> (2008); and [Volume 3, Improving School Leadership: The Toolkit](#) (2009). Together, these publications provide a comprehensive description of international approaches to leadership development and the characteristics of effective approaches to professional learning for school and system leaders. The OECD (Pont, Nusche and Moorman, 2008) notes several key factors in the efficacy of

---

<sup>1</sup> [https://moodle.adaptland.it/pluginfile.php/33947/mod\\_resource/content/1/99Z\\_Kumar\\_Dawson\\_2018-An%20Online\\_Doctorate\\_for\\_Researching\\_Professionals-1.pdf](https://moodle.adaptland.it/pluginfile.php/33947/mod_resource/content/1/99Z_Kumar_Dawson_2018-An%20Online_Doctorate_for_Researching_Professionals-1.pdf)

<sup>2</sup> [https://www.researchgate.net/publication/320675638\\_An\\_Andragogical\\_Approach\\_to\\_Teaching\\_Leadership](https://www.researchgate.net/publication/320675638_An_Andragogical_Approach_to_Teaching_Leadership)

<sup>3</sup> <http://www.oecd.org/education/school/44374889.pdf>

<sup>4</sup> <http://www.oecd.org/education/school/44375122.pdf>

leadership development programs: “curricular coherence, experience in real contexts, cohort grouping, mentoring, coaching and peer learning and structure for collaborative activity between the programme and the schools” (p. 138).

[Eaton, Brown, Schroeder, Lock and Jacobsen’s](#)<sup>5</sup> (2017) examination of the surface structure, deep structure and implicit structure of synchronous and asynchronous online learning built forward from Shulman’s (2005) description of *signature pedagogies*, defined as “types of teaching that organize the fundamental ways in which future practitioners are educated for their new professions” (p. 52). The authors note that “signature pedagogies should be chosen for their effectiveness at building capacity within the profession of education and for maintaining a community of inquiry” (p. 16). The Office of Teaching and Learning at the University of Calgary identifies six general approaches as [Signature Pedagogies](#)<sup>6</sup>; these are offered as a starting point for the design of courses in higher education.

- **Case-Based Learning:** learning through narratives in need of a resolution,
- **Cognitive Apprenticeship:** guidance from novice through mastery within a complex domain,
- **Community-Based Learning:** connecting classroom-based learning with meaningful community involvement,
- **Inquiry-Based Learning:** question-driven research within the work of living disciplines,
- **Place-Based Learning:** learning that is grounded in local phenomena and lived experiences, and
- **Problem-Based Learning:** learning through practical, real-life problems to solve, generally open-ended and with multiple possible solutions.

Although the intended focus for this scoping review was unique approaches to *online* learning, many of the activities and assignments used in on-campus instruction are equally applicable within an online learning environment. Indeed, [Kumar and Dawson](#)<sup>7</sup> (2018) recognize that “thoughtful and effective pedagogy can bridge the transactional distance between the teacher and the learner, making spatial distance irrelevant” (p.29). [Eaton et al.](#)<sup>8</sup> (2017), however, note that “e-learning adds a layer of complexity as the mode of learning through the use of Internet-based tools, platforms and applications becomes an integral element not only of the way materials are designed, developed and delivered, but also as a key function of how surface, deep and implicit learning is enacted in an online space.” (p. 14). For the purpose of this scoping review, where the

---

<sup>5</sup> <https://prism.ucalgary.ca/bitstream/handle/1880/51848/Signature%20pedagogies%20for%20e-learning%20in%20education%20-%20Final.pdf?sequence=1&isAllowed=y>

<sup>6</sup> [https://werkland.ucalgary.ca/tandl/resources/signature-pedagogies#quickset-field\\_collection\\_quicktabs\\_2](https://werkland.ucalgary.ca/tandl/resources/signature-pedagogies#quickset-field_collection_quicktabs_2)

<sup>7</sup> [https://moodle.adaptland.it/pluginfile.php/33947/mod\\_resource/content/1/99Z\\_Kumar\\_Dawson\\_2018-An%20Online\\_Doctorate\\_for\\_Researching\\_Professionals-1.pdf](https://moodle.adaptland.it/pluginfile.php/33947/mod_resource/content/1/99Z_Kumar_Dawson_2018-An%20Online_Doctorate_for_Researching_Professionals-1.pdf)

<sup>8</sup> <https://prism.ucalgary.ca/bitstream/handle/1880/51848/Signature%20pedagogies%20for%20e-learning%20in%20education%20-%20Final.pdf?sequence=1&isAllowed=y>

online environment posed unique constraints, such as the formats of lectures, class discussions and presentations, approaches specific to online learning were explored.

Within this scoping review, most graduate-level courses in educational leadership were found to take similar approaches to instruction, learning activities and assignments. Lectures, readings, discussions, reflective essays and presentations formed the bulk of course content, along with case studies, action research, practice audits and personal visioning exercises. When unique approaches to coursework were identified, they typically did not represent an entirely new way of thinking about teaching and learning; rather, they could be described as outliers within more common instructional methodologies. Occasionally, however, a distinctive assignment, activity or instructional approach was noted that was unlike those used in most graduate-level courses. As such, this review is organized into two sections. Within Section 1: Common Approaches, a general overview of the instructional methodology, assignment or activity is given, along with examples where appropriate. Outliers in the field—those whose particular focus or approach is unique in some way—are described for each category as well. Instructional practices that were uncommon enough to be considered more than simple outliers are described in Section 2: Unique Approaches.

### **Common Approaches**

1. Case Study
2. Data Analysis
3. Design Project
4. Discussion
5. Essays, Discussion Papers and Critiques
6. Leadership Action and Reflection or Action Research
7. Leadership Planning
8. Lectures, Guest Speakers and Panel Discussions
9. Mentor Interview
10. Organizational Analysis, Program Evaluation and Audits of Existing Practice
11. Personal Vision Statement or Theory of Action
12. Policy Memo
13. Portfolio
14. Practicum, Internship or Mentorship
15. Presentation
16. Readings
17. Reflective Journal
18. Research Proposal
19. Self-Assessment
20. Socialization and Community-Building

## **Unique Approaches**

1. A Standardized Approach
2. Advocacy
3. Analysis of Learning and Classroom Instruction
4. Cultural Experiences
5. Instructional Rounds
6. Media Analysis
7. Mind Maps
8. Publication or Conference Presentation
9. Student Shadowing

## Common Approaches

### Common Approach | Case Study

---

Graduate-level courses in educational leadership aim to equip students with the knowledge and skills required to make sound leadership decisions. A common approach is to present problems of practice in the form of case studies (e.g. [Australia Institute for Teaching and School Leadership](#)<sup>9</sup>; [Chilean Ministry of Education in partnership with Harvard University](#)<sup>10</sup>; [Ontario College of Teachers](#)<sup>11</sup>) which can be analyzed through the lens of a particular theory, set of professional competencies, or knowledge framework. Defined by [Boehrer and Linsky](#)<sup>12</sup> (1990, p. 42) as “interactive, student-centered exploration of realistic and specific narratives that provide grist for inductive learning”, case studies engage students intellectually and emotionally in solving complex, real-world problems. Within educational leadership courses, students are typically asked to determine how they, as a principal or superintendent, would respond to specific scenarios and what research, theories or competencies would guide their decision-making.

- **Variations on the Theme**

- Master Classes offer glimpses into exemplary teaching practice for the professional staff at Harvard. The first portion of each session is a demonstration, where the professor models their approach to other faculty members. The second part invites reflection and conversation about their chosen methodology. Here is professor Monica Higgins conducting a [Master Class on the use of Case Study](#)<sup>13</sup> as an instructional approach for instructors of graduate studies in education.
- The New Zealand Ministry of Education offers online learning materials for aspiring leaders and new principals. The [exemplars and case studies](#)<sup>14</sup> they use to illustrate strategies and approaches for realizing the potential of Māori students are connected to articles and other resources from the Ministry.

---

<sup>9</sup> <https://www.aitsl.edu.au/lead-develop/develop-yourself-as-a-leader/learn-from-practising-leaders/leadership-scenarios>

<sup>10</sup> [https://ro.drclas.harvard.edu/files/drclasregionaloffice/files/confronting\\_challenges-case\\_studies\\_for\\_school\\_principals.pdf](https://ro.drclas.harvard.edu/files/drclasregionaloffice/files/confronting_challenges-case_studies_for_school_principals.pdf)

<sup>11</sup> [https://www.inclusiveeducationresearch.ca/docs/ExplLdrshpPrctcsCseInqry\\_en\\_web\\_bklt.pdf](https://www.inclusiveeducationresearch.ca/docs/ExplLdrshpPrctcsCseInqry_en_web_bklt.pdf)

<sup>12</sup> <https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/epdf/10.1002/tl.37219904206>

<sup>13</sup> <https://www.youtube.com/watch?v=DD54J5kecpg>

<sup>14</sup> <http://www.educationalleaders.govt.nz/Leading-change/Maori-education-success>

- The University of British Columbia’s [Leadership in Educational Organizations](#)<sup>15</sup> integrates the case study approach with an approach centered on reflective practice where students are tasked with creating their own (real or imagined) case studies and then conducting an analysis thereof.
- Harvard’s [School Instructional Leadership: Seminar and Practicum](#)<sup>16</sup> uses an instructional approach they call *In the Moment Activities*. Described as “formative, problem-based learning activities that present students with representative scenarios, problems and situations based on real-life experiences of administrators”, these activities involve providing students with case study-type information within a very short timeframe, and then role playing responses which incorporate knowledge and skills to generate solutions and next steps.

### Common Approach | Data Analysis

---

As part of an internship or practicum, or through the use of sample or case study data, students are asked to evaluate evidence of achievement within a department, school or district. In Harvard’s [Introduction to Applied Data Analysis](#)<sup>17</sup>, students learn specific skills and processes for working with qualitative data. As such, they are provided with five problem sets over the course of the semester, with corresponding exercises and assignments.

### Common Approach | Design Project

---

Design projects invite students to identify a problem of practice or area for improvement and then create an alternative approach using a design process (e.g. [Harvard’s Designing for Learning by Creating](#)<sup>18</sup>). Often, these projects require students to define the problem, identify constraints, develop a unique or innovative solution, show how they elicited feedback about their prototypical solution, describe the feedback they received, and demonstrate how they adjusted their design based on that feedback. In the free online EdX course from Harvard, [Leaders of Learning](#)<sup>19</sup>, the design project is described this way:

Think about the ideal learning environment that you would design based on your theory of learning. Think about how it would be organized. Think about how the adults would learn, how the children would learn...try to be specific about what the requirements are for that environment. And then try to think

---

<sup>15</sup> <http://edst-educ.sites.olt.ubc.ca/files/2016/08/EDST-532-022-Outline-Winter-2016-Cardwell.pdf>

<sup>16</sup> <https://canvas.harvard.edu/courses/5210/assignments/syllabus>

<sup>17</sup> <https://canvas.harvard.edu/courses/53291/assignments/syllabus>

<sup>18</sup> [https://www.dropbox.com/s/xk013xx96399p0d/T550\\_2017\\_Syllabus.pdf?dl=0](https://www.dropbox.com/s/xk013xx96399p0d/T550_2017_Syllabus.pdf?dl=0)

<sup>19</sup> <https://online-learning.harvard.edu/course/leaders-learning>

about that in terms of the distance between your current or past experience as a learner, and where you'd like to take the future with your commitment to leading in the learning sector. (Harvard, n.d.)

The University of Calgary's course, [Active Learning Environments](#)<sup>20</sup> takes a more in-depth approach to a similar idea, inviting students to design a learning environment from the ground up, creating an artifact or a blueprint in media of the student's choice (e.g. collage, model, multimedia, etc.). They begin with a rationale for their design, articulating the intended impact of the space on teaching and learning, how the learning space might be incorporated into existing school settings, how the learning environment might evolve over time to accommodate new learning models, and how the space allows existing pedagogy to create dynamic places to learn and teach. Students must include a budget with their prototype, and connect to assigned readings. Students are subsequently asked to refine their design based on feedback, and synthesize research related to their vision.

- **Variations on the Theme**

- At Columbia's Summer Principal Academy, students work on a design project across all 14 months of their studies. The [New School Design Project](#)<sup>21</sup> challenges students to develop an innovative school design aimed at addressing a specific issue facing children in urban school settings. At a culminating event, school designs are presented to an expert panel from the larger educational community.
- Similarly, the [Creative Action Project](#)<sup>22</sup> in Singapore's Leaders in Education Programme asks students to envision what the school they are working in might look like in 10 to 15 years' time and then to design and implement one element of their vision that is feasible and desirable at this time.
- A number of courses at the University of Lethbridge, including [Understanding Professional Practice and Professional Development](#)<sup>23</sup>, assign students the task of creating a draft three year strategic plan for their jurisdiction. Students identify appropriate priorities and meaningful strategies relevant to the local and societal context, grounded in seminal works in educational research.
- At the University of Calgary's [Research in Creativity, Collaboration and Design Thinking](#)<sup>24</sup>, students undertake a large scale collaborative project aimed at building their capacity for teamwork, leadership, risk-taking, innovation, problem

---

<sup>20</sup> [https://werklund.ucalgary.ca/gpe/files/gpe/eder\\_678.61\\_l01\\_brown\\_f18.pdf](https://werklund.ucalgary.ca/gpe/files/gpe/eder_678.61_l01_brown_f18.pdf)

<sup>21</sup> <https://www.tc.columbia.edu/organization-and-leadership/spa-nola/program/new-school-design-project/>

<sup>22</sup> <https://www.nie.edu.sg/docs/default-source/GPL/leadership-programme.pdf?sfvrsn=4>

<sup>23</sup> [http://www.uleth.ca/sites/default/files/2018/07/educ\\_5500\\_2018\\_ssii\\_co\\_allan\\_final.pdf](http://www.uleth.ca/sites/default/files/2018/07/educ_5500_2018_ssii_co_allan_final.pdf)

<sup>24</sup> [https://werklund.ucalgary.ca/gpe/files/gpe/eder\\_678.03\\_l03\\_kelly\\_f18\\_0.pdf](https://werklund.ucalgary.ca/gpe/files/gpe/eder_678.03_l03_kelly_f18_0.pdf)

solving and creative design processes. The project involves [designing and building a whale](#)<sup>25</sup>, to scale, from scratch, as a group, in a short period of time.

### **Common Approach | Discussion (Synchronous or Asynchronous)**

---

In the digital classroom, discussions may take place in real time (synchronously) via web-conferencing software or other digital networking platforms, or asynchronously, through discussion boards, email, collaborative applications such as Google docs, or other digital learning environments. [Eaton et al.](#)<sup>26</sup> (2017) advise consideration of the Community of Inquiry Framework, as developed by Randy Garrison and colleagues (Garrison, 2017; Akyol & Garrison, 2008), in the design of online courses. Decisions about how to explicitly structure meaningful, dynamic interactions between students, and between students and their instructor, affect the social presence, teaching presence, and cognitive presence of all members of the learning community. Social presence involves the openness of communication, affective expression, and group cohesion; teaching presence involves facilitating and monitoring the development of individual and group knowledge; and cognitive presence relates to the nature of the inquiry undertaken by students (p. 15). Each are impacted by decisions about how to organize for learning in an online community.

In synchronous sessions, students interact with one another and their teacher in real time, exploring topics, asking questions, sharing insights and building collaborative learning relationships. In asynchronous discussion forums, students connect at times of their own convenience to post ideas, insights, questions, and responses to the ideas of others.

A common approach to asynchronous online discussion forums involves students entering into a learning conversation by choosing from a set of questions related to a given topic. Within the topic thread, students post their reflections, questions, and responses to readings and lectures. Typically, students are also required to post one or more comments in response to another student's contribution to the discussion forum (e.g. University of Lethbridge's [Curriculum Studies and Classroom Practice](#)<sup>27</sup>, or Harvard's [Saving Schools: U.S. Education History, Politics and Policy](#)<sup>28</sup>). Often, students report that discussion boards are frustrating or non-productive, as

---

<sup>25</sup> <https://www.ucalgary.ca/utoday/issue/2017-08-23/building-whale-really-exercise-total-teamwork>

<sup>26</sup> <https://prism.ucalgary.ca/bitstream/handle/1880/51848/Signature%20pedagogies%20for%20e-learning%20in%20education%20-%20Final.pdf?sequence=1&isAllowed=y>

<sup>27</sup>

[https://www.uleth.ca/sites/default/files/2017/09/educ\\_5200\\_201703\\_for\\_neur2017\\_maccormack\\_course\\_syllabus\\_perceptions\\_of\\_disability\\_and\\_difference\\_draft\\_2.pdf](https://www.uleth.ca/sites/default/files/2017/09/educ_5200_201703_for_neur2017_maccormack_course_syllabus_perceptions_of_disability_and_difference_draft_2.pdf)

<sup>28</sup> <https://canvas.harvard.edu/courses/18199/assignments/syllabus>

noted in [Blackley and Sheffield](#)<sup>29</sup> (2015), and [Eaton et al.](#)<sup>30</sup> (2017) warn that “asynchronous discussion boards are too often an enactment of surface learning in which students read and respond to questions or readings, without being required to engage deeply with the material, with each other, or with their instructors” (p. 14). Careful consideration must be given to instructors’ facilitation methods and how to prepare students to facilitate discussion forums with their peers, as discussed in [Lim, Cheung and Hew](#)<sup>31</sup> (2011).

### ● Variations on the Theme

- In some courses, such as UBC’s [Social Contexts of Educational Policy, Politics and Practice](#)<sup>32</sup>, each student is required to sign up to host a seminar discussion on the readings for a given week.
- An interesting approach was noted in some of Yale’s [course offerings](#)<sup>33</sup>—students are invited to discuss the week’s readings in an optional pre-class discussion. This gives students the chance to clarify concepts and make connections prior to the lecture.
- At UPEI, the Nunavut Educational Leaders program incorporates a week of face to face learning each summer into their two-year online learning program. A [community circle](#)<sup>34</sup> is the starting point for each day’s learning.
- The format of digital discussion posts can vary (see [Bawa](#)<sup>35</sup>, 2016), with some instructors inviting students to use video recordings, links to resources, polls or other formats for their posts.
- Some courses take the approach of creating smaller, more connected groups of students who come together as a cohort for online discussions throughout the course. This approach is strongly endorsed by [Kumar and Dawson](#)<sup>36</sup> (2018). The University of Calgary’s [Teaching Mathematics](#)<sup>37</sup>, for example, organizes the class into “studio groups” which share responsibility for the learning and professional dialogue within their smaller community. The goals of the studio group are described this way:

<sup>29</sup> [https://espace.curtin.edu.au/bitstream/handle/20.500.11937/47871/235893\\_235893.pdf?sequence=2](https://espace.curtin.edu.au/bitstream/handle/20.500.11937/47871/235893_235893.pdf?sequence=2)

<sup>30</sup> <https://prism.ucalgary.ca/bitstream/handle/1880/51848/Signature%20pedagogies%20for%20e-learning%20in%20education%20-%20Final.pdf?sequence=1&isAllowed=y>

<sup>31</sup> <http://www.hkta1934.org.hk/NewHorizon/abstract/2011May/5.pdf>

<sup>32</sup> <http://edst-educ.sites.olt.ubc.ca/files/2018/08/EDST-577-Dr.-Roman-SCPE-syllabus.2018.pdf>

<sup>33</sup> <http://faculty.som.yale.edu/shyamsunder/MGT889/MGT889-syllabus-Jan102015.pdf>

<sup>34</sup> <http://projects.upei.ca/nunavut/files/2013/09/All-2010-2013-Syllabi.pdf>

<sup>35</sup> <https://journals.sagepub.com/doi/pdf/10.1177/2158244015621777>

<sup>36</sup> [https://moodle.adaptland.it/pluginfile.php/33947/mod\\_resource/content/1/99Z\\_Kumar\\_Dawson\\_2018-An%20Online\\_Doctorate\\_for\\_Researching\\_Professionals-1.pdf](https://moodle.adaptland.it/pluginfile.php/33947/mod_resource/content/1/99Z_Kumar_Dawson_2018-An%20Online_Doctorate_for_Researching_Professionals-1.pdf)

<sup>37</sup> [https://werklund.ucalgary.ca/gpe/files/gpe/eder\\_689.83\\_l02\\_lambert\\_f18.pdf](https://werklund.ucalgary.ca/gpe/files/gpe/eder_689.83_l02_lambert_f18.pdf)

- to enable rich dialogue among a small number of people;
  - to create a manageable number of required responses to co-members of each group; and
  - to keep the entire class engaged in building and extending on each other's ideas in a participatory learning environment.
- A specific model for studio groups, based in the work of Grego and Thompson, is described in detail in [Brown, Eaton, Dressler and Jacobsen](#)<sup>38</sup> (2015). Considerations are articulated in regards to forming effective studio groups, establishing shared expectations, fostering knowledge-building networks, engaging in collaborative inquiry, and providing meaningful feedback.

### **Common Approach** | Essays, Discussion Papers and Critiques

The most common assignments within graduate-level courses in educational leadership are those that require students to discuss or critique, in essay form, the issues, policies, theories, theorists, or other topics addressed in class or encountered through practicum or professional experiences. Weekly reflections often look like Loyola's [Leadership in Higher Education](#)<sup>39</sup> *Reaction Papers*, which are described this way:

The readings not only call for your comprehension, but your critique. In each reaction paper, you are invited to share how you are connecting to the readings, where you are feeling challenged by the concepts you are being presented and how you see them informing your practice. (Pierre, 2017, p. 6)

Often, a final essay constitutes a large portion of the student's final grade. Harvard's [Education Policy Analysis and Research in Comparative Perspective](#)<sup>40</sup>, for example, asks students to conduct an analysis of "an education reform in a country or jurisdiction, focusing on the way in which it provided opportunities for students to develop competencies for life and work." Students must analyze the underlying theory of action, situate it within a broader context, identify key strategies, make connections to theories addressed in the course, and describe the effects achieved by the reform to date.

Similarly, UBC's [Leadership, Administration and the Aims of Education](#)<sup>41</sup> requires a final paper where students conduct an analysis of specific challenges that schools and education are facing, or conduct a literature review and discussion on the aims of education.

---

<sup>38</sup> <https://journals.nipissingu.ca/index.php/cjar/article/view/228/113>

<sup>39</sup> [https://www.luc.edu/media/lucedu/education/syllabi/fall2017/elps/ELPS419\\_Pierre\\_FA17.pdf](https://www.luc.edu/media/lucedu/education/syllabi/fall2017/elps/ELPS419_Pierre_FA17.pdf)

<sup>40</sup> <https://canvas.harvard.edu/courses/53261/assignments/syllabus>

<sup>41</sup> <http://edst.educ.ubc.ca/files/2013/05/EDST-581-62A-W11-Term-2.pdf>

- **Variations on the Theme**

- In [Introduction to Interpretive Inquiry](#)<sup>42</sup> at the University of Calgary, students are asked to take a series of photographs documenting methodological themes related to interpretive research. Students document, in prose or point-form, the significance of each photograph in relationship to conducting interpretive research. A written synthesis of key ideas or themes, connections to literature, and links to one's own research is submitted as well.

### **Common Approach | Leadership Action and Reflection or Action Research**

---

With this approach, students are asked to complete a leadership activity relevant to their context (e.g. create a budget, conduct a teacher evaluation, design curriculum, coordinate professional learning experiences). Afterwards, students are asked to reflect on the impact of the leadership decisions they made in relationship to specific theory or research.

This can be a broad, longer-term project within a practicum experience, such as the assignment within York's [Principal Qualification Program with a Private School Focus](#)<sup>43</sup>, where students are required to identify a leadership project that will allow them to apply essential knowledge and skills. Following implementation, students are required to critically evaluate the impact of their leadership decisions.

This type of assignment can also be taken up as a more focused, shorter-term learning task. The University of Lethbridge's [Understanding Professional Practice and Professional Development](#)<sup>44</sup>, for example, asks students to reflect on one critical leadership action in relationship to Alberta's Leadership Quality Standard.

Leadership actions and reflections may also be focused on a specific leadership skill, such as budgeting, developing partnerships, reporting student achievement to the broader community, or evaluating teacher practice. At Columbia's [Summer Principals' Academy](#)<sup>45</sup>, students complete a Teacher Evaluation Project where they conduct three observation cycles on a single tenured teacher and then reflect on the impact of their approach to teacher evaluation. A similar approach is taken for students attending University of Northern Colorado's [Instructional Leadership and Supervision](#)<sup>46</sup>. Students first undertake a critical analysis of their district's approach to teacher

---

<sup>42</sup> [https://werklund.ucalgary.ca/gpe/files/gpe/eder\\_603.01\\_l01\\_701.10\\_l04\\_towers\\_f18\\_0.pdf](https://werklund.ucalgary.ca/gpe/files/gpe/eder_603.01_l01_701.10_l04_towers_f18_0.pdf)

<sup>43</sup> <http://www.ofis.ca/wp-content/uploads/2012/08/PQP-Private-Schools-Focus-Outline-September-2015.pdf>

<sup>44</sup> [http://www.uleth.ca/sites/default/files/2018/07/educ\\_5500\\_2018\\_ssii\\_co\\_allan\\_final.pdf](http://www.uleth.ca/sites/default/files/2018/07/educ_5500_2018_ssii_co_allan_final.pdf)

<sup>45</sup> <https://www.tc.columbia.edu/organization-and-leadership/spa-nola/program/administrative-internship/>

<sup>46</sup> [http://extended.unco.edu/current/graduate/~GradDocs/Fall\\_2018/ELPS\\_654\\_%20Lauer\\_5.18.pdf](http://extended.unco.edu/current/graduate/~GradDocs/Fall_2018/ELPS_654_%20Lauer_5.18.pdf)

evaluation, work through an evaluation process in their school, and then reflect on their role as an instructional leader through the evaluation process.

## **Common Approach | Leadership Planning**

---

Similar to the leadership action and reflection assignments listed above, these learning tasks are generally theoretical, rather than applied. Here, students are asked to design a plan for leadership actions they could theoretically take in order to improve outcomes within the school or school jurisdiction. In Brown University's [Leading with Empathy in the 21st Century](#)<sup>47</sup>, for example, students start with action plan prototypes described as 'sketches'. They then elaborate one of their sketches into an action plan that incorporates a definition of the issue, background information, project goals, steps to be taken, constraints and challenges, resources, and means of evaluation.

The University of Alberta's [The School Principalship: Seminars and Simulations](#)<sup>48</sup> invites students to develop professional learning modules for an audience of educators (e.g. staff or district PD, teachers' convention), developing a compelling rationale for why educators would need to learn about the topic, weaving in research, and developing resources and materials. Another example is Cambridge's [International Certificate in Educational Leadership](#)<sup>49</sup>, which assigns students the task of creating a professional development plan for their own ongoing leadership development.

- **Variations on the Theme**

- In the University of Western Illinois' [The Superintendent and Educational Governance](#)<sup>50</sup>, students are tasked with creating an entry plan which outlines the steps they would take as a new leader in a school jurisdiction.
- The University of British Columbia's [Leadership as Inquiry](#)<sup>51</sup> course assigns students the task of designing a 'mutually beneficial inquiry project' as a way of learning a 'leadership as inquiry' mindset. Students are asked to prepare a 10-12 page inquiry plan, designed to guide a path of study within an educational organization in such a way that both the organization and the leader experience meaningful, positive change.

---

<sup>47</sup> [http://www.xuan-zhao.com/uploads/5/6/1/6/5616522/cepy0946\\_syllabus\\_-\\_final.pdf](http://www.xuan-zhao.com/uploads/5/6/1/6/5616522/cepy0946_syllabus_-_final.pdf)

<sup>48</sup> <https://summerschool.ualberta.ca/sites/summerschool.ualberta.ca/files/EDPS%20595%20Syllabus.pdf>

<sup>49</sup> <https://www.cambridgeinternational.org/Images/427480-education-leadership-syllabus-2018-2019.pdf>

<sup>50</sup> <http://www.wiu.edu/coehs/es/programs/eds/EDL%20620%20SU%202015%20Syllabus.pdf>

<sup>51</sup> <http://edst-educ.sites.olt.ubc.ca/files/2018/05/EDST-565A-M-Pamer-Short-Course-outline-Summer-2018.pdf>

- Students enrolled in [Understanding Professional Practice and Professional Development](#)<sup>52</sup> at the University of Lethbridge are tasked with developing a three year education plan for their jurisdiction.

### **Common Approach** | Lectures, Guest Speakers and Panel Discussions

---

Lecture formats vary in online learning environments. When a blended format is used, with some students attending in person and others joining in virtually, the lecture is often broadcast live. When all students are attending online, lectures may also be broadcast live, typically through an interactive online learning platform, but more often are pre-recorded and accessed at the student's convenience.

Often, instructors will bring in guest speakers to address specific content areas or theories about educational leadership, and occasionally a panel discussion will be offered, where a number of experts or stakeholders within a specific field are engaged in dialogue about an issue or contentious topic in education. Guest speakers and panel discussions are more commonly offered as part of an on-campus delivery method, but they occasionally arise in online learning as well. A number of institutions have developed archived lectures or scholarly discussions on key topics, which are available in video or podcast formats, such as [The European Policy Network on School Leadership](#)<sup>53</sup>, the [Harvard EdCast](#)<sup>54</sup>, Stanford's [School's In](#)<sup>55</sup>, the University of Calgary's [Werklund Distinguished Research Lecturers](#)<sup>56</sup>, or Harvard's expert panels in the [Askwith Forums](#)<sup>57</sup>.

- **Variations on the Theme**

- In some courses, students are required to seek out lectures, speaking events or other face to face learning opportunities in their area.
- Some courses at Harvard feature an entire syllabus based on guest speakers, with one person presenting each week's lecture and weekly readings related to that individual's body of work.

### **Common Approach** | Mentor Interview

---

<sup>52</sup> [http://www.uleth.ca/sites/default/files/2018/07/educ\\_5500\\_2018\\_ssii\\_co\\_allan\\_final.pdf](http://www.uleth.ca/sites/default/files/2018/07/educ_5500_2018_ssii_co_allan_final.pdf)

<sup>53</sup> <https://www.youtube.com/channel/UCe6GpxMOBLWzKvYhldYWzA>

<sup>54</sup> <https://www.gse.harvard.edu/edcast>

<sup>55</sup> <https://ed.stanford.edu/news-media/podcast>

<sup>56</sup> <https://werklund.ucalgary.ca/media-room/news-events/2016-werklund-distinguished-research-lecture>

<sup>57</sup> <https://www.youtube.com/playlist?list=PL7F42C10261719B76>

Learning from others in the field is a critical component in becoming competent as an educational leader (Pont et al. 2008). Through a formalized interview process with a certain topic, theory, body of research or other guiding question in mind, students are asked to unpack some of the elements of what makes a school leader effective and impactful. A Leader Interview Project is described in [McCauley et al.](#)<sup>58</sup> (2017) which consists of interviews, conducted by teams of students, of at least five organizational leaders. Through the interview process, students explore how “leadership theories explored in the classroom translate to leadership ‘in the real world’” (p. 322). Following the interview process, students analyze their findings, looking for both common themes and unique characteristics. A synthesis is written, and students reflect on what they have learned about educational leadership through the interview process.

The University of Northern Colorado’s [Social Justice and School Reform](#)<sup>59</sup> takes a slightly different approach, asking students to shadow an educator with a commitment to social justice. In addition to school-based observations, students conduct a formal interview of their mentor, write a biography of the individual, and then seek feedback from the mentor on the biography.

[Theories of Educational Administration](#)<sup>60</sup>, at the University of Western Ontario, takes a more open-ended approach, inviting students to choose one or two people in leadership positions within an educational institution, undertake an observation or shadowing experience, conduct a formal interview and then submit a summary and analysis for both.

### ● Variations on the Theme

- Singapore’s National Institute of Education makes arrangements for students in their educational leadership programs to interview senior leaders within their education system. Their [Management Dialogue Sessions](#)<sup>61</sup> (MDS) provide one session each with the Permanent Secretary, the Director of General Education and the Deputy Director General of Education. These sessions are designed to help students to develop an intuitive sense of how school-based leadership decisions should align with the direction of the Ministry of Education.
- In the University of Western Illinois’ [The Superintendent and Educational Governance](#)<sup>62</sup>, students must interview state legislators in order to effectively address the broader societal context when making plans to address critical issues in education.

<sup>58</sup> [https://www.researchgate.net/publication/320675638\\_An\\_Andragogical\\_Approach\\_to\\_Teaching\\_Leadership](https://www.researchgate.net/publication/320675638_An_Andragogical_Approach_to_Teaching_Leadership)

<sup>59</sup> [http://extended.unco.edu/current/graduate/~GradDocs/Fall\\_2016/EDF\\_777\\_Middleton\\_5.16.pdf](http://extended.unco.edu/current/graduate/~GradDocs/Fall_2016/EDF_777_Middleton_5.16.pdf)

<sup>60</sup> [https://www.edu.uwo.ca/graduate-education/documents/course\\_outlines/9501\\_650\\_Winter2014.pdf](https://www.edu.uwo.ca/graduate-education/documents/course_outlines/9501_650_Winter2014.pdf)

<sup>61</sup> <https://www.nie.edu.sg/docs/default-source/GPL/leadership-programme.pdf?sfvrsn=4>

<sup>62</sup> <http://www.wiu.edu/coehs/es/programs/eds/EDL%20620%20SU%202015%20Syllabus.pdf>

## Common Approach | Organizational Analysis, Program Evaluation and Audits of Existing Practice

---

Educational leaders work within systems and structures that both constrain and enable the aims of visionary leadership. As emerging leaders learn to navigate the organizations in which they lead, many programs assign tasks that require an analytical deconstruction of specific systems and structures in order to identify the extent to which they support the achievement of identified outcomes.

The University of Lethbridge's [Governance, Collaboration and Community Engagement](#)<sup>63</sup>, for example, assigns students the task identifying the roles, mandates, priorities and points of influence of organizations such as the Alberta Teachers' Association, the College of Alberta School Superintendents and Alberta Education. Taking holistic approach to organizational analysis, students examine the dynamic interplay of stakeholders and systems, making recommendations for refining relationships in service of improved student outcomes.

USC Rossier's EdD course, [Accountability](#)<sup>64</sup>, assigns students the task of identifying a performance issue in their organization, selecting other organizations to use in the development of a benchmarking process, specifying performance indicators, and determining organizational policies and procedures that might be factors in current levels of performance.

Harvard's [School Instructional Leadership: Seminar and Practicum](#)<sup>65</sup> assigns students the task of critically evaluating practices of data analysis and data use at one's practicum site. Questions center on what data is used and why, how data is used to guide decisions impacting individual learners, changes that have occurred as a result of data analysis, communication of data with the broader community, and recommendations for improvements in data processes.

At Columbia's [Summer Principals' Academy](#)<sup>66</sup>, assignments include an Equity Audit and a Resource Allocation Project. The Resource Allocation project is described this way:

Using three years of successive data to analyze the budget of their own school, interns are able to draw connections between budgeting decisions and their impact on a school's day-to-day operation and long-term student success. Additionally, utilizing information related to fiscal policies from the local, state, and national level enables candidates to become effective and ethical budget

---

<sup>63</sup> [http://www.uleth.ca/sites/default/files/2018/07/educ\\_5633\\_2018\\_ssii\\_co\\_brooks\\_updated.pdf](http://www.uleth.ca/sites/default/files/2018/07/educ_5633_2018_ssii_co_brooks_updated.pdf)

<sup>64</sup> <https://web-app.usc.edu/soc/syllabus/20171/26567.pdf>

<sup>65</sup> <https://canvas.harvard.edu/courses/5210/assignments/45774>

<sup>66</sup> <https://www.tc.columbia.edu/organization-and-leadership/spa-nyc/program-structure/>

planners who are able to allocate resources in ways that ensure the success of all students. (Columbia University, n.d.)

- **Variations on the Theme**

- The University of Calgary's [Organizational Theory and Analysis in Education](#)<sup>67</sup> assigns a task that challenges students with learning to see their own organization through new eyes—reflecting on what the stories of the organization say about what is important, how things work, the challenges they face, and the people who make the organization what it is.

### **Common Approach | Personal Vision Statement or Theory of Action**

---

Most educational leadership programs incorporate learning tasks that require creating a vision statement, developing a general theory of leadership action, or otherwise articulating one's leadership identity. The University of Lethbridge's [Understanding Professional Practice and Professional Development](#)<sup>68</sup>, for example, assigns students the task of symbolically representing their leadership journey through metaphor, providing a written analysis and interpretation of their choice of representation.

The New Zealand Ministry of Education asks aspiring leaders to develop a [theory of improvement](#)<sup>69</sup> based on Helen Timperley's work, and the University of Prince Edward Island's [Educational Leadership](#)<sup>70</sup> includes an evaluation of students' ability to write autobiographically, answering the question 'Who am I as a leader?'

The Manitoba Association of School Superintendents offers an optional superintendent certificate course on [School Leadership in Manitoba](#)<sup>71</sup> that can be taken up by school jurisdictions in the province. The course guide includes an assignment where students address the following topics related to their leadership:

- the guiding principles and theories/theorists that underpin your beliefs about education;
- your view of the major purpose of schooling;
- your conception of the most worthwhile school knowledge (academic disciplines, competencies, skills, values, attitudes, etc.) and how it should be organized;
- your view of learning and its associated learning theory;

---

<sup>67</sup> [https://werklund.ucalgary.ca/gpe/files/gpe/eder\\_617\\_l01\\_brown\\_f18.pdf](https://werklund.ucalgary.ca/gpe/files/gpe/eder_617_l01_brown_f18.pdf)

<sup>68</sup> [http://www.uleth.ca/sites/default/files/2018/07/educ\\_5500\\_2018\\_ssii\\_co\\_allan\\_final.pdf](http://www.uleth.ca/sites/default/files/2018/07/educ_5500_2018_ssii_co_allan_final.pdf)

<sup>69</sup> <http://www.educationalleaders.govt.nz/Problem-solving/Online-tools-and-resources/Theory-for-improvement>

<sup>70</sup> <http://projects.upei.ca/nunavut/files/2013/09/All-2010-2013-Syllabi.pdf>

<sup>71</sup> <http://mass.mb.ca/wp-content/uploads/2017/11/MASS-Field-Led-Course-FLC-18.pdf>

- your view of children;
- your view of teaching and your preferred instructional practices;
- your view about assessment/evaluation of students;
- your method of accommodating diversity and diverse students in your classroom; and
- curriculum scholars you revere and why they are important to you.

Students discuss the ways they might implement such a vision, identify obstacles they might encounter, and strategize for how they might overcome such obstacles.

### **Common Approach | Policy Memo**

---

Policy memos require students to consider how they might put theory into practice and to determine how best to clearly and concisely communicate their leadership direction with the broader learning community. In [Educational Methodology, Policy and Leadership](#)<sup>72</sup> at the University of Oregon, for example, students begin with writing critiques of sample policy memos using a theoretical framework and guiding questions. As they progress through the course, they develop the skills necessary to complete their final assignment, a policy memo which describes the policy issue, explores potential alternatives, evaluates the alternatives against data-based criteria, and recommends a course of action.

Similarly, Northeastern University's [Educational Systems: The Dynamics of Policy, Values, and Practice](#)<sup>73</sup> requires students to draft a policy memo to an individual in a position of influence (federal, state or local), recommending changes to an existing policy and defending the recommendation with the criteria by which the existing policy and recommended policy have been evaluated.

- **Variations on the Theme**
  - Loyola University Chicago School of Education's [Seminar in Current Issues in Administration: The Ethics of Human Resources](#)<sup>74</sup> incorporates a three-part project involving the development of a professional code of ethics, revising one's code of ethics, and then applying the code of ethics to a novel case study.
  - Harvard's [Education Policy and Research Utilization in Comparative Perspective](#)<sup>75</sup> requires students to choose one of two streams through which they will complete their coursework. Those in Track 1 complete a research-based analysis of an education reform aimed at broadening the goals of the curriculum,

---

<sup>72</sup> [https://education.uoregon.edu/sites/default/files/632\\_ed\\_policy\\_analysis\\_w2017.pdf](https://education.uoregon.edu/sites/default/files/632_ed_policy_analysis_w2017.pdf)

<sup>73</sup> <https://cps.northeastern.edu/files/syllabi/20181570782.pdf>

<sup>74</sup> <https://www.luc.edu/media/lucedu/education/syllabi/spring2014/elps/ELPS561-Finch-S14.pdf>

<sup>75</sup> <https://canvas.harvard.edu/courses/53261/assignments/syllabus>

while those in Track 2 work as a team to engage with a consulting partner in the field. These students work alongside a client to address an issue of significance to the organization, and develop policy alternatives and recommendations to address the problem.

### **Common Approach | Portfolio**

---

In some programs, portfolios are developed as a stand-alone assignment within a course, while in others they are part of an ongoing reflection process aimed at capturing essential elements of one's leadership vision, strengths, skills and experiences. The University of Lethbridge's course, [Educational Leadership and the Change Process](#)<sup>76</sup>, for example, requires students to compile a portfolio that provides evidence of one's leadership learning for each of the course outcomes. Four required elements are given: daily journal entries, a summary of leadership perspectives addressed within the course, examples of demonstrated leadership competencies, and a summary of one's learning throughout the course.

Similarly, Cambridge's [International Certificate in Educational Leadership](#)<sup>77</sup> requires portfolio completion as a component of each unit of study. In each section of the course, students are introduced to new theories, new topics or new elements of leadership practice. At the culmination of each unit, they are asked to document three kinds of evidence in their portfolio: evidence of practice, evidence of learning, and evidence of reflection.

University of Alaska Southeast requires that students complete the course, [Educational Leadership Portfolio](#)<sup>78</sup>, within the last semester of one's Master's program. The portfolio includes a resume or curriculum vitae, a leadership vision statement, and copies of professional evaluations (self, professor and mentor). The body of the portfolio is composed of scholarly writing, samples of materials or resources one has developed, and other artifacts of one's leadership experience. Each of these items are connected to standards of practice for leaders in the state.

### **Common Approach | Practicum, Internship or Mentorship**

---

As a general design principle for the development of leadership, the influence of learning on practice is greater the more direct and immediate the application to practice. (Elmore, R. in Pont et al. 2008, p. 63)

---

<sup>76</sup>

<https://www.uleth.ca/sites/default/files/Educ%205630%20Educ%27l%20Ldrship%20and%20the%20Change%20Proc%20%28Med.%20Hat%20%2710%29%20Cohort.pdf>

<sup>77</sup> <https://www.cambridgeinternational.org/Images/427480-education-leadership-syllabus-2018-2019.pdf>

<sup>78</sup> [http://www.uas.alaska.edu/education/ncate/ncate\\_documents/Syllabi/Ed\\_698\\_portfolio\\_research\\_final.pdf](http://www.uas.alaska.edu/education/ncate/ncate_documents/Syllabi/Ed_698_portfolio_research_final.pdf)

Within practicum, internship or mentorship programs, a set of guidelines is typically provided, such as this one from the [University of Lethbridge](#)<sup>79</sup>, which outlines the responsibilities and ethical considerations of both the mentor and the intern. Over the course of the practicum or internship, students are typically expected to document insights and observations in the form of a reflective journal, blog post, portfolio page or other documentation.

Self-evaluation, goal-setting, action research, practice audits and formalized interviews with mentors are other common components of practicum assignments. The University of Lethbridge's [Educational Leadership Internship 1](#)<sup>80</sup>, for example, requires a written proposal, weekly journal entries, regular meetings and a final reflection paper.

- **Variations on the Theme**

- Singapore's National Institute of Education choreographs internships in their [Leaders in Education Programme](#)<sup>81</sup> to strategically interrupt what is familiar or taken for granted in one's current educational setting. Their programs bring together educators from around the world, inviting them to solve problems of practice in a radically different context from their own.

## **Common Approach | Presentation**

---

Presentations involve sharing information, leading discussions or learning activities, and answering questions from classmates. Often done in groups, a typical approach is to list a number of topics and to have students select one topic on which to present to the class. Tyndale's [Indigenous Leadership Development](#)<sup>82</sup>, for example, requires a 45-minute presentation on topics such as intercultural organization and leadership, indigenous leadership through seven generations, or the similarities and differences between indigenous and western leadership.

Similarly, the University of Lethbridge's [School Culture and the Instructional Program](#)<sup>83</sup> asks students to prepare and lead a 45-minute presentation on the relationship between school culture and topics such as inclusion, high school redesign, gay-straight alliances and using data to improve teaching and learning.

---

<sup>79</sup> [http://www.uleth.ca/sites/default/files/Leadership%20Intern%20Hdbk%20Rev%20June%2012%202012\\_1.pdf](http://www.uleth.ca/sites/default/files/Leadership%20Intern%20Hdbk%20Rev%20June%2012%202012_1.pdf)

<sup>80</sup> [https://www.uleth.ca/sites/default/files/2017/10/educ\\_5635\\_fall\\_2017\\_internship\\_1\\_v2.pdf](https://www.uleth.ca/sites/default/files/2017/10/educ_5635_fall_2017_internship_1_v2.pdf)

<sup>81</sup> <http://155.69.97.30/docs/default-source/GPL/leadership-programme.pdf?sfvrsn=4>

<sup>82</sup> <https://www.tyndale.ca/sites/default/files/syllabi/Ottmann%2C%20Jacqueline%20-%20REVISED%20S16%20LEAD%20IS10%20Indigenous%20Leadership%20Development.pdf>

<sup>83</sup> [http://www.uleth.ca/sites/default/files/2018/06/educ\\_5631\\_2018\\_ssii\\_co\\_mombourquette\\_v2\\_0.pdf](http://www.uleth.ca/sites/default/files/2018/06/educ_5631_2018_ssii_co_mombourquette_v2_0.pdf)

The University of Calgary's [Issues in Educational Management](#)<sup>84</sup> offers students the choice between three topics: changing contexts of teaching and learning; the role of business, markets, and government in public education; or, district support for schools and their leaders. Students are encouraged to be creative with their approach to the 40-minute group presentation, aiming to be “informative, engaging and interactive rather than didactic.”

- **Variations on the Theme**

- In some programs, such as the Eastern Ontario Staff Development Network's [Supervisory Officer's Qualification Program](#)<sup>85</sup> (SOQP), the culminating activity is a presentation which summarizes one's growth and learning throughout the program. Presented to a panel consisting of an SOQP coordinator and a minimum of three Supervising Officers who have recently served as module instructors, the presentation is part of the body of evidence used towards recommendation for certification.

## **Common Approach | Readings**

---

Readings are at the core of most learning experiences in graduate-level courses in educational leadership. A combination of books, articles, websites and other resources are typically listed for each week of study, along with guiding questions to help focus one's reflections on the readings. In order to help students plan ahead, a common courtesy is to list the number of pages required in each week's assigned readings (e.g. Harvard's [Education Policy Analysis and Research in Developing Countries](#)<sup>86</sup>).

It is also a common practice to offer students optional additional readings related to each week's topic. The University of British Columbia's [Leadership in Educational Organizations](#)<sup>87</sup>, for example, provides a comprehensive reading list for each week's topic with specific highlighted texts which are identified as required readings.

Some courses, such as the University of Lethbridge's [Managing the Organization](#)<sup>88</sup> or the University of Oregon's [Social and Cultural Foundations of Education](#)<sup>89</sup> assign students the task of creating their own annotated reading list, bibliography or literature review. The University of

---

<sup>84</sup> [https://werklund.ucalgary.ca/gpe/files/gpe/eder\\_619.10\\_l05\\_mitchellpellet\\_f18\\_0.pdf](https://werklund.ucalgary.ca/gpe/files/gpe/eder_619.10_l05_mitchellpellet_f18_0.pdf)

<sup>85</sup> <https://www.eosdn.on.ca/sites/eosdn.on.ca/files/Candidate%27s%20Handbook.pdf>

<sup>86</sup> <https://canvas.harvard.edu/courses/53261/assignments/syllabus>

<sup>87</sup> <http://edst-educ.sites.olt.ubc.ca/files/2016/08/EDST-532-022-Outline-Winter-2016-Cardwell.pdf>

<sup>88</sup> <http://www.uleth.ca/sites/default/files/2016%20SSII%20Ed%205632%20CO%20Townsend.pdf>

<sup>89</sup> [https://education.uoregon.edu/sites/default/files/610\\_soc\\_and\\_cultural\\_fndtns\\_of\\_ed\\_f2016.pdf](https://education.uoregon.edu/sites/default/files/610_soc_and_cultural_fndtns_of_ed_f2016.pdf)

Calgary's [History and Philosophy of Adult Education](#)<sup>90</sup>, like other courses, takes the approach of assigning a book review, written in standard essay form, based on a selection made from recommended texts.

- **Variations on the Theme**

- One course not only assigned readings, but 'skimmings' where one was intended to get the general gist of an article or chapter, 'weekly readings', which were in-depth, thoughtful readings, and 're-readings', which required revisiting a previous weekly reading in light of new ideas and experiences.

### **Common Approach | Reflective Journal**

---

Reflective journals invite students to make meaning of course material, practicum studies or professional experiences in a personally relevant way. [Kumar and Dawson](#)<sup>91</sup> (2018) describe three types of reflection that have the potential to interrupt one's habitual ways of thinking, prompt reconsideration of previous knowledge or beliefs, and ultimately transform one's perspective: "reflection on the content learned, on the process of learning or unlearning, and on the premises held by learners" (p. 33).

Some courses, such as Harvard's [Learning Lab for Researching and Creating Knowledge](#)<sup>92</sup>, provide weekly prompts, guiding questions and activities that lead one's reflection through carefully designed exercises. Other courses, such as [Harvard's Practicing Leadership Inside and Out](#)<sup>93</sup> use a more open format with guiding questions such as *What's present for me now? What's going well? What's challenging? What needs my attention?* and *What am I learning?*, and so on, as described in [this article](#)<sup>94</sup> about keeping a leadership journal. When connected to a practicum, internship or mentorship, reflective journals typically require students to describe events or experiences in relationship to readings, theory, leadership standards or guiding questions.

- **Variations on the Theme**

- Cambridge University requires that students complete reflective journaling activities throughout their completion of the [International Certificate in Educational Leadership](#)<sup>95</sup>. To support the reflective process in this and other

---

<sup>90</sup> [https://werklund.ucalgary.ca/gpe/files/gpe/eder\\_659.15\\_l01\\_winchester\\_f18.pdf](https://werklund.ucalgary.ca/gpe/files/gpe/eder_659.15_l01_winchester_f18.pdf)

<sup>91</sup> [https://moodle.adaptland.it/pluginfile.php/33947/mod\\_resource/content/1/99Z\\_Kumar\\_Dawson\\_2018-An%20Online\\_Doctorate\\_for\\_Researching\\_Professionals-1.pdf](https://moodle.adaptland.it/pluginfile.php/33947/mod_resource/content/1/99Z_Kumar_Dawson_2018-An%20Online_Doctorate_for_Researching_Professionals-1.pdf)

<sup>92</sup> <https://canvas.harvard.edu/courses/55015/assignments/syllabus>

<sup>93</sup> <https://canvas.harvard.edu/courses/53377/assignments/syllabus>

<sup>94</sup> <https://www.forbes.com/sites/hennainam/2017/04/02/to-be-an-effective-leader-keep-a-leadership-journal/#7d0530bd3b4d>

<sup>95</sup> <https://www.cambridgeinternational.org/Images/427479-education-leadership-syllabus-2018-2020.pdf>

courses, Cambridge has created a set of general guidelines: [Getting Started with Reflective Practice](#)<sup>96</sup>.

### **Common Approach | Research Proposal**

---

A number of courses require the development of a research proposal. McGill's [Research Methods: Theory and Practice](#)<sup>97</sup>, for example, assigns a mini research proposal which includes an introduction, an annotated bibliography, methodology, ethical considerations, and a conclusion which describes implications and potential complications.

The University of Calgary's [Collaboratory of Practice](#)<sup>98</sup> offers students the choice of three research proposal assignments, depending on the type of research they intend to conduct. Students who intend to work with adult subjects but don't intend to publish create a 'sandbox' ethics application, providing details about the nature of the research, the project timeline, and identified data sources. Students who do not intend to use human subjects may opt to create a proposal for independent inquiry, including a research-informed rationale, a literature review, methodology and identified potential significance. A third option exists for students who plan to use human participants and who plan to publish or share the outcomes of their work. These students complete a formal ethics application, including ethics approval with the school jurisdiction when necessary. They are also required to complete a methodology, conduct a literature review, describe instruments, and identify the potential significance of the research.

Lynn University's [Methods of Inquiry II](#)<sup>99</sup> requires students to incrementally build a research proposal over the course of five assignments: description and rationale, process and measures, methodology, data collection procedures, and a final composite research proposal.

### **Common Approach | Self-Assessment**

---

In addition to using self-assessment as an embedded part of teaching, learning and evaluation in graduate level courses in educational leadership, assignments are often developed which require students to complete a formal self-assessment of their overall leadership skills. Governing bodies in education (ministries, professional bodies, etc.) commonly create standards of practice for school leaders. Some post-secondary institutions also develop leadership standards or criteria specific to students in their program. Students in educational leadership programs are often asked to reflect on their professional practice in relationship to these standards, gathering evidence of

---

<sup>96</sup> <https://www.cambridge-community.org.uk/professional-development/gswrp/index.html>

<sup>97</sup> <https://edem690matl.wordpress.com/syllabus/>

<sup>98</sup> [https://werklund.ucalgary.ca/gpe/files/gpe/eder\\_692.01\\_l01\\_parker\\_f18\\_0.pdf](https://werklund.ucalgary.ca/gpe/files/gpe/eder_692.01_l01_parker_f18_0.pdf)

<sup>99</sup> <https://www.cpedinitiative.org/page/syllabi>

their leadership actions and evidence of their impact on student learning. For example, California State University's [Community and Communication in Education](#)<sup>100</sup> asks students to complete a self-assessment of leadership communication skills at the beginning of the course which is revisited at course completion. MIT's [Practical Leadership](#)<sup>101</sup> requires students to self-assess their own leadership qualities, and to seek feedback from colleagues and mentors, in relationship to targeted practices in distributed leadership.

- **Variations on the Theme**

- The University of Lethbridge's [Understanding Professional Practice and Professional Development](#)<sup>102</sup> requires students to undertake professional growth planning in relationship to Alberta's Leadership Quality Standard. Students are asked to develop a specific inquiry plan that identifies their learning goals, resources, strategies and indicators of success.

### **Common Approach | Socialization and Community Building**

---

[Eaton, et al.](#)<sup>103</sup> (2017) advise that “attention to learning as a social act and opportunities for social learning and peer-to-peer interaction need to be explicitly designed into an online environment” (p. 15), and [Kumar and Dawson](#)<sup>104</sup> (2018) describe online interactions between learners as primarily “task-driven” or primarily “socioemotional” (p. 51). When opportunities are created for interactions which serve both purposes, students can develop a level of comfort, trust and connectedness that allows them to take risks, show vulnerability in their learning, and engage in meaningful collaborative inquiry. “Designing a community of inquiry that facilitates community building”, Kumar and Dawson state, “involves integrating faculty presence, social presence, cognitive presence and learning presence” (p. 74).

Often, courses or programs offer mechanisms for students to make connections with one another beyond the parameters of the course-based digital learning environment. Through video-based synchronous meetings or the development of informal communities within social media platforms such as Facebook, Twitter or Instagram, students are able to build rapport and a sense of belonging and connection in the same way as they might in an on-campus program.

---

<sup>100</sup> [https://www.csus.edu/coe/academics/doctorate/curriculum/assets/Syllabus\\_EDD-607\\_Spring2018.pdf](https://www.csus.edu/coe/academics/doctorate/curriculum/assets/Syllabus_EDD-607_Spring2018.pdf)

<sup>101</sup> <https://ocw.mit.edu/courses/sloan-school-of-management/15-974-practical-leadership-fall-2004/syllabus/>

<sup>102</sup> [http://www.uleth.ca/sites/default/files/2018/07/educ\\_5500\\_2018\\_ssii\\_co\\_allan\\_final.pdf](http://www.uleth.ca/sites/default/files/2018/07/educ_5500_2018_ssii_co_allan_final.pdf)

<sup>103</sup> <https://prism.ucalgary.ca/bitstream/handle/1880/51848/Signature%20pedagogies%20for%20e-learning%20in%20education%20-%20Final.pdf?sequence=1&isAllowed=y>

<sup>104</sup> [https://moodle.adaptland.it/pluginfile.php/33947/mod\\_resource/content/1/99Z\\_Kumar\\_Dawson\\_2018-An%20Online\\_Doctorate\\_for\\_Researching\\_Professionals-1.pdf](https://moodle.adaptland.it/pluginfile.php/33947/mod_resource/content/1/99Z_Kumar_Dawson_2018-An%20Online_Doctorate_for_Researching_Professionals-1.pdf)

[Bawa](#)<sup>105</sup> (2016) explored factors contributing to attrition rates in online learning programs, and made recommendations for improving retention. Suggestions included improving structures for collaborative learning, creating opportunities for ‘live’ interactions, and using visible identifiers such as photos or videos. Opportunities for social interaction between students, and between students and teachers, should be created.

---

<sup>105</sup> <https://journals.sagepub.com/doi/pdf/10.1177/2158244015621777>

## Unique Approaches

---

### Unique Approach | Advocacy

---

In some educational leadership courses, exercising one's voice as an agent of change in the educational community is an essential learning experience. Some courses require students to write letters to governing bodies, parent communities or other stakeholder groups in order to address issues of inequity, challenges with resource allocation, under-represented or under-achieving student groups or other pressing issues affecting teaching and learning in one's jurisdiction.

In the Nunavut Educational Leaders Program through the University of Prince Edward Island, for example, students in [Curriculum: Leadership in Learning](#)<sup>106</sup> complete an assignment consisting of four letters. With a potential audience of ministries, Elders, students, parents, these letters form the basis for one's Statement of Intent as a leader in curriculum. Although in this particular course there is no requirement that letters are sent, in all courses where one develops a voice as an advocate, the potential for enacting one's visionary leadership may be realized.

### Unique Approach | Analysis of Learning and Classroom Instruction

---

In my own work, I insist, if I am to engage in longer-term professional development activities with administrators, that they commit to a regular regime of classroom observations, systematic analyses of instructional practice, and collective problem-solving around the practice of instructional improvement. In graduate coursework on instructional improvement, we spend the first five weeks of a 13-week course watching, analysing, and drawing inferences from video tapes of teachers teaching. After this, students are required to do their observational study outside of class, and their final research project has to be a plan for improvement that includes direct work with teachers and administrators in schools. (Elmore, R. in Pont et al., 2008, p. 63)

Interestingly, analysis of classroom instruction was not encountered frequently enough to be considered 'common' amongst the instructional methods encountered in this scoping review. Very few course syllabi specifically described an assignment or experience where students were required to spend time in a classroom analyzing what students were doing, and what teachers were doing, in the course of daily learning. It was also uncommon for graduate students to be tasked with watching videos of student learning and conducting professional analyses.

---

<sup>106</sup> <http://projects.upei.ca/nunavut/files/2013/09/All-2010-2013-Syllabi.pdf>

While there were a number of teacher evaluation assignments, program evaluation assignments, and curriculum development assignments which required educational leaders to critically evaluate what was happening in the classroom in service of some other assignment, there were few course requirements which focused intentionally on an analysis of students' learning experiences. Harvard's [Teacher and Teaching Quality](#)<sup>107</sup> was an exception—it incorporates the analysis of videos of student learning, taken in both local and international contexts, into their general instructional approach.

A more specific example was found in the University of Calgary's [Effective Teaching](#)<sup>108</sup>, where one of the major course assignments involves an in-depth analysis of videos of teaching and learning. Students are required to identify evidence of teaching effectiveness and to articulate the criteria by which aspects of teaching and learning might be characterized as effective. Students also lead their peers in a 30-40 minute scholarly discussion about the selected video, eliciting further insights that may be incorporated into their final analysis. A subsequent course assignment requires students to articulate a leadership plan, grounded in scholarly work (within and beyond course readings), which might be used to influence and support the teachers' continued professional growth.

### **Unique Approach | Cultural Experiences**

The syllabus for the [Certificate of Educational Leadership in Nunavut](#)<sup>109</sup> describes the integration of cultural elements such as daily community circles and a ceremonial [lighting of the qulliq](#)<sup>110</sup> into student learning activities. While the majority of the coursework in this program is conducted online, the learning community gathers for a week each semester for intensive, on-campus learning. At these times, cultural practices help to give shape to the nature and purpose of the leadership program. Of significance in this program is the opportunity for students to choose their language for learning (instruction, discussion, presentation, etc.), Inuit Uqausingiit or English.

Taking a somewhat different approach, students enrolled in [Anti-Oppression Education](#)<sup>111</sup> at the University of Calgary are required to attend a social justice event with which they do not self-identify—an event where they would feel “a sense of difference or in some way out of context.” Designed as an exercise in open-mindedness, respect and consciousness-raising, the task

---

<sup>107</sup> <https://canvas.harvard.edu/courses/53251/assignments/syllabus>

<sup>108</sup> [https://werklund.ucalgary.ca/gpe/files/gpe/eder\\_619.18\\_l06\\_mosher\\_f18.pdf](https://werklund.ucalgary.ca/gpe/files/gpe/eder_619.18_l06_mosher_f18.pdf)

<sup>109</sup> <http://projects.upei.ca/nunavut/files/2013/09/All-2010-2013-Syllabi.pdf>

<sup>110</sup> <https://www.erudit.org/en/journals/etudinit/2009-v33-n1-2-etudinit3968/044962ar/>

<sup>111</sup> [https://werklund.ucalgary.ca/gpe/files/gpe/eder\\_655.13\\_l01\\_callaghan\\_f18.pdf](https://werklund.ucalgary.ca/gpe/files/gpe/eder_655.13_l01_callaghan_f18.pdf)

involves engaging in dialogue with others with different identities, beliefs and/or cultural traditions. Through a reflective essay, or through a combination of an essay and other media, students make connections between previous assumptions and new experiences, and describe how their thoughts and actions show evidence of critical social justice or anti-oppression education.

Another example of integrating cultural experiences into coursework can be found in [Aksistoiypaitapiisinni and Iskaipima](#)<sup>112</sup> at the University of Calgary, where students complete their own winter count. Through this task, students demonstrate their integration of Niitsitapii teachings and their own personal reflections. Students submit a photograph of their winter count along with a paper that describes their own learning through the process, and identifies some potential implications for their community.

### **Unique Approach | Instructional Rounds**

---

When a number of educators are working together in an online learning program but live in geographic proximity to one another, [Instructional Rounds](#)<sup>113</sup> may be possible. Although more commonly offered as a professional development exercise separate from graduate studies (e.g. Harvard's [Instructional Rounds](#)<sup>114</sup>), developing protocols and practices for conducting rounds in one's own organization builds capacity for educational leaders to observe, analyze and improve teaching and learning. Iowa State University's [Educational Administration: Supervision for Learning Environments](#)<sup>115</sup> requires students to register for, participate in, and reflect on instructional rounds with other professionals in their jurisdiction.

### **Unique Approach | Media Analysis**

---

Of the courses reviewed in this analysis, only one listed an assignment which required students to critically examine the ways that educational policy decisions are represented in the media. The University of Lethbridge's [Governance, Collaboration and Community Engagement](#)<sup>116</sup> requires students to compare and critique how policy documents have been influenced and interpreted over time, and then to determine which interpretation eventually dominates the public discourse.

### **Unique Approach | Mind Mapping**

---

---

<sup>112</sup> [https://werklund.ucalgary.ca/gpe/files/gpe/edps\\_693.24\\_s04\\_fellner\\_f18.pdf](https://werklund.ucalgary.ca/gpe/files/gpe/edps_693.24_s04_fellner_f18.pdf)

<sup>113</sup> <https://education.nsw.gov.au/teaching-and-learning/curriculum/learning-for-the-future/future-focused-learning-and-teaching/Future-focused-resources/instructional-rounds>

<sup>114</sup> <https://www.gse.harvard.edu/ppe/program/instructional-rounds>

<sup>115</sup> <https://www.hs.iastate.edu/wp-content/uploads/2017/09/EDADM551.pdf>

<sup>116</sup> [http://www.uleth.ca/sites/default/files/2018/07/educ\\_5633\\_2018\\_ssii\\_co\\_brooks\\_updated.pdf](http://www.uleth.ca/sites/default/files/2018/07/educ_5633_2018_ssii_co_brooks_updated.pdf)

A number of online learning tools are available for the development a collaborative concept map or mind map. Depending on the platform used (e.g. [Mindomo](https://www.mindomo.com/)<sup>117</sup> or [Beagle](https://www.beaglelearning.com/blog/the-culture-of-learning/)<sup>118</sup>), students may be able to add their own articles, links and resources, comment on one another's posts, add connections between ideas, and rate the quality of resources or comments. When this approach was first encountered in the course of this scoping review, it was filed under 'common approaches' because it seemed unremarkable. It was not encountered often enough, though, to be considered typical.

### **Unique Approach | Publication or Conference Presentation**

---

Some courses, particularly at the Doctorate level, require students to submit selections of their written work for publication. At the University of Colorado Denver's [Seminar on Learning and Learners](https://www.beaglelearning.com/blog/the-culture-of-learning/)<sup>119</sup>, students complete a book review which can only be submitted for evaluation if accompanied by proof that it has also been submitted to a journal for publication. In other courses, students are assigned the task of preparing a conference presentation proposal or a proposal for district professional development and submitting it for approval.

At the University of Calgary, students enrolled in Werklund School of Education MED programs are required to complete a course entitled [Writing Educational Research](https://www.werklund.ucalgary.ca/gpe/files/gpe/eder_603.23_l16_crossman_w19.pdf)<sup>120</sup>. The course structure centers on supporting students in producing their own original research writing, as well as building writing skills as a researcher and a professional. A culminating assignment requires students to prepare a manuscript suitable for submission to a chosen journal or conference. Topics for publication must address "a problem of practice, a conceptually oriented question, or a research-oriented question."

### **Unique Approach | Student Shadowing**

---

Although a number of courses required students to shadow a mentor, colleague or other educational leader, only one course encountered in this scoping review required the shadowing of a student in their district. The University of Washington's [Leadership for Learning](https://education.uw.edu/sites/default/files/1465/L4L6_IL%20Syllabus_Year1_160502.pdf)<sup>121</sup> asks their graduate students to shadow students for portions of their school day in order to gather evidence of high quality student learning and high quality instructional practices.

---

<sup>117</sup> <https://www.mindomo.com/>

<sup>118</sup> <https://www.beaglelearning.com/blog/the-culture-of-learning/>

<sup>119</sup> <https://www.cpedinitiative.org/page/syllabi>

<sup>120</sup> [https://werklund.ucalgary.ca/gpe/files/gpe/eder\\_603.23\\_l16\\_crossman\\_w19.pdf](https://werklund.ucalgary.ca/gpe/files/gpe/eder_603.23_l16_crossman_w19.pdf)

<sup>121</sup> [https://education.uw.edu/sites/default/files/1465/L4L6\\_IL%20Syllabus\\_Year1\\_160502.pdf](https://education.uw.edu/sites/default/files/1465/L4L6_IL%20Syllabus_Year1_160502.pdf)

## Summary

---

The purpose of this scoping review was to explore unique approaches to the design of graduate-level courses in educational leadership. Weekly readings, lectures, reflective essays and projects form the core of students' learning experiences in most programs. Unique interpretations of these common approaches, however, offer students diverse ways of engaging with topics in order to build their capacity for educational leadership. Within educational leadership programs, developing vision statements, building portfolios and conducting self-assessments are important elements of developing one's identity as a leader, while creating leadership action plans, research proposals, policy memos and design projects are ways to engage students in conceptualizing how they might enact their visionary leadership. Again, unique interpretations of these more common approaches invite distinctive approaches to thinking about essential topics. Learning in action through case studies, practicums, internships, action research assignments or leadership actions and reflections give emerging leaders the opportunity to experiment with theories and prototypes in an environment where they can seek feedback from others and take the time to critically evaluate evidence of impact.

Some graduate-level coursework in educational leadership extends beyond these familiar approaches, experimenting with advocacy, cultural experiences, student shadowing, or media analysis. These unique approaches are beginning to expand the outer limits of what graduate studies can look like for students in educational leadership programs. By expanding the range of learning experiences encountered by graduate students, we build capacity for responsiveness to the varied and often unpredictable demands of their future work as educational leaders.

## References

---

Akyol, Z. & Garrison, D.R. (2008). The development of a community of inquiry over time in an online course: Understanding the progression and integration of social, cognitive and teaching presence. *Journal of Asynchronous Learning Networks*, 12(3-4), 3-22. Retrieved from:

<https://files.eric.ed.gov/fulltext/EJ837483.pdf>

Bawa, P. (2016). Retention in Online Courses: Exploring Issues and Solutions—A Literature Review. *SAGE Open*, January-March 2016: 1–11. Retrieved from:

<https://journals.sagepub.com/doi/pdf/10.1177/2158244015621777>

Blackley, S. & Sheffield, R. (2015). Digital andragogy: A richer blend of initial teacher education in the 21st century. *Issues in Educational Research*, 25(4), 397-414. Retrieved from:

[https://espace.curtin.edu.au/bitstream/handle/20.500.11937/47871/235893\\_235893.pdf?sequence=2](https://espace.curtin.edu.au/bitstream/handle/20.500.11937/47871/235893_235893.pdf?sequence=2)

Boehrer, J. & Linsky, M. (1990). Teaching with Cases: Learning to Question. *New Directions for Teaching and Learning*, Summer 1990: 41-57. Retrieved from: <https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/epdf/10.1002/tl.37219904206>

Brown, B., Dressler, R., Eaton, S. E. & Jacobsen, M. (2015). Practicing what we teach: using action research to learn about teaching action research. *Canadian Journal of Action Research*, 16(3), 61-78. Retrieved from: <https://journals.nipissingu.ca/index.php/cjar/article/view/228/113>

Davis McCauley, K., Hammer, E. & Hinojosa, A. (2017). An Andragogical Approach to Teaching Leadership. *Management Teaching Review*, 2 (2). Retrieved from:

[https://www.researchgate.net/publication/320675638\\_An\\_Andragogical\\_Approach\\_to\\_Teaching\\_Leadership](https://www.researchgate.net/publication/320675638_An_Andragogical_Approach_to_Teaching_Leadership)

Eaton, S.E., Brown, B., Schroeder, M., Lock, J. & Jacobsen, M. (2017). *Signature pedagogies for e-learning in higher education and beyond*. Calgary: University of Calgary. Retrieved from:

<https://prism.ucalgary.ca/bitstream/handle/1880/51848/Signature%20pedagogies%20for%20e-learning%20in%20education%20-%20Final.pdf?sequence=1&isAllowed=y>

Garrison, D.R. (2017). *E-learning in the 21<sup>st</sup> century: A community of inquiry for research and practice* (3<sup>rd</sup> ed.). New York, NY: Routledge

Kumar, S., & Dawson, K. (2018). *An online doctorate for researching professionals*. Athabasca, AB: Athabasca University Press. Retrieved from:

[https://moodle.adaptland.it/pluginfile.php/33947/mod\\_resource/content/1/99Z\\_Kumar\\_Dawson\\_2018-An%20Online\\_Doctorate\\_for\\_Researching\\_Professionals-1.pdf](https://moodle.adaptland.it/pluginfile.php/33947/mod_resource/content/1/99Z_Kumar_Dawson_2018-An%20Online_Doctorate_for_Researching_Professionals-1.pdf)

Lim, S.C., Cheung, W. S. and Hwe, K.F. (2011). Critical thinking in asynchronous online discussion: An investigation of student facilitation techniques. *New Horizons in Education*, Vol.59, No.1, May 2011. Retrieved from:

<http://www.hkta1934.org.hk/NewHorizon/abstract/2011May/5.pdf>

Organization for Economic Co-operation and Development (OECD). (2009). *Improving School Leadership: The Toolkit*. OECD Publishing. Retrieved from:

<http://www.oecd.org/education/school/44339174.pdf>

Pont, B., Nusche, D. and Hopkins, D. (2008). *Improving School Leadership Volume 2: Case Studies on System Leadership*. OECD Publishing. Retrieved from:

<http://www.oecd.org/education/school/44375122.pdf>

Pont, B., Nusche, D. and Moorman, H. (2008). *Improving School Leadership Volume 1: Policy and Practice*. OECD Publishing. Retrieved from:

<https://www.oecd.org/education/school/44374889.pdf>

Shulman. L.S. (2005). *Signature pedagogies in the professions*. *Daedalus*, 134(3), 52-59.