Can (Post-Heroic) Leadership Be Taught (Online)? A Library Educator's Expansion of Baldwin, Ching, and Friesen's Grounded Theory Model of Online Course Design and Development

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Many Master of Library and Information Science (MLIS) programs are now offered online, and most of these programs offer courses on leadership and management principles. Teaching leadership in any context presents challenges because leadership is a hazy and confounding concept. The intrinsic problems in teaching leadership are compounded by the professional context of libraries; librarianship is a feminized profession whereas being a leader is often a male-oriented construct. This confounding mix of teaching leadership informed by feminist theory is magnified by the challenge of teaching online, where the harassment of women academics (such as MIT's Chris Bourg) is pervasive and destructive. There is a paucity of research and discussion on how to design online leadership courses in graduate MLIS programs that account for these challenges. This paper contributes to this discussion by expanding upon Baldwin, Ching, and Friesen's grounded theory model of online course design and development. Grounded theory is an experiential methodology, and this paper aligns with Baldwin et al.'s grounded theory approach by applying constant comparison between the author's experience designing an online graduate-level leadership course and their model.

Keywords: analytics, instructional beliefs, instructional design, online learning, student engagement

Baldwin, Ching, and Friesen (2018) recently interviewed 14 online instructors from diverse disciplines who possessed a wide range of experience in online course design to provide insight about how instructors actually develop online courses *in practice*. The authors coded, analyzed, and summarized their findings to base their grounded theory model of online course design and development in practitioners' experience (Figure 1). Their analysis shows that instructors roughly follow the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) instructional design model, even though they do not follow it in a rigid or formulaic fashion.

Baldwin et al. postulate that this may be because the models are not well suited to the everyday context of online course designers

and instructors. Their findings correspond with my experience as a library educator and educational developer in online course design and in assisting instructors in planning for online course development.

There is no reason to doubt that the authors rigorously performed their research throughout the data-collection and analysis phases to mitigate the subjective nature and potential bias of grounded theory. Grounded theory employs constant comparison to generate theory from the ground up—the theory and theoretical models are built by analyzing comments from research participants who are experts in their own experience. By constantly comparing my own experience to their model, I could see that major components of their model mirrored my own experience as a course designer. When I was presented with the opportunity to develop a graduate-level leadership course in library and information science in August 2017 (my third online course design experience), I followed the major phases outlined in their practice-based model.

KEY POINTS

- New leadership theories require new ways of teaching leadership, especially in online library and information studies programs.
- Online course design processes, such as ADDIE, are useful but insufficient when understanding the faculty's role and judgment in developing an online learning environment.
- Libraries, archives, and museums operate in increasingly complex environments; online master's programs need to continue to experiment with how best to equip future leaders with the competencies necessary to handle this complexity.

I began with an analysis of the course objectives and collected the syllabi and reading schedules from colleagues who taught face-to-face equivalents of the leadership and management course. To obtain initial design ideas, I looked to find suitable resources, and I built a structure that chunked the course content into four major units—general leadership theory, leadership is personal, leadership is relational, and leadership is directional. As the authors suggest, I did not use a formal instructional design model or a quality assurance checklist. I also found that the learning management system (LMS, Moodle in this case) reduced my instructional freedom in the online course design. Finally, feedback from student evaluations largely validated the course design and provided suggestions for continuous improvement at the end of the initial course delivery. In short, much of my experience compares favorably to major stages in their model and validates their findings.

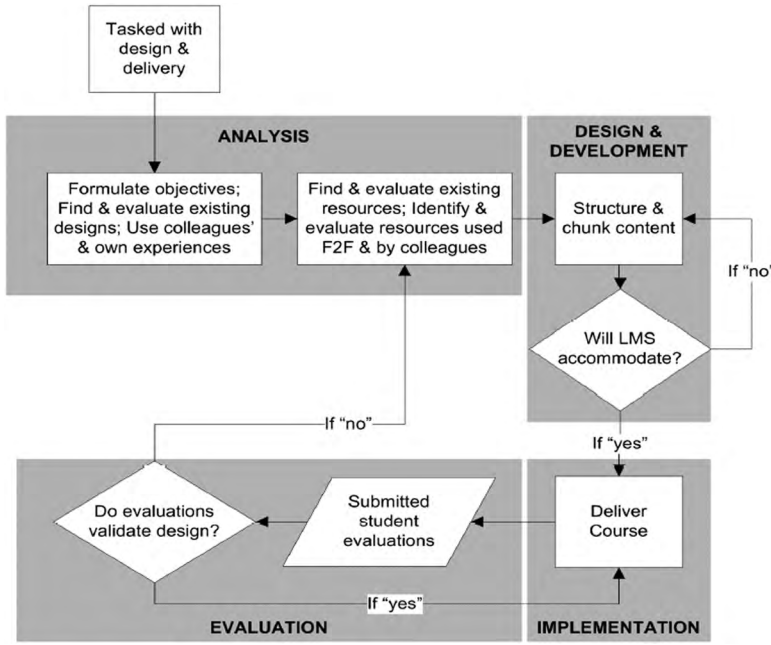

Figure 1: Baldwin et al.'s (2018) informal design theory process model with steps in ADDIE model superimposed

Constant comparison is the process in grounded theory whereby properties and categories are compared continuously until no variation occurs (Cohen, Manion, & Morrison, 2011), and discrepant information is important in establishing the categories that build the theory from the ground up. The discrepant information in my constant comparison with Baldwin, Ching, and Friesen's (2018) model is that this is not *all* I did. This paper is not a critique, then, but an expansion. It is not what is present in their model that is problematic but rather what is *not there*. The proposed revision (Figure 2) may represent a more advanced model of online course design, or it may include elements of design that simply did not appear as content themes with their group of interviewees.

Baldwin et al. could not, after all, build a model from what their participants *did not say*. To be methodologically consistent with Baldwin et al.'s approach, I have taken an experiential approach, as a fellow practitioner, to propose a revised and expanded model, based on my own online instructional design experience, which may be more suited to the everyday context of online course designers. The structure of the discussion that follows proposes an addition to Baldwin et al.'s model and outlines the role it played in my practice.

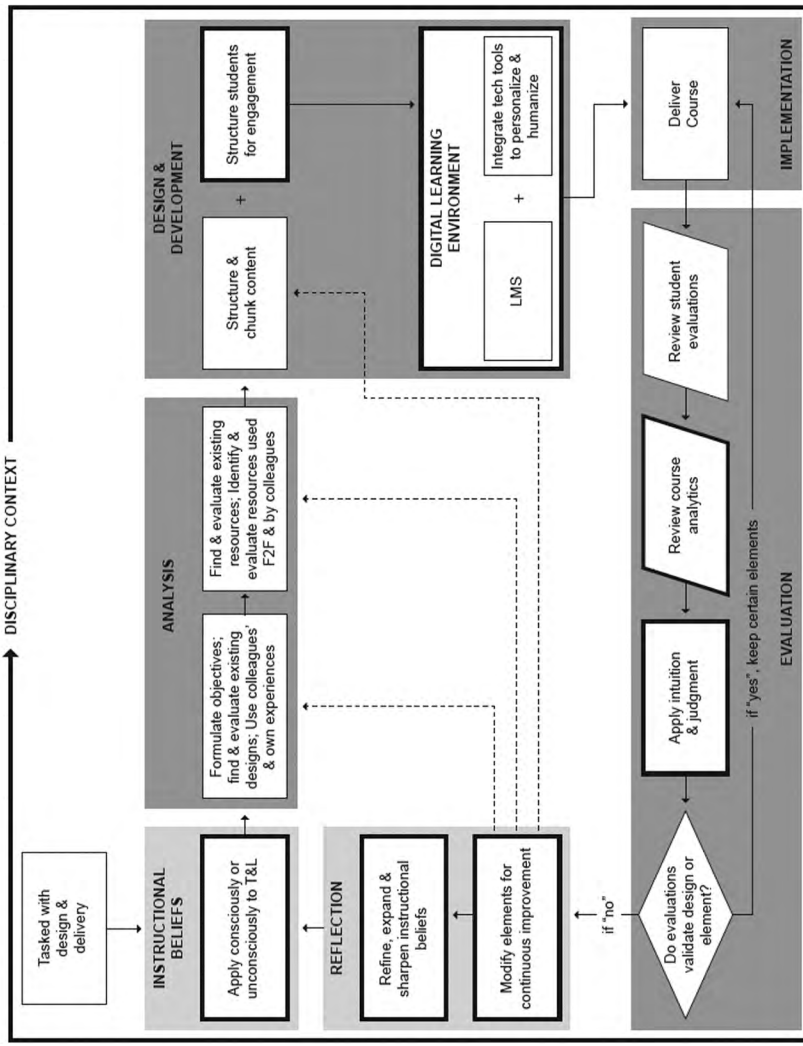

Figure 2: An expanded view of Baldwin et al.'s (2018) grounded theory of online course design and development (Graphic produced by Andrea Woods)

The greatest danger to this approach is the *false consensus effect*, where an individual overestimates the extent to which others' experiences and thoughts are like their own and makes claims of universal truth based on individual experience. The preventative remedy to this omnipresent risk is to be transparent and offer one's thoughts openly for critique, to encourage future researchers to replicate Baldwin et al.'s (2018) methodology to determine if these additional elements appear in future interviews with other online instructors in various disciplines, and to determine if the expanded model accounts for a broader set of considerations affecting online course design and development.

Disciplinary context

I am reluctant to add *disciplinary context*, for several reasons. First, Baldwin et al. (2018) interviewed 14 instructors from different disciplines, including education, instructional design, statistics, and English, so their model is multidisciplinary in its orientation. Disciplines may be more similar, in some regards, than they are different. Laurillard (2012) has shown in a comparison of selected learning outcomes from the Enhancing Teaching and Learning Project, the Quality Assurance Agency of the United Kingdom, and the Tuning Project, that there exists commonality across disciplines regarding broad, general, abstract learning outcomes such as critical thinking and communication. Disciplines are distinct, but Laurillard provides strong support that there is "broad agreement on many of the aspirations of formal learning in terms of the cognitive competencies to be developed," and these cognitive competencies are "common to all areas" (p. 23). Discipline matters, but online course design and development processes may be similar to the broad cross-disciplinary agreement about learning outcomes suggested by Laurillard. It is possible that the processes of online course design are more generic than discipline specific, and disciplinary context may be relatively unimportant to the process of building an online course.

Despite my reluctance to add this element, however, the disciplinary context comprises the sea in which an instructor swims. It constantly informs their decisions, and accounting for disciplinary context is essential to understanding the dilemmas involved in designing a leadership course in library and information studies. Smale (2017, p. 13) captures an important element of the disciplinary context of librarianship:

> The statistics on diversity of all kinds in the library profession are disappointing, to say the least: 88% of librarians are white, as are 71% of students in MLIS programs. Additionally, though 80% of all librarians are female, "only 58% of directors of American Research Libraries (ARL) are female." Research by Christine L. Williams has shown that white, heterosexual men in feminized professions—of which librarianship is one—benefit from the

> "assumption that they are better suited than women for leadership positions."

I am a white, heterosexual male librarian who became a manager very early in his career, and I am keenly aware of my positionality. Part of the analysis stage of ADDIE is accounting for the students and their experiences. I did not know when designing the course who would be my students exactly, but I had a strong suspicion that an overwhelming majority of them would be women. It turned out that 47 of the 54 students were women, and disciplinary context needs to account for teaching in a feminized profession, especially librarianship.

Librarianship has always been a feminized profession. Melvil Dewey is famous for hiring women as librarians because, as he said, the "natural qualities most important in library work . . . are accuracy, order (or what we call the housekeeping instinct), executive ability, and above all earnestness and enthusiasm" (as cited in Higgins, 2017, p. 70). More recently, it has been made clear that the "Father of Modern Libraries" was also a serial sexual harasser who got kicked out of the professional society he helped found at a time when it was much easier to get away with sexual harassment (Blakemore, 2017). John Cotton Dana, a contemporary and supporter of Dewey, explained women's fitness for library work by describing the ideal woman as one who was "pleasant, malleable, helpful, accurate, detail-oriented, naturally intuitive, but not too smart" (as cited in Higgins, 2017, p.70). Higgins (2017) defines a feminized profession as one that is predominantly service-, support-, and care-oriented and requires more emotional labor. Masculine professions, on the other hand, are characterized by making and building, require advanced education and expertise, and are considered productive. In this way, academic librarianship can be viewed as reproductive labor (supportive labor) that supports the productive labor (the *real* work) of research and scholarship (p. 71).

Richmond (2017, p. 54) further clarifies the distinction between feminized professions and the male construct of leadership:

> North Americans generally associate the category *female* with communal qualities such as kindness, sensitivity, and other-directedness, and the category *male* with agentic qualities such as assertion, self-confidence, and ambition. That is, people in our society consider that women, in general, *are* or *should be* communal, and that men, in general, *are* or *should be* agentic. At the same time, they associate the category *leader* with agentic qualities. Thus the categories of *female* and *leader* mesh poorly with one another, while the categories of *male* and *leader* mesh well.

When designing the course, I needed to account for this important element of the disciplinary context so that I would not unconsciously promulgate male-dominated management models and conceptions of

leadership, such as Servant Leadership, that may nullify emerging feminist constructions of leadership (Richmond, 2017).

As noted by the succinct historic and cultural elaboration above, "*leader* is a *male*-identified concept" whereas librarianship is a feminized profession (Richmond, 2017, p. 57). The course needed to confront this disciplinary context head-on through its design; I needed to teach leadership and management in a way I had never taught it before because of my deepening awareness of this reality. The disciplinary context framed all subsequent decisions about course design, as did my instructional beliefs.

Instructional beliefs

Baldwin et al. (2018) note that online course designers draw on past experiences, but they do not explicitly mention the importance of one's *instructional beliefs*. I am using the term *instructional beliefs* to distinguish beliefs from formal teaching philosophy statements that are created out of pressure to succumb to the processes of scrutiny, accountability, and quality in postsecondary education (Hegarty, 2015). Instead, *instructional beliefs* comprise our individual "personalities, preferences, values and ways of being in the world" (Cranton & Carrusetta, 2004, p. 5). Our instructional beliefs are our authentic teaching selves, where we "critically question that which is right for us from the literature, develop our own personal style, and thereby communicate with students and others in a genuine way" (Cranton & Carrusetta, 2004, p. 6). Conrad and Openo (2018) suggest that instructional beliefs are crucial to successful teaching, and Fenwick and Parsons (2009) encourage instructors to ask themselves important questions about learning objectives (as noted by Baldwin et al.) but also to explore their orientation to learner control, collaborative learning, and whether learning is systematic and sequential or holistic and idiosyncratic.

McQuiggan (2011) argues that many instructors have unexamined assumptions and beliefs about teaching, and teaching online often presents a disruptive and disorienting dilemma that leads to a transformative learning experience for online faculty. Her work is complemented by findings that 70% of instructors who teach online say that the experience "helped them develop pedagogical skills that improved their teaching, both online and in the classroom" (Jaschik & Lederman, 2017, p. 6). What one believes about teaching, consciously or unconsciously, guides one's instructional design activities. It does not matter if it is face-to-face or online instruction; it is always better to be aware of one's instructional beliefs (see Dewey, 2010) and to understand how these beliefs affect one's approach to designing learning experiences.

In order to design the course to account for my positionality, the disciplinary context, and my own beliefs about learning and learner control, I consciously chose not to lecture. This decision would significantly equalize voice and correspond with my belief that "education is fundamentally about students constructing their own knowledge, and it

is the role of institutions and staff to generate the conditions that stimulate and encourage student involvement in learning" (Laurillard, 2012, p. 31). I identify as a constructivist and embrace the tenet that "knowledge is a dialectic process [that] shifts attention from the mastery of content to the sociocultural setting and the activities of the people in a learning environment" (Campbell & Schwier, 2014, p. 359). I wanted the students to know my pedagogical beliefs, so my favorite quote about my teaching beliefs appears prominently in the course syllabus:

> The best answer to the question, "What is the most effective method of teaching?" is that it depends on the goal, the student, the content and the teacher. But the next best answer is, "Students teaching other students." (McKeachie, Pintrich, Lin, & Smith, 1987, p. 63)

In the syllabus, I also confess to the students, "I believe you can all be great leaders (even if you don't identify as a leader or hold a formal leadership position), but no two of you will be the same leader. This course won't tell you how to be a successful manager or an effective leader because it can't. It can, however, reveal some very interesting trailheads and ask you to begin to choose your lifelong path of exploration."

Similar to the disciplinary context, the instructor's beliefs (as the course leader) are important in shaping the learning environment. I believe engaging students in the learning process is essential for the success of an online course, so the online course designer needs not only to structure and chunk content during the design phase but also to structure students for maximum participation and engagement.

Structuring students for engagement

Baldwin et al. (2018) acknowledge that teaching online requires a different set of skills than delivering content, and they mention implementing instructional strategies and facilitating participation, but the central importance of organizing and structuring students for engagement does not have the prominent position it could occupy. Duus (2009) makes an important and meaningful distinction between low-end e-learning and high-end e-learning. Low-end e-learning is characterized by the transfer of knowledge and the use of internet-based communications technologies as a simple means of delivery. This is the popular, mainstream approach. High-end e-learning, on the other hand, focuses on knowledge creation rather than knowledge transfer, and this is the area of pedagogical innovation and new course designs. To facilitate the move from low-end e-learning to high-end e-learning, structuring students for engagement has to be as important as, if not more important than, structuring and chunking course content. Here is how it played out in practice for me.

The course I taught was divided into two sections with a maximum of 30 students each, for a total maximum of 60 students. I consider this a

large online class that required intentional thought about how to structure students for maximum engagement. In three of the discussions (the introductory discussion and the two weeks of student-led presentations), these two sections were conjoined into one large class of 60 so that each member of the learning community could meet all the other members, learn from all of the student-led presentations, and provide peer assessment in all of those weeks' discussions. This was one grouping formation. During the weekly reading discussions, each subset of 30 students was further broken down into five pods of six students to create greater intimacy and openness within the online discussions. This second grouping formation created 10 more student groupings and stayed intact throughout the semester. For each of the three team projects, the students within each section were randomly generated into three different working groups of five to six students. The course assessments included a concept profile and map of leadership competencies, a peer instruction learning module of a major management topic, and a future trends analysis business case. Each of the three assessments created 10 more distinct teams, generating approximately 30 more student groupings, for a total of over 40 different student formations.

Three team projects in one course is a lot, but in my 20 plus years of leading libraries and library technology projects, much innovation and strategy work is accomplished in small teams with short timelines, frequently using email and collaborative documents to produce knowledge reports that inform decision-making processes to transform organizations. Small team projects, therefore, provided an authentic social context for learning about and practicing leadership. The authentic assessment strategies were also designed to increase learner engagement and set the stage for the development of leadership skills at the same time as students mastered important management concepts, such as addressing workplace harassment. Successfully organizing the students also required careful attention to the suite of tools available to the students, and this is another element included in the expanded model of online course design and development.

Tool selection: assembling the digital learning environment

The learning management system "alone will not take us where we need to be" (Dron, 2017, para. 1). Instead, Dron (2014, p. 260) endorses the concept that there are "emerging systems" of instruction capable of being assembled and integrated "at a depth of sophistication that we have never seen before." This is the essence of integrating tool selection into the online course design and development process to create the digital learning environment. In Baldwin et al.'s (2018) model, if the LMS will not accommodate what the instructor intends, the instructor must revisit structure and content, constrained by the limitations of the LMS. The other option is to assemble hard and soft technologies (Dron, 2014) that

are interoperable or compatible with the LMS for specific pedagogical purposes that provide choice in activity and expression and let students use the tools they love (Baker, 2017). This is similar to a very real phenomenon experienced by libraries and librarians—they subscribe to platforms, collections, and discovery interfaces that may not be easy to navigate, requiring custom integration so that the products work well for their communities.

Some argue that instructional technologies are "just tools" (Kirkwood & Price, 2006), but this is to view technology as something other than an extension of the human. It is to view tools separately from the tool-maker or tool-user, and it represents the idea that we understand our humanity through the tools that we use. Others see these tools as enablers of increasingly meaningful personal contact (Feldstein & Hill, 2016). Some of these tools are less flexible and offer frustrating boundaries, and the LMS is frequently one of those tools. In order to get around the LMS's limitations, many instructors in face-to-face and online learning contexts look for tools outside the LMS to accomplish their instructional goals.

Baldwin et al. (2018) mention online reflective journals and VoiceThread, but a panoply of other applications, tools, and communities is available to the instructor and the students. I have used Remind, AdobeConnect, Skype, voice marking in Adobe PDFs, the Marco Polo Walkie Talkie app, Google Docs, and Microsoft Office, not to mention wikis, concept mapping software, WordPress websites, and social media to extend the digital learning environment. These can all be added and integrated into the teaching and learning process in order to compensate for and overcome the limitations of the LMS. In order to avoid being chronically disappointed and frustrated with the LMS, I spent considerable time thinking about what tools and technologies could personalize and humanize the course that I was comfortable using and would fit with my lifestyle and beliefs. I also spent considerable time planning the assessments so that students could exercise creativity and leadership in the completion of their tasks.

To complete the course assignments, the student teams needed to further develop key leadership skills, such as information and relationship management. They needed to be able to gather, manage, and synthesize information and to select appropriate tools for the task in a collaborative process. The collaborative process required student teams to plan the task, manage relationships, delegate responsibility, and resolve conflicts around the best methods for completing the task. In doing this, they needed to engage in typical leadership activities, such as collaborative decision-making and demonstrating personal responsibility. Each assignment also had one designated *process observer* who engaged in a collective form of reflection on what the teams could have done differently to complete the course assignments. In the assignments, students refined leadership abilities while working on leadership tasks, such as introducing workplace harassment

training program, or presenting a business case for a new service innovation, such as a the introduction of Blockchain or a user analytics program. To complete the tasks, students needed to explore various tools and use them for creative expression, another authentic experience when reviewing new vendor offerings and evaluating how they might enhance the life of the user.

Course analytics

Baldwin et al. (2018) call for increased investment in professional development in many areas, and one of the emerging areas requiring significant faculty development is how to effectively leverage course analytics to validate course design. Baldwin et al.'s model suggests that student feedback is the only data source to validate course design. They provide examples of feedback from students that express a surprise love for online learning, and feedback that leads to positive actions such as course refinement and the adoption of standard designs that make it easier for students to navigate between courses. Again, what is here is good as a good starting place, but what is missing is problematic. What I find missing, based on my own experience, is the use of course-based analytics and my own judgment to also validate the design. I will briefly take each in turn.

There are many problems with student evaluations of teaching, but a common one is that student comments do not always provide unanimously clear validation of the course design. Take these two comments from my student evaluations:

> Overall, the course was amazing. My understanding of leadership underwent a paradigm shift in many ways, specifically because of the course content and the instructor's diverse and critical views. The organization of the interface was the best I've seen so far in all the courses I have taken. The assignments for the most part encouraged me to reflect deeply on the class themes and develop a personal perspective on leadership.

This would provide all the validation I sought if it was not for this comment:

> The class seemed disorganized. It would have been better to have the discussions occur within smaller groups. I know my participation was less than it might have been because I was frustrated with the sheer volume of material and its disorganized nature.

Even if flawed, student evaluations are important and useful, but there are occasions when they are contradictory, unclear, or ambiguous. On those occasions, or to gain a deeper understanding of their course, online instructors can also look at other pieces of information for validation of the design. Course analytics can provide instructors with meaningful insight.

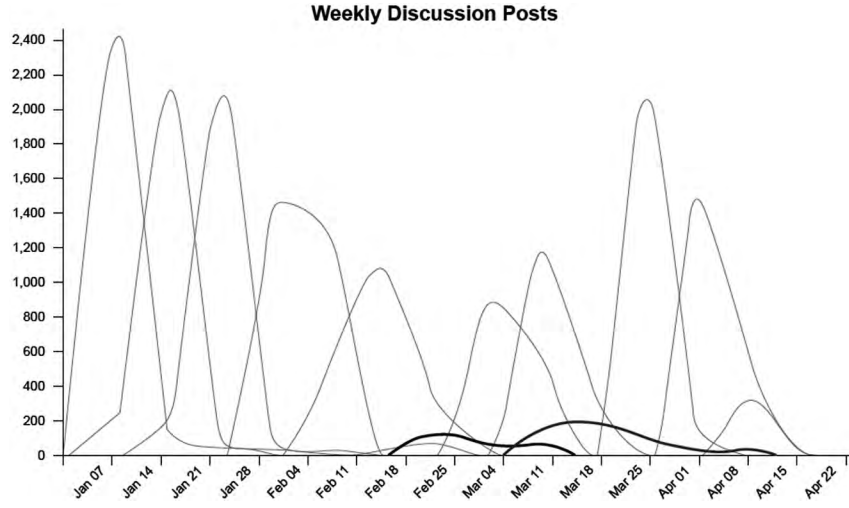

Figure 3: Weekly discussion analytics show strong overall participation but low points at two critical components of the course

Learning management systems amass large amounts of data related to student interaction, and these dashboards can be used to support retention of students and improve student results (Shum & Ferguson, 2012). Gašević, Dawson, Rogers, and Gasevic (2016, p. 83) further argue that "learning analytics cannot be decoupled from actual, situated learning and teaching practice" without producing the unintended consequence of "generalized models of student success." They recommend, instead, that efforts in learning analytics should be directed toward specific instructional and learning contexts.

Figure 3 includes participation levels from my course's weekly online discussions. Overall, there was strong and sustained participation from the students, who participated in multiple discussions at one time (note the significant and sustained overlap). There were, however, two discussions where the participation activity was significantly lower than the others (to the point where they are almost invisible). The two discussions in question were the peer instruction learning module and the trend analysis business case—the two biggest assignments in the course. Within any discipline, there is more content than one can cover, and I intended these two weeks to be the heart of the course. The student-generated content within this jigsaw approach was excellent and diverse. Students were asked to peer-review three of the student presentations for these two weekly discussions and to provide feedback using the rubrics developed for those units, recognizing that giving feedback is a skill in and of itself. Unfortunately, students provide very little feedback, and very little meaningful feedback. Student participation was lowest precisely where I wanted

students to be most engaged. This is not just disappointing; it invalidates my design goal of students teaching students, and this is a serious failure of the course design validated by the actual, specific course analytics and the application of my own intuition and judgment to make meaning of this phenomenon.

Intuition and judgment

In addition to reviewing student feedback and the course analytics, the instructor's intuition and judgment have to be activated to make sense of the feedback. This informs the improvement process, which completes the cycle by returning to the importance of surfacing and modifying instructional beliefs in the teaching and learning process. One of the most common suggestions (complaints) in the student evaluations from my course is that I did not grade each of the discussions individually. Based on the comments from students and conversations with other instructors, it is common for instructors to limit participation in a discussion to a fixed timeframe (e.g., start at Monday at 9 a.m. and end Sunday at 12 p.m.), and to grade each discussion individually. This has become common practice in order to encourage participation and support short but vibrant online discussions. Should I take my students' suggestions and engage in this practice, as well?

For me, online discussions are about being present in the community and continually demonstrating engagement with the readings. What I see in the common practice of having closed timelines and mandated participation amounts is evidence of the growing use of a technology that is has stabilized so that further inventiveness is not possible. When online discussion becomes this prescriptive, it loses its natural flow and creativity. The online discussion is at risk of becoming institutionalized, and when this happens, the flexible use of a technology may stagnate and improvement may become marginal (Franklin, 1990). For students, life happens. Their spouse has eye surgery or the basement floods (or both), and they miss some weeks. I want to be able to allow flexibility and openness for those who take advantage of these rare, valuable, and limited connections.

I don't know if I *should* grade each individual discussion, but I certainly know that I do not want to. Participation in the readings discussion is about the learning, not the letter grade. It is an obligation and responsibility of the learning community members, and the participation mark is as much about the *presence* of the messenger as it is about the *content* of the message. I communicated this aspect of my instructional beliefs explicitly to my students in the syllabus and in private emails. This is not about being right, being wrong, or being stubborn. It is about the role that the instructor's intuition and judgment play in evaluating and determining what aspects of the design are valid, and how to creatively adapt the

overall design of the course. No instruction I have ever participated in or consulted on was perfect the first time around (or the 10th time around, for that matter), and the instructor's judgment is crucial. Perhaps I will not change how the discussions are graded, or perhaps I will give in a little and mark them twice a semester, at the middle and at the end of the course, to provide feedback to students so that they are aware if they need to increase their participation or provide more substantive commentary on the weekly readings. Whatever decision I make will be the result of exercising my intuition and judgment about what I feel is right for the course, and this is an important part of the validation. Applying intuition and judgment is intimately connected to the process of reflection.

Reflection

Similar to my reluctance to add *disciplinary context* to the model at the beginning of this discussion, I am reluctant to add *reflection* to the model at the end. Reflection, as a growth activity, is often afforded the status of an unqualified good. Unfortunately, many use the word *reflection* without a clear understanding of what it is, how it operates, or the importance of Dewey's conception of a miseducative experience that stymies learning from future experiences (Dewey, 1997). To conclude this discussion, I want to briefly outline how Dewey conceived the term *reflection*, and then to provide some thoughts as to how I reflected on my instructional goals to justify why reflection should be added as an important process element in the design and development of online courses.

Dewey considered one of the purposes of reflection to be the ability to penetrate "the layers of cultures" woven into the observations of educators. These layers of culture can include "prejudices and carriers of the circumstances of past time" and can therefore become "an obstacle for sensible action in the present circumstances." In the case of leadership in library and information science, these prejudices and carriers of past time could lead to ignoring cultural and gendered conceptions of leadership. Once these layers of culture are made visible, however, they can be "critically transformed by reflection" and turned into "means of enriching thought and action" (Miettenen, 2000, p. 63).

All forms of teaching have the tendency to become routinized, and "routinized ways of doing things are mostly accomplished without reflection" (Miettenen, 2000, p. 66). The processes of designing and developing online educational opportunities, even though relatively new, can still become routinized if we offer the same course design from year to year without adjustment. In any learning setting, there will be occasions in the teaching and learning process that disturb us, and when something disturbs the educator and causes a state of uncertainty, then the process of reflective thought begins in an attempt to determine what is wrong and figure how to fix it.

An example of a disturbance during the course came in March 2018, when the Association of Research Libraries denounced the online harassment of Chris Bourg, director of the Massachusetts Institution of Technology's Libraries. Bourg identified impediments to increasing diversity in the software development community and how to address those impediments in an invitational keynote at the Code4Lib conference (Kenney, 2018). This example of a female library leader receiving vicious online harassment is part of the weaponizing of social media to harass women academics (Veletsianos & Hodson, 2018). This disturbance during the course provided justification for some of the design decisions I had made, such as including a heavy dose of readings on feminist leadership and perspectives on the ideology of technology.

During the first offering of an online course, the educator is usually in a constant state of being disturbed and uncertain, where they are forced to assess what elements to keep and what to change or eliminate. In this disturbed state, Dewey suggests that the only way forward is to test one's hypothesis (one's intuition, judgment, and instructional beliefs) "by trying to realize it in practice" (Miettenen, 2000, p. 66). In short, the only way forward is to reflect, change, and do it again:

> Dewey says that only the practical testing of the hypothesis in material activity makes it possible to draw conclusions of its validity. . . . Proper reasoning takes place as a part of the process of testing the hypothesis in practice. . . . What is important is Dewey's statement that the process has two kinds of result. The direct, immediate outcome is that the situation becomes reconstructed in such a way that the initial problem becomes resolved. This outcome means the increased control over the activity. Another, indirect and intellectual outcome is the production of a meaning that can be used as a resource in forthcoming problem situations. (Miettenen, 2000, p. 67)

When I began designing this graduate-level leadership course in library and information science, I knew I needed to penetrate the layers of culture surrounding leadership education in the discipline. My preparatory readings in *Feminists Among Us: Resistance and Advocacy in Library Leadership* (Lew & Yousefi, 2017) disturbed me and made aware that my conceptions of leadership were unconsciously male-dominated and could present an obstacle for sensible action in this new circumstance. In fact, this collection of readings provided the final disturbance for the production of a new understanding of leadership and a new way to attempt to teach leadership online in a feminized profession.

Kellerman (2012, p. 200) suggests that "leadership is in danger of becoming obsolete" because of dominant cultural constructions of leadership. Gronn (2003, p. 23) also suggests that conventional constructs of leadership "are in trouble" due to the oversimplified leader–follower

binary. Avolio, Walumba, and Weber (2009) add a growing sense that historical models of leadership are not relevant to today's digital/knowledge economy. Approaching this course, I wanted to teach using chaos leadership and post-heroic leadership. In the self-reinforcing heroic cycle of leadership (Stauffer, 1998), the leader (instructor) provides direction, structure, and management. The leader (instructor) controls the agenda and makes the most important decisions, and the subordinates (students) agree that the leader is responsible, and they contribute within limited boundaries, lack a sense of ownership over the learning, and provide only weak pushback against the leader's (instructor's) ideas (Stauffer, 1998, p. 5). In order to move toward a post-heroic form of instruction, I felt I needed to provide less direction, structure, and course management. I had to let the students control the agenda, take initiative, and make the most important decisions in order to build ownership for their own learning. As an instructor, I had to fight against my own desire to control. I had to invite a certain amount of chaos.

In Chaos Leadership,

> [l]eadership is not reduced to the "leadership" behavior of a key position holder or team of "top" people. Leadership is conducted throughout the organization, through all agents. . . . Conducting leadership requires continuous assessment of environmental demands as they relate to the primary mission and values of the organization . . . As an organization goes through this process, its ultimate purpose and core values become clearer because they are viewed from multiple perspectives over time. (Burns, 2002, p. 48)

Is this invitation of chaos what led some students to say, "I felt it could have been a better experience for me if the course had more structure" and "the class would be better if there were weekly communications from the instructor with lessons"? Are these the result of the deliberate design decisions I made, and should I address them the next time around? Or did I invite all the agents in the learning environment to conduct leadership relating to the primary mission and values relating to the course? Thirty-three of the 54 students agreed or strongly agreed that they were motivated to learn more about leadership. Was this a triumph? After six months of reflection, I am still not sure. The only recourse is to tweak some things and test my hypothesis in practice.

Conclusion

Baldwin et al.'s (2018) model provides a strong starting point to fill in the paucity of research on how instructors design online courses in practice, but it may be incomplete because it does not take full account of the disciplinary context or an instructor's beliefs about teaching. By applying grounded theory's process of constant comparison, I continuously

compared my experience with their model to find discrepancies. Missing elements include how to structure students for maximum engagement, building an integrated digital learning environment beyond the LMS, and the utilization of course analytics and instructor judgment to validate course design. This expanded model requires additional research for validation and verification.

Out of respect for Baldwin et al.'s (2018) grounded theory model, I have spoken from the perspective of practice and personal experience in online course design and development to suggest elements that expand their model. This expanded model may aid in the construction of a practice-based instructional design approach that is better suited for the everyday context of online course designers and instructors. When these elements are added to Baldwin et al.'s grounded theory model of online course design and development (Figure 2), the flow of activity accounts for a greater level of attention and complexity in building the online learning environment. This expansion also accounts for the theory-laden disciplinary context in which design takes place. It also takes greater account of the instructor's beliefs, the situated nature of course analytics within specific instructional conditions, and the instructor's judgment in validating and refining the online course design. Future research should replicate Baldwin et al.'s interview methodology with online instructors to look for the presence of the expanded models' added dimensions, such as instructional beliefs, disciplinary context, tool selection, and reflection to the process of designing and developing online courses.

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