

Editorial: Leadership in Open and Distance Learning Notes

Marti Cleveland-Innes

Volume 16, Number 4, October 2015

URI: <https://id.erudit.org/iderudit/1066330ar>

DOI: <https://doi.org/10.19173/irrodl.v16i4.2486>

[See table of contents](#)

Publisher(s)

Athabasca University Press (AU Press)

ISSN

1492-3831 (digital)

[Explore this journal](#)

Cite this document

Cleveland-Innes, M. (2015). Editorial: Leadership in Open and Distance Learning Notes. *International Review of Research in Open and Distributed Learning*, 16(4), 225–226. <https://doi.org/10.19173/irrodl.v16i4.2486>

Copyright (c) Marti Cleveland-Innes, 2015



This document is protected by copyright law. Use of the services of Érudit (including reproduction) is subject to its terms and conditions, which can be viewed online.

<https://apropos.erudit.org/en/users/policy-on-use/>

This article is disseminated and preserved by Érudit.

Érudit is a non-profit inter-university consortium of the Université de Montréal, Université Laval, and the Université du Québec à Montréal. Its mission is to promote and disseminate research.

<https://www.erudit.org/en/>

October – 2015

Editorial: Leadership in Open and Distance Learning Notes



Dr. Marti Cleveland-Innes
Athabasca University

This issue's Leadership Notes section contains two discussion pieces about education transformation. The first by Tom Brown provides a timely response to Barber, Donnelly, and Rizvi's (2013) discussion of the impact of changing technology on higher education. For Brown, the avalanche of change created by technology is accompanied by an incumbent avalanche of change in teaching and learning. While Brown does not speak to leadership processes, he provides vision and direction as we push forward. We can claim that leadership is a necessary but insufficient condition for change in higher education; clear direction makes leading down new pathways much easier.

In the second piece, Orr and Cleveland-Innes discuss a new process for leading down new pathways in their discussion of Appreciative Leadership. In support of the education innovation Brown refers to, Orr and Cleveland-Innes describe the relationship between Appreciative Inquiry, organizational transformation, and the necessary leadership for this relationship to unfold. To accomplish Brown's suggested move to navigationalism, leaders will have to support a change in thinking before asking for a change in behaviour or activity. Contrasted with other leadership theories, Appreciative Leaders are described as those who maintain an ongoing quest of seeing, and making explicit, the positive potential in both the staff and organization as transformation occurs.

These two discussion pieces offer the opportunity to reflect on leadership and direction as education continues to transform to new ways of designing and delivering teaching and learning.

© Cleveland-Innes

Athabasca University 

