Canadian Business Leaders' Phenomenological Online Education Expansion

Authors : Amna Khaliq

Abstract : This research project centers on Canadian business leaders' phenomenological online education expansion by navigating the challenges faced by strategic leaders concerning the expansion of online education in the Canadian higher education sector from a business perspective. The study identifies the problems and opportunities of faculty members' transition from traditional face-to-face to online instruction, particularly in the context of technology-enhanced learning (TEL), and their influence on the growth strategies of Canadian educational institutions. It explores strategic leaders' approaches and the impact of emerging technologies to assist with developing and executing business strategies to expand online education in Canada. As online education has gained prominence in the country, this research addresses a relevant business problem for educational institutions. The research employs a phenomenological approach in the qualitative research design to conduct this investigation. The study interviews eighteen faculty members engaged in online education in Canada. The interview data is analyzed to answer the three research questions for strategic leaders to expand online education with higher education institutions in Canada. The recommendations include 1) data privacy, infrastructure, security, and technology, 2) support and training for student engagement, 3) accessibility and inclusion, and 4) collaboration among institutions associated with expanding online education.