

Leadership Support for Introducing New Technologies in Teaching, Learning and Assessment: The Case of Georgia and Azerbaijan

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Abstract:

The rapid advancement of educational technologies presents unprecedented opportunities to enhance teaching, learning, and assessment practices across diverse educational settings. However, the successful integration of these technologies depends critically on leadership support that fosters an enabling environment for innovation. This paper examines the role of strategic educational leadership in facilitating the adoption, sustained use, and pedagogically meaningful integration of new digital tools and platforms, with a particular focus on higher education institutions in Georgia and Azerbaijan.

Drawing on leadership theory and empirical case studies from universities undergoing digital transformation in these two national contexts, the paper identifies key leadership practices that promote technology acceptance among faculty and learners. These include vision articulation, institutional capacity building, collaborative decision-making, and adaptive change management strategies tailored to transitional and reform-oriented systems.

The analysis further explores how leaders align institutional strategies with instructional design principles, cultivate professional learning communities, and allocate resources that empower educators to experiment with and critically reflect on technology-enhanced pedagogies. In addition, the study addresses contextual challenges such as resistance to change, uneven digital competence, infrastructural limitations, and evolving assessment policies within emerging higher education ecosystems.

Keywords: Educational Leadership, Digital Transformation, Technology Integration, Change Management, Higher Education

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