THE ORGANIZATIONAL SHIFT OF TEACHING METHODOLOGY AND PEDAGOGY TO WEB-BASED E-LEARNING THROUGH EXECUTIVE LEADERSHIP AND SENSEMAKING

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Abstract
The advancement in technology has ushered in myriad changes in the manner in which organizations carry out their daily operations. One of the areas that have been profoundly influenced by the change in technology is organizational teaching and learning. Conventional learning techniques have largely been carried out in a classroom set up or on a one on one basis. This meant that the teacher must meet with the student for the learning and teaching process to take place. This requires a heavy investment of resources by the organization and dedication of the time by the learners. However, the contemporary organizational teaching has shifted to web-based e-learning, where, the teacher can give the learning materials through an online platform. On addition to this, there has been a significant change in the structure, methodology, and pedagogy with the education process shifting from teaching to learning. In an organizational, this has mainly been applied in the knowledge management.

Knowledge management forms an indispensable component of the contemporary organizational development. Many organizations have resources, which are dedicated to the internal knowledge management efforts, often as a part of their informational technology, business strategy, or the human resources management and development. In an organization, the efforts for knowledge management places the central focus on the organizational objectives that include sharing the lessons learned, innovation, and continuous improvement organizational growth.

The executive leadership has come to gain an understanding that, for their organization to remain ahead of the competitors, their people, at all levels, have to have more knowledge than the competitors. This is achieved through learning more and more quickly as compared to the competitors. The organizational people have to learn new take on the emerging technologies, new skills, and new methods of doping things from the research and development to marketing to manufacturing. According to Coffield (2008), the most urgent questions that the executive leadership is faced with whether their organizational people are learning as fast as the changes in the world are taking place.

In a modern business environment, for organizations to unleash change under the challenging circumstances and become determined innovators, (become organizations with original ideas on how to compete and win), they are not just committed to learning but also to teaching. Founded in understanding that thought leadership is the only sustainable form of the leadership in the market.
An example of teaching organization is the Virginia Mason health care provider organization located in Seattle USA. The hospital has about 5000 employees and its CEO (Dr. Gray), has nurtured learning and teaching culture in the organization. Since taking the helm of leadership, he became the committed student of the Toyota production and management system. This led to the development of a new way of running the hospital through active learning, and it has also become a teaching organization by establishing an institute that teaches management techniques to individual executives and managers from outside the organization. Organizational are not keeping their set of ideas about marketing, strategy and organizational processes. Instead, they organize conferences, instructive blogs, and even the free e-book located on the web (Wooten & James, 2008).

**Keywords:** Executive Leadership, teaching, methodology, pedagogy, web-based and sensemaking

1. **INTRODUCTION**

The essence of organizational teaching is not to out-market competitors, but to ensure that the competition is out-taught. This according to Cole & Wersch (2009) is because teaching generates a different form of marketplace presence. Teaching creates the higher level of loyalty to the learners toward the organization teaching them, which in turn helps the company to establish not only customers for its services and products but also the audience for its set of ideas. As the idea-driven organizations have become, the teaching organizations, the method of teaching has shifted to electronic based form of teaching. The change in the teaching method is facilitated by the executive leadership understanding of the current state of technology and their projection about the future methods of teaching. Change in pedagogical, organizational teaching method has by far been facilitated by essence making leadership capability.

2. **SENSEMAKING AND TEACHING METHODOLOGY AND PEDAGOGY**

Sensemaking refers to the process of structuring the unknown by placing the stimuli into a given kind of framework, which enables us to understand, comprehend, attribute, explain, predict, and extrapolate. Sensemaking assists to turn the contemporary world complexity into a situation which is understood explicitly in the words and which acts as the springboard for the action. In the business realm, sensemaking means learning and teaching with the changing technology, shifts in the market patterns and customer migration and behavior (Kur & Bunning, 2012). Sensemaking can mean seeking to understand why new methods of teaching and learning the bear potential of been successful and why the old method needs improvement. Mainly sensemaking is most often required when the understanding of the world becomes intelligible in a given way, especially when the environment is changing rapidly.

Sensemaking has for a long time been applied to the institution of learning coming up with the best teaching method. The objective of integrating sensemaking in pedagogy is to ensure that there is full development of a human being through the educational as well as ensuring that there are a sustainable imparation and question of the specific skills that are needed to do a given kind of work. The effective teaching has to correlate between instructive strategies, the philosophical belief of the instructor and the instruction and the learner's background knowledge, environment, situation, experience, and the learning goals (Ballou, Bowers, Boyatzis & Kolb, 2009).

Situational awareness and sensemaking serve as the main working concepts, which facilitate the interaction and experience between teacher and learners. The effective organizational teaching employs the seven properties of sensemaking. First, the organizational identifies itself and its people (in their context shapes, how they interpret the events, and what they enact). Retrospection offers an opportunity for sensemaking with retrospection in time affecting what people give attention and notice. According to Becker and Jokivirta (2007), people enact the situations and environment that they face through narratives and dialog. As such in organizational teaching, it is vital to understand what people think to help them organize their experiences.

Sensemaking is usually a social activity, in the sense that plausible knowledge is shared and retained with both the teachers and the learners forming part of the sense-making audience. Sensemaking is very instrumental in organizational teaching methods and pedagogy because it is on-going with teachers and learners reacting and shaping the environment, which they face. To be aligned with the environment, the organizational and its people extract cues from different contexts, which help to link ideas to the broader meaning networks. Sense making is usually based on the concept that people hold plausibility with a high level of value than accuracy and as such, teaching methods and pedagogy ought to incline to the plausibility of the instructions as opposed to their level of accuracy.
3. EXECUTIVE LEADERSHIP AND ORGANIZATIONAL TEACHING ABOUT SENSEMAKING

Modern organizations are very complex with changing the nature of the fast-paced technology adding more to the complexity. For the executive leadership to play an instrumental role in organizational teaching, they have to consider the organization in pluralism in the base of organizational theory. To come up with effective organizational teaching pedagogy, the executive leadership has to consider four distinct areas of the organizational theory, which can be referred to as frames. These frames include structural, human resource, symbolic and political frames. The structural frame area looks at the organization as rational system creating the need for designing structural arrangements, which are in line with the organizations technology, environment, and strategy (Lin & Hsieh, 2011). Having required resources and structural systems is central to organizational teaching.

The human resource frame and organizational management area capture the relationship between the organizational and individuals. For the individuals to express their talents and skills in an organizational setup, they require profound education that is in line with the current changes in the organizational environment. The political frame views the organization a field of enduring conflicts, power negotiation, and scarce resources. People in an organization have a diversity of beliefs, values, interests, skills, behaviors. This diversity can act as a source of creativity and innovation in the organization and as such, the executive leadership needs to manage effectively and nurture this diversity through continuous teaching and learning.

According to Daele, Amaury and Lusalusa (2013) executive leadership in an organization determines the manner in which the organization reacts to changes in the education system. The leadership helps to reinforce conceptual frameworks of processing, retaining, and absorbing learning in an organization. There are different learning ways in which the executive leadership involves the learners. The main learning methods are knowledge transfer, constructivism, and situated learning. In constructivism form of learning the learners are engaged in critical thinking and problem-solving. This is very relevant to organizational teaching where the learners are allowed to construct their knowledge through application different ideas integrated with pre-existing intellectual constructs. The knowledge transfer allows the learners to transfer the earlier learned information to a new situation. Situated learning is allowing the learners to acquire knowledge in the function of the activities. Understanding of these learning theories helps the executive management to align organizational teaching with the learners need and changing the environment.

4. SHIFT OF TEACHING METHODOLOGY AND PEDAGOGY TO WEB-BASED E-LEARNING

The proliferation of the internet tools and new technology is changing fundamentally the way organizations operate, with teaching and learning sector being no exception. Technology has had a major impact on the organizational teaching (Ballou, Bowers, Boyatzis & Kolb, 2009). One of the factors that are driving the development and exploration of the new pedagogies as well as the application of technology in teaching is a concern that education can increasingly be out of step given the manner in which people are using technology today for working, socializing and learning. On addition to this, the organizations may be failing to meet the learners’ expectations, with rapid feedback, accessibility, ubiquity, and ease of use being the daily experiences of the learners with the digital technology, which changes their expectation about being taught.

According to European Commission (2010), there has been growing interest in the pedagogic processes and theories for technology use for teaching. The focus on teaching pedagogy and methodology in organizations has been accompanied by the movement toward learner-centered education. Grollmann (2008) noted that most pedagogical research for the use of technology in organizational teaching advocates for the move toward constructivist approach. Organizational teaching has traditionally been based on the pedagogies of behaviorists. These approaches were predicted on the ideological view of a role of vocational education in teaching. That the structural and regulatory constraint has tended to militate against a primary break from historical behaviorist perspectives given that the local teaching methods derive from work task lists, is delivered using the incremental instructions directed by the teacher.

At the pedagogical level, the greatest influence of technological use is in organizational learning. According to research carried by Haydn and Barton (2007), although the technological learning software is used for seeking information and for communication and social functions within an organization, it is widely used for formal learning. In this case, learning happens in response to the issues or problems, which are driven by the learners’ interest. This means that learning is episodic, sequenced and controlled by the learner, it is across subjects, it is interactive, builds on personal knowledge basis and is often idiosyncratic and learning
happens in communities of practices. According to Hodkinson and Hodkinson (2012), the internet has enabled peer learning where the learning is considered to be facilitated by the knowledgeable other.

However, through the adoption of the e-learning technology, the role of the teacher faces disposition. This is because the information is readily available, and learners are taking their initiative to get the information that interests them most. Baharom (2013) observed that technological revolution and availability of web-based and Internet learning has redefined the learning pedagogy, stretched its scope and has deepened it connectedness. The organizational learning and interaction, which were not possible, are taking place. Learning interaction which have been made possible by the e-based learning include coupling of the experts who are located from all around the world with the novices, the opportunity for publishing to the world audience, instantaneous access to the global resources, opportunity of making virtual field trips, the ability to compare, share, and construct information, and the opportunity of communicating with the diverse audience. The e-learning places emphasis on the learning as an interaction function with others and with the shared tools of the community prompting. E-learning pedagogical models, which exemplify the instructional learning characteristics in the e-learning environment, are explained below (Romiszowski, 2007):

5. THE WEB BASED AND E-LEARNING PEDAGOGICAL MODELS

5.1 Open Learning

Flexible and open learning is a new approach to learning and teaching where the main emphasis changes from delivering a pre-defined learning instructions to focusing on the individual and organizational needs and requirements as well as creating the open learning places that re based on here and now. The major tenet of open learning is focused on the learner rather than the teacher. This mode of learning offers flexibility and choice in meeting the learners learning objectives. Examples of the current open learning environment, which relies on the application of the web, based and internet communications technologies include asynchronous learning networks, telelearning, virtual classrooms, and knowledge networks and portals.

5.2 Learning Communities

Groups of people that offer support to each other in learning agendas, learn from one another, engage in the collective social; cultural experience works together on the projects, with their participation transformed into new learning. This pedagogical model allows the learners in know challenging and authentic way. The term community learning encompasses the infrastructure or social network, which brings people together to pursue and share knowledge. This model has been reinforced in the emergence of various web based and internet information sharing platforms.

5.3 Distributed Learning

The distributed learning is a form of learning that is delivered multiple locations using one or more technologies. In this model, where the telecommunication media is used learners communicate with teachers through electronic forums, video conferences, emails, and form of internet and the web-based technologies. DeSanto (2012) observed that distributed learning renders support to the “pull” model of learning where learners are involved in learning activities at a self-selected time and at their own time opposed to the traditional “push” model in which learners have to synchronize their schedules and needs to the organization's delivery model. From the pedagogical point of view, this model of learning results in the diffuse cognition sense where the knowledge lies in the interaction between the individuals and the technological devices.

5.4 Knowledge Building Communities

This a learning community in which the communication is viewed as a transformative through knowledge generation and sharing. The participants have a common objective of having a meaningful knowledge representation with the instructor being active learning participant. An example of the knowledge building community is a research and development unit of an organization that is dedicated to obtaining the information and sharing it with the organization using the internet and web-based platforms.

5.5 Community Practice

This means people bound together by their shared passion and expertise for the joint enterprise. This is mainly common in the organizations that emphasis on the knowledge as the intellectual capital when the community practice have the shared purpose of learning, the shared environment enables learners and teachers to understand the challenges encountered by various experts as well as the knowledge used by
these experts as the tool.

The emergency of the above pedagogical models has prompted the conceptualization of the learning as a deliberate coordination and organization of the distributed interaction forms and the learning activities to attain a common objective. Specifically web based and internet learning is now looked at as an open and distributed environment of learning, which uses pedagogical tools that are enabled by the web and internet based technologies to facilitate knowledge building and learning through the meaningful interaction and action.

6. CONCLUSION

The change in the learning environment, which revolves around information communication technology, has changed the focus of education from teaching to learning based. Given the availability of the information, the learners are well positioned to gain knowledge based on their interests. In line with this, the organizational teaching has shifted to the internet and web based. The executive leadership in the organizations plays an instrumental role of in this transformation through the sensemaking management concept. Sensemaking enables the executive management in an organization to improve the interaction between the people and the technology in the organization. The enhanced interaction facilitates learning and information sharing on top of improving the available teaching methodology and pedagogy.

Within the perspective of sensemaking, the executive management in an organization has facilitated the change in knowledge management by the adoption of the contemporary technological platforms of learning and sharing knowledge. This change has improved the level of information sharing and improved the integration of knowledge from different experts around the world. Integration of the learning theories in the new learning ways have led to the generation of new pedagogical methods like open learning and learning communities. In brief, the shift in organizational teaching methods and pedagogy to the internet and web-based e-learning shows how the executive leadership in an organization can utilize the sensemaking concept to boost information integration and change the focus of education, from teacher centered to learners centered.

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