

THE PEDAGOGICAL VARIATION MODEL: CREATING A SYSTEM FOR SUCCESSFUL LEARNING AND TEACHING IN THE VIRTUAL CLASSROOM FOR TOURISM INDUSTRY

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Abstract. The importance of tourism for the European economy is undisputable as it accounts for over 5% of direct employment and proportion of European GDP and its multiplying effect over other economic sectors is really tremendous (Burukina and Yandovsky, 2015) This paper introduces the conceptualization of a model for the better understanding of learning and teaching in general but for the tourism industry in particular. Tom Denham (2010), visualises the professional personality in tourism to include amongst others the following ten personality traits (i) positive attitude (“championship thinking”) (ii) enthusiasm (iii) high ethics (iv) goal focusing (v) ability to listen with interest (vi) networking (vii) persistence (viii) self-awareness (ix) self-confidence and (x) self-discipline.

It is proposed that the Pedagogical Leadership Model (PVM, Rogers 2013) is to be implemented for the learning and teaching/coaching of the Theory and Practice of Tourism as a tool to increase the retention rates in student engagement, thereby reducing attrition rates in the study of Tourism in Institutes of Higher Education and in school curricula. The intention is to provide a sound learning environment capable of addressing different learner capabilities by matching these with specific teaching approaches so as to represent Tourism as a growing industry for the Economic Health of the Nation.

Significantly, the PVM is based on a leadership paradigm (Avolio, Bass and Jung, 1999) that incorporates two particular strands of leadership, namely (i) Transactional, Task-Giving) and (ii) Transformational (motivational, empowering). These may seem to be diametrically opposite i.e. task-giving as more important than people-oriented and transformational more people-oriented than task-giving as leadership parameters. However with the application of a graphical representation, known as The Boston Matrix, (Rogers 2013) conceived a way to bring these two strands of leadership together, thereby effectively creating the e-moderator /e-tutor Matrix that matches an e-learner Matrix bringing together student learning abilities, namely as (i) collaborative and (ii) knowledge construction.

Keywords: tourism, industry, teaching, coaching, learning, Pedagogical Variation Model, transactional leadership, transformational leadership, collaboration, knowledge construction. Boston Matrix.

INTRODUCTION

The importance of tourism for the European economy is undisputable as it accounts for over 5% of direct employment and proportion of European GDP and its multiplying effect over other economic sectors is really tremendous (Burukina and Yandovsky, 2015) This paper introduces the conceptualization of a model for the better understanding of learning and teaching in general but for the tourism industry in particular. Tom Denham (2010), visualises the

professional personality in tourism to include amongst others the following ten personality traits (i) positive attitude (“championship thinking”) (ii) enthusiasm (iii) high ethics (iv) goal focusing (v) ability to listen with interest (vi) networking (vii) persistence (viii) self-awareness (ix) self-confidence and (x) self-discipline. With these personality traits in mind, Rogers (2013) recognised that the leadership paradigm originating from Avolio, Bass and Jung (1999) provides a pertinent backcloth to successful teaching online. Therefore, the aspects of leadership

became central to Rogers' research, including Grow's (1991) 'stage approach' for learners to become self-directed.

METHODOLOGY:

The creation of the Pedagogical Variation Model (PVM, Rogers 2013) was underpinned by the research assumption that teachers/trainers/coaches exhibit certain qualities, e.g. knowledge of online learning technologies, expertise in using computer-mediated communication skills, creative problem-solving, socializing, and online sharing and collaborating with others (Avolio, Sosik, Kahai, & Baker, 2014). Rogers (2004, 2005/2011) undertook an extensive preliminary critical exploration of the literature to establish how online teaching and online learning attributes are revealed in pedagogical conceptual frameworks, found in both traditional face-to-face, i.e. Also including Tourism Industry Coaching, and virtual classrooms. For example, Garrison (2011), in his proposed framework for learning in the 21st century, noted the absent notion of pedagogical leadership, since "the teacher's scholarly leadership ... a legitimate and important authoritative, essential teaching responsibility has been either ignored or downgraded, in online learning environments" (p.70). In consequence, the current research problem was to address this gap in knowledge on pedagogical leadership in teaching, by developing a model for teachers, based on teachers' and that can also be said for Tourism Industry Trainers' and Coaches' leadership qualities (Rogers, 2004, 2005/2011) for teaching and learning.

Framing the research question became an important starting point. The research question (Rogers, 2013) emerged as:

"To what extent do e-moderators implement leadership strategies in their day-to-day online teaching in asynchronous discussion forums?"

Using a similar connotation Rogers (2018) formulates the following question for investigation:

"To what extent do Teachers/Trainers/Coaches implement leadership strategies in their day-to-day teaching and coaching strategies to develop courses relating to Tourism for children, youth and adults?"

The availability of tools for research become an essential consideration, including potential research samples, tools for gathering qualitative and quantitative data as well as data analysis techniques. Four main research objectives resulted in the original research design, namely to:

1. Conceptualize and develop a model for teaching and learning;
2. Elicit teacher perceptions of their online roles in asynchronous discussion forums;
3. Corroborate the emerging conceptual framework with data from (2); and
4. Design and implement a hypothesis testing instrument to evaluate the hypothetical model

Researchers Avolio, Bass and Jung (1999) provide a significant insight to leadership relating to two conceptual frameworks namely (i) transactional leadership and (ii) transformational leadership. These led Rogers (2004) to initially investigate teacher perceptions of their online role through a leadership paradigm lens. In her initial investigation, Rogers designed a Multifactor Leadership Questionnaire (MLQ) for a sample of e-moderators (n=24) to identify their perceptions regarding transactional and transformational leadership styles. It became evident that some teachers regarded transactional (task-giving) leadership more important than transformational (empowering/ motivating) leadership whilst others preferred to focus more on transformational leadership. In addition, there were others that found equal importance in both styles of leadership i.e. transactional and transformational (Cob, 2018). Further research with samples of Tourism Industry Trainers, Mentors and Coaches would be a great opportunity to follow up.

The study (Rogers 2013) was followed by the conceptualization of the PVM relating to both (i) teacher perceptions of their online roles based on a leadership paradigm and (ii) learner perceptions regarding variables such as collaborative capability and online knowledge construction ability. Kelly's (1955/1991) personal construct psychology (PCP) was adapted to elicit teacher perceptions of their online roles regarding their teaching skills in six aspects, namely (i) knowledge construction (ii) social interaction

(iii) weaving (iv) summarizing (v) archiving and scaffolding, with respect to supporting their e-learner cohorts with an effort to maximise their learning opportunities online to increase their ability for knowledge construction and capabilities in online collaboration. It was found that their teacher leadership style much influenced their learner achievements (Avolio, Bass and Jung, 1999). With this observation, Rogers (2013) conceptualised the PVM in three stages using at each stage the format of a Boston Matrix. MacDonald (2002, p.211) shows how the 2 x 2 Matrix Format allows a researcher to identify two variables, one on the horizontal axis and the other on a vertical axis, thereby forming four quadrants, such that each quadrant symbolises a certain feature.

Thus, the PVM (Rogers 2013) uses one Boston 2 x 2 Matrix format in an analysis to capture teacher leadership strategies namely leadership variables as:

- (i) Transactional (i.e. task-giving) and
- (ii) Transformational (i.e. empowering)

Another Boston 2 x 2 Matrix format was implemented in an analysis to capture learner behaviour variables, namely:

- (i) Collaborative Capability (i.e. sharing and exchanging ideas) and
- (ii) Capacity for knowledge construction (i.e. creative thinking).

The 'matching' of the equivalent quadrants from the teacher matrix with those of the learner matrix is the central aim in the evaluation of the PVM.

A collaborative research project with the Faculty of Education, Kuwait University, directed by Dr. Fayiz Aldhafeeri. (2014) aimed at the evaluation of the PVM. Using an online questionnaire (Rogers 2013), that was translated into Arabic, it was possible to distribute the translated questionnaire amongst under-graduates and post-graduates in The Faculty of Education. The Arabic responses were collected and translated into English for analysis giving interesting outcomes. In presenting this conference paper (Rogers 2018) invites you also to evaluate the PVM regarding its implementation for Tourism Coaching with samples of Trainers, Mentors and Coaches and young and not so young learners in the Tourism Industry.

OUTCOMES

From the collaborative research project (Rogers and Aldhafeeri, 2014) It was found that the majority of respondents from both samples under-graduate and post-graduate, preferred an instructivist teacher approach, whilst a constructivist-learning environment (learner centred) was recognised by a minority of respondents. Since a generalisation of the results cannot be made due to the samples being less than thirty respondents, nevertheless the very important outcome reveals that and instructivist (i.e. respect for teacher-centred learning) remains as a preferred learning environment for this sample of learners.

The research rationale is broached with insights into different pedagogical concepts that have shaped the research design, including:

- (i) The paradoxical nature of two diametrically opposing pedagogies, namely instructivist (high teacher visibility) and constructivist (low teacher visibility) and
- (ii) Pedagogical leadership in asynchronous learning networks.

The following sections illustrate by diagrams how the PVM is designed.

The first Matrix conceptualised by Rogers (2013) looked at teacher leadership styles, namely (i) Transactional, task-giving role on the horizontal axis and (ii) Transformational, empowering/ motivating student learning on the vertical axis, as shown below in Figure 1.

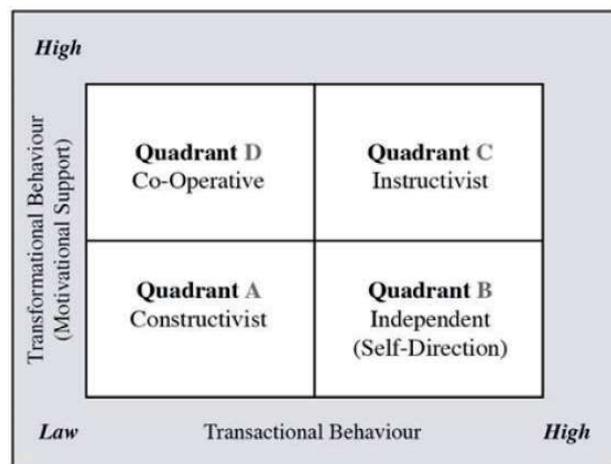


Fig. 1 The PVM Matrix Model 1 for Teaching/Coaching - Quadrants A, B, C and D

The second Matrix conceptualised by Rogers (2013) looked at learner features, namely (i) Collaborative Ability on the horizontal axis and (ii) Knowledge Construction Ability on the vertical axis, as shown below in Figure 2.

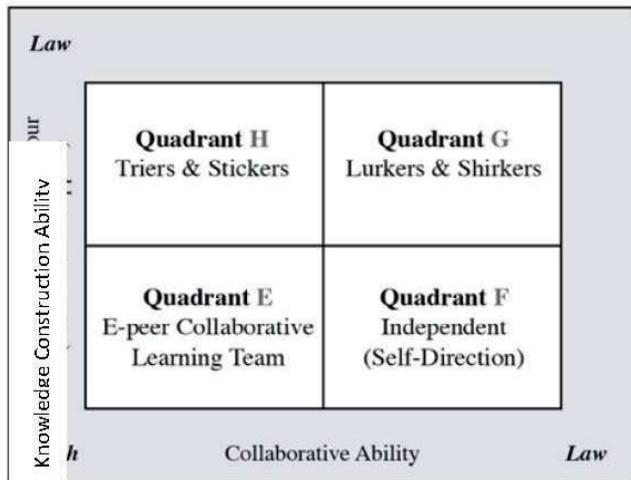


Fig. 2 The PVM Matrix Model 2 for Sports Learning - Quadrants E, F, G and H

When the two models are merged, such that the quadrants of Model 1 (A,B,C and D) overlap the quadrants of Model 2 (E,F,G and H) the PVM Matrix Model 3 is formed with respective quadrants AE, BF, CG and DH, as shown in Figure 3 below.

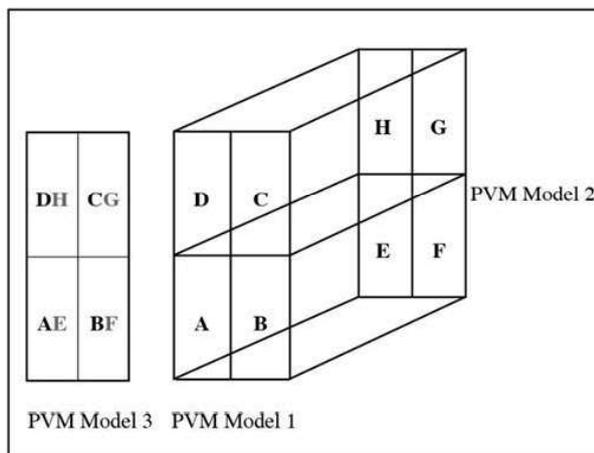


Fig. 3 The PVM Matrix Model 3 for Online Learning and Teaching by Matching Models 1 and 2

CONCLUSION: TOURISM INDUSTRY

Models are useful tools to better understand not only learning processed of students but also for educators to explore new dimensions in their teaching. This is the central aim in the evaluation of the PVM in a collaborative research project with the Faculty of Education, Kuwait University, directed by Dr. Fayiz Aldhafeeri in 2014. An online questionnaire (Rogers, 2013), translated into Arabic, was distributed amongst under-graduates and post-graduates in The Faculty of Education. The responses were translated into English for analysis. This survey instrument developed by Rogers (2013) to evaluate PVM for online teaching and learning, consisted of illustrations of (i) the PVM Model 1. Online Teaching Style and (ii) the PVM Model 2, e-learner Capability. Respondents were then asked to what extent the overlapping quadrants were matched (Good, Bad, Doesn't Matter, and Don't Know). This paper suggests that the same framework can be devised for Tourism Industry Trainers, Mentors and Coaches and those learners they coach also in the RF,

There emerges, from the current research paper, a need to create a community of practice (CoP) for learners, in the Tourism Industry and their teachers so that learners are given a fair chance to succeed. Researchers Wenger (1998), Thorpe (2009), Squire and Johnson (2000) and Goodyear (2001), Vygotsky, (1978) amongst others state that "communities of practice" can act as a vital catalyst for the initiation and development of shared knowledge, expertise and 'know-how' using (online) networks to retain learners 'on task' rather than to ignore reasons for drop-out rates. For some, the re-skilling of lecturers and teachers for Education in The Tourism Industry amounts to a process of *re-professionalization* (Gornall *et Al.*, 2014). In addition, it is noted that further research to provide adequate training by such staff and institutions must be at the forefront of developing and delivering Sports and PE courses, in-house as well as reaching outward. As part of this aim, evaluation and pedagogical research by educational professionals are seen to be paramount. As Zhang and Nunamaker (2003) conclude,

“It is a daunting task to maintain a well-educated and high-performance workforce in the global economy of today.” (p.204). This *re-professionalisation* of teachers and Tourism Industry Coaches is also important for the future career prospects of their learners in the Tourism Industry, Sports’ medicine, business, law, the media, and the arts, as well as for lifelong learning as much as it is important for teachers and Tourism Industry Coaches’ ongoing employability. The emergence of newer educational professionals, teachers, “e-coaches,” and “virtual trainers” through networks of knowledge sharing can be already recognised. (Gornall *et Al.* 2014). The ubiquitous scope of online education and training has many advantages—including the convenience, for both learners, teachers and coaches of being able to decide for themselves when and where to enter the virtual Arena of the Tourism Industry. This radical flexibility offers significant advantages to traditional teaching and learning. In addition, the portability of laptops and handheld devices means greater access to online courses that are properly benchmarked (Tobin *et Al.*, 2015). Furthermore, Andrusyszyn, Iwasiw, and Goldenberg (1999) observed that as

the population of learners increased, so too did the need for developing guidance. This includes the use of learning systems and disruptive technologies (Hartley & Bendixen, 2001; Russo and Benson, 2005) due to obsolescence, as one enabling technology is replaced by another providing round-the-clock access to learning and teaching systems (Rogers and Aldhafeeri, 2014) in online pedagogy to increase learner retention rates by decreasing learner attrition rates.

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