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# Pedagogy 2.0: Unlocking New Horizons in Executive Education Through Online Learning

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**Abstract**
The training environment today has become diverse, thanks to the use of new tools to impart knowledge to adults. The advent of new technologies in the field of education has significantly transformed this area of activity. The training offerings have changed, providing more flexibility and options for adult learners, whether they are already employed or not. Additionally, with the integration of ICT (Information and Communication Technology) in education, it has become easier to train a larger number of people simultaneously, offering each individual the training option that suits them the most. The training provided through distance education facilitated by new technologies such as the internet has evolved, introducing new roles like the tutor, a new type of trainer who supports employees in their learning.
In this context, our research is based on quantitative investigation through a dedicated questionnaire for the employees of the microfinance foundation. The survey yielded the following key results:
Employees perceive all banking tools as important to very important, and these tools are currently moderately mastered. However, they prioritize these tools differently.
The degree of mastery of these tools varies based on each specialty. For instance, employees assigned an importance rating of 5.11 to the entire set of tools, but overall, these tools are only moderately mastered with a score of 2.88, creating a gap of 1.09 that needs to be addressed through training.
Analysis of employees' statements allowed us to identify three main categories of obstacles in distance education: obstacles encountered during continuous banking practice training in terms of the quality of training content, obstacles related to materials (ICT integration), and obstacles related to motivation.

**Keywords:** ICT, executive training, distance education, pedagogical engineering, digital learning

## 1. Introduction

The significance of executive education in Morocco is emphasized through the 1999 National Charter for Education and Training, developed in accordance with Royal High Guidelines, as well as the 2018 Law 60-17. These initiatives aim to enhance employability, encourage professional retraining, and strengthen the competitiveness of businesses. Highlighting the crucial role of human resources in economic and social development, the text underscores that personnel training is as pivotal as the adoption of new technologies.

The increasing integration of Information and Communication Technologies (ICT) has profoundly transformed the training landscape, giving rise to innovative approaches such as distance learning and the digital creation of courses. These developments provide increased flexibility for learners, whether they are currently employed or not, while enabling the simultaneous training of a larger number of individuals.
The training landscape has undergone a significant shift, emphasizing a new approach to the creation of educational content. This transformation is characterized by the integration of various media such as PowerPoint presentations, illustrations, audio, and video elements. In this constantly evolving context, a central question arises: how can the quality of content for distance executive education be ensured, adequately meeting the specific needs of adults in the banking sector? It is this challenge that our reflection focuses on.

## 2. Context, problem, and research methodology

We will sequentially address the framework of the research, the problem statement, with a particular emphasis on the employed methodology. According to Aktouf (1987), methodology can be defined as the proper use of methods and techniques, enabling judicious choices regarding the means and procedures for data collection, thereby addressing the research question.
This research section will present the chosen means and procedures to address the research question. We will outline the research context, the problem statement, and the methodology adopted for the various parts of our study.

### a. Research Context and Problem Statement

Currently, adult continuing education is a central concern, constantly evolving within both companies and training institutions. The rapid evolution of the professional world demands the acquisition of new skills to maintain optimal performance. Employees are often compelled to change careers, and mass layoffs are becoming frequent in some companies, forcing individuals to consider executive education as a solution to the threat of unemployment.
In this context, Information and Communication Technologies (ICT) play a crucial role, reshaping our lifestyles and modes of communication. The digital culture is emerging, requiring a harmonious preparation through education. New technologies, particularly Information and Communication Technologies, have become indispensable in the field of educational engineering.
Some authors emphasize that digital transformation has profoundly altered the environment, tools, actors, and professions within education. This significant influence of new technologies has also facilitated the development of distance learning, marking the beginning of the era of multimedia educational engineering. Educational engineers must adapt to the various learning modalities of adults.
A crucial factor in educational engineering is executive education. Analysis of various reports reveals a dispersion and diversity of training, the absence of a national executive education plan, a lack of specialized entities to organize training, and the exclusion of training from business processes.
In this context, it is essential to prepare stakeholders for executive evolution in knowledge, pedagogical skills, and the learning environment. Traditional face-to-face training is gradually giving way to blended or entirely distance learning, posing challenges such as the density of course materials in distance education and the lack of educational engineering.
Our research focuses on the design of content for executive distance education, which appears to be out of sync with the bimodal training mode. We aim to document the issue of content development to effectively address the bimodal training mode and achieve the organization's training objectives. Our rese-

arch question is as follows:
What model of content development can enhance the effectiveness of distance education for adults in the workplace?
To answer this question, we propose two hypotheses:
**Hypothesis 1:** In distance education, trainers apply the same content design as in face-to-face education, thereby compromising pedagogical effectiveness.
**Hypothesis 2:** Distance executive education is not the sole success factor in mastering banking practices.
It is essential to reiterate that the primary objective of this research is to explore a content model for distance continuous education. To achieve this, we will sequentially present the following: the study scope, the target population, data collection instruments, as well as tools for data processing and analysis.

**b. Target Population**

Our study aims to highlight the relationship between content development and distance continuous education. The selection of our study population depends on the characteristics of the variables involved in this relationship. In this context, our target population consists of adults from the microcredit institution. This choice is justified by the fact that these adults are the key individuals responsible for skill development, and their skills and expertise significantly influence the company's outcomes.

**c. Prioritization Approach: Index of Needs Priority (INP)**

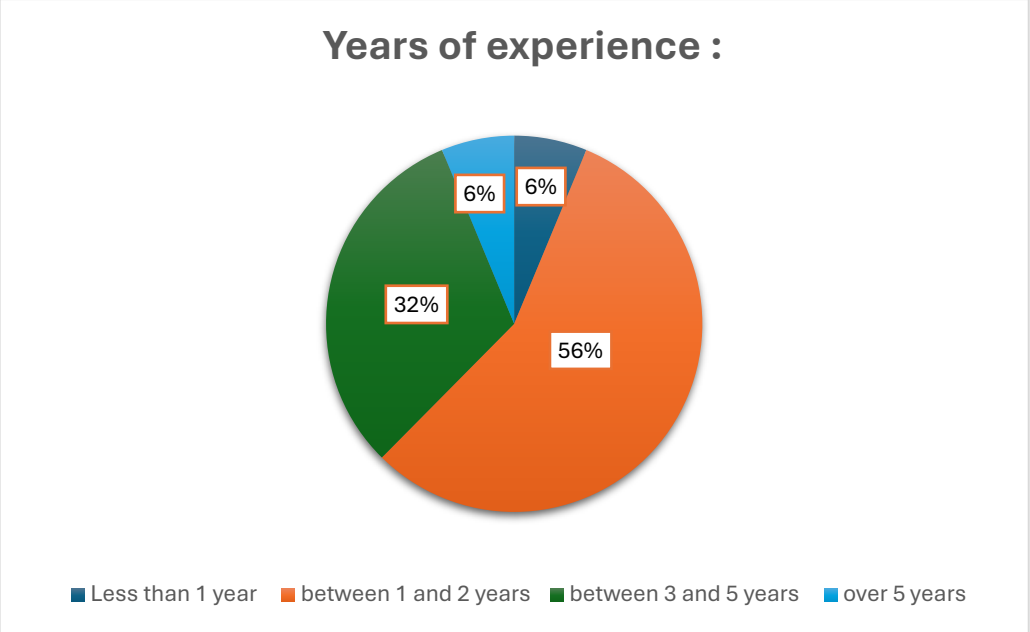
Lapointe explains that during a needs analysis, the identified needs are often numerous, making it challenging for training managers to consider them all in planning. However, it is wise to prioritize them. Several methods exist for prioritizing needs, including:

**d. The degree of importance of the desired situation.**

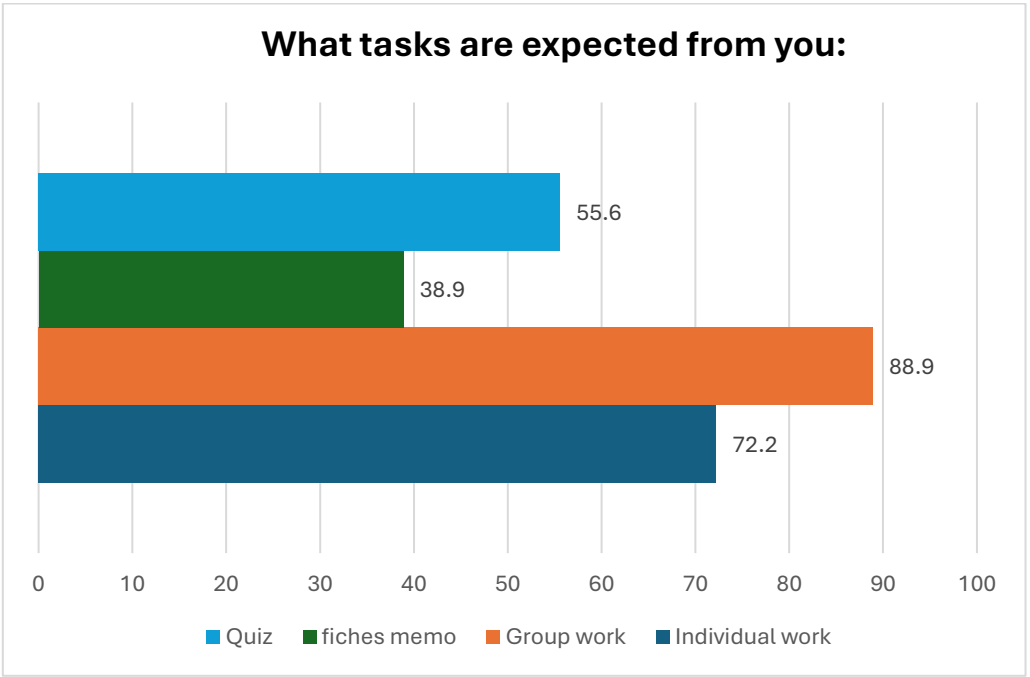
The magnitude of the gap between the mastery degree and the importance degree, which is crucial as it mathematically expresses the previously presented need. However, relying solely on the absolute gap can have limitations since it does not consider the value of the desired situation and the current situation.
The Index of Needs Priority (INP) is a multidimensional approach that considers both the current situation, the desired situation, and the gap: INP = DS x (DS - AS). Lapointe explains that this index has a more interesting discriminatory power than approaches using only absolute gap values or the average of the desired situation.

## 3. Results

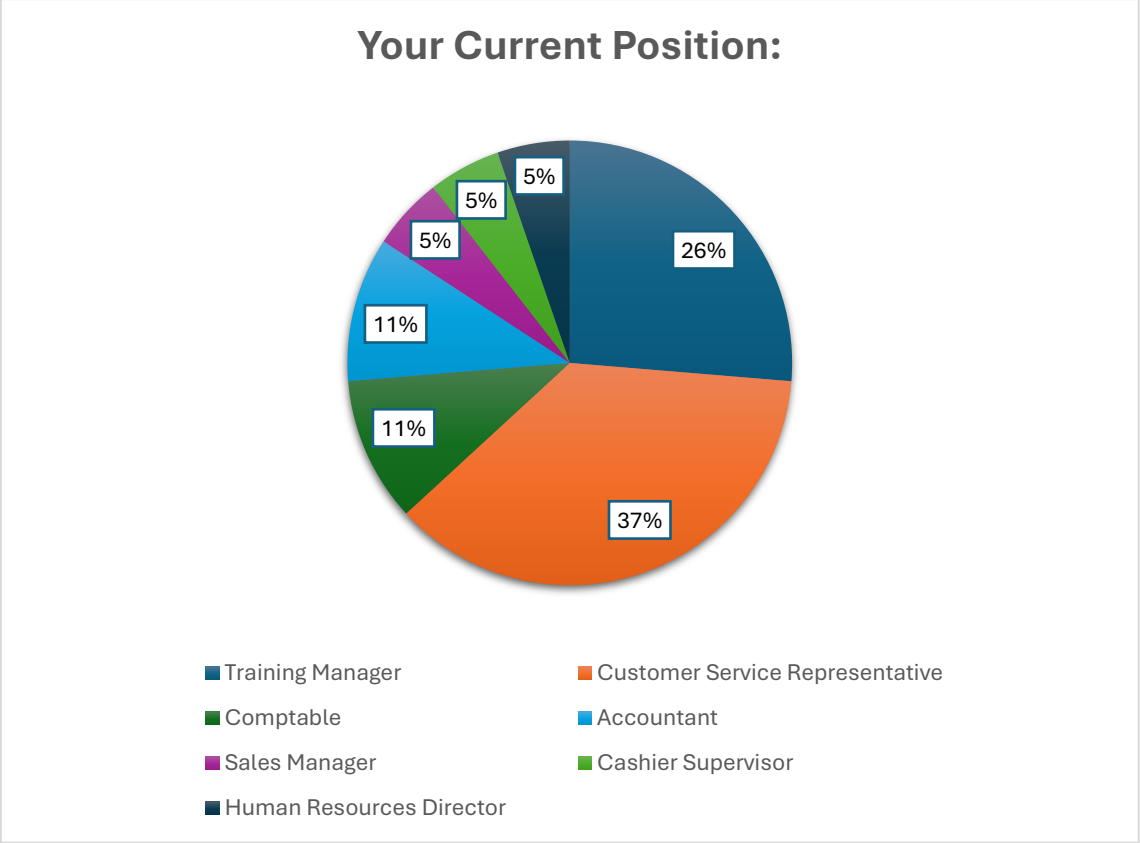
With the theoretical framework and methodological foundations of our study established, we are ready to delve into the results analysis. Initially, we will validate our research hypotheses and subsequently interpret each discovery. The final section will encompass an overall critique of our research, concluding with the identification of new avenues for future exploration.



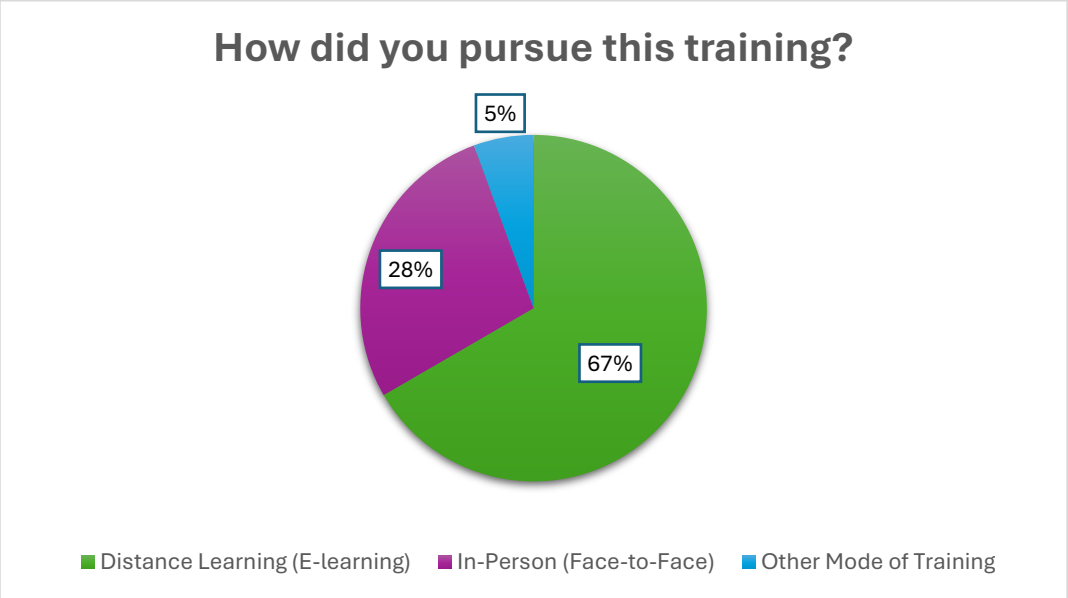

The figure indicates that 6% of teachers fall into the category (less than 1 year), 56% of teachers belong to the category (between 1 and 2 years), and 6% of adults are in the category (between 3 and 5 years), with another 6% of adults falling into the category (more than 5 years). Consequently, the majority of adults are newcomers in the field of continuous education.



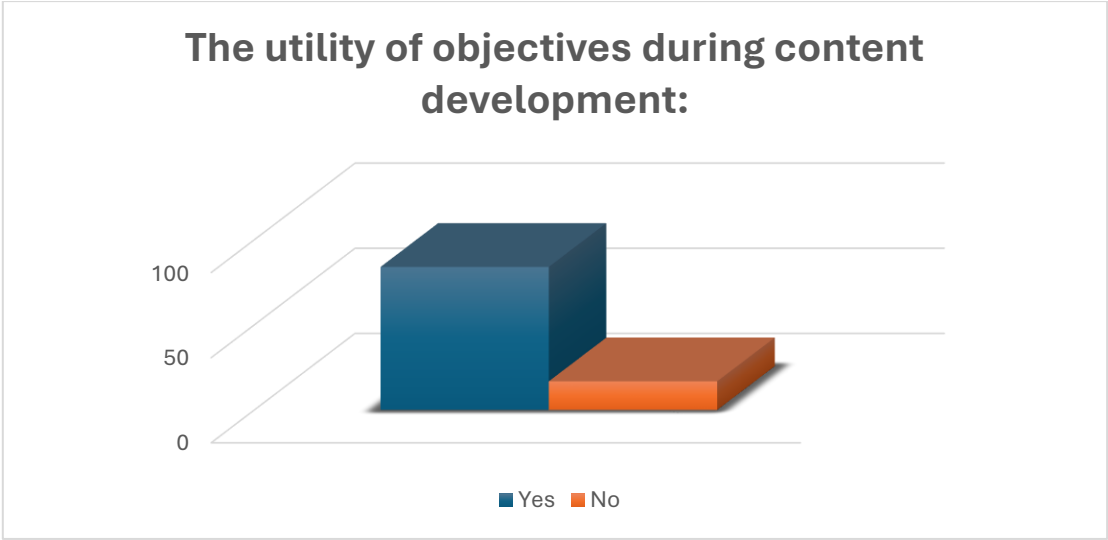

The majority of the population, 88.9%, indicate that the requested activities are often in the form of group work, and 72.2% state that these activities take the form of individual assignments. Additionally, 55.6% mention that they involve quizzes, and 38% indicate that they are in the form of a memo sheet.




According to the figure, our sample is diverse, consisting of adults from various positions. This versatility can be beneficial in identifying trends in training based on their specialized areas. It assists us in specifying the training needs of adults.




The figure indicates that the majority of adults pursue this continuous training in a distance learning mode. However, 28% of the population opts for in-person training, and 5% choose another mode of training. This demonstrates that distance learning is gaining prominence within organizations.




84% of the population reported that objectives are frequently outlined in continuous training.

## 1. Obstacles Encountered

The analysis of statements from participating adults has allowed us to identify three main categories of obstacles, namely: obstacles encountered during continuous training in banking practices related to the quality of training content, obstacles related to materials (Integration of ICT), and obstacles related to motivation.

### Obstacles Encountered During Continuous Training in Banking Practices Related to the Quality of Training Content

- Trainers predominantly use traditional methods.
- Information overload with complex concepts that are challenging to understand.
- Time constraints.
- Content requiring updates (due to rapid changes).
- Overloaded program.
- More emphasis on theory than practical application.

### Obstacles Related to Materials (Integration of ICT)

- Lack of knowledge and skills among adults in the field of ICT.
- Absence of technical support in ICT, hindering integration into professional practice.
- Difficulties accessing training due to internet connectivity issues and technical problems with PCs (such as breakdowns or software usage issues).

### Obstacles Related to Motivation

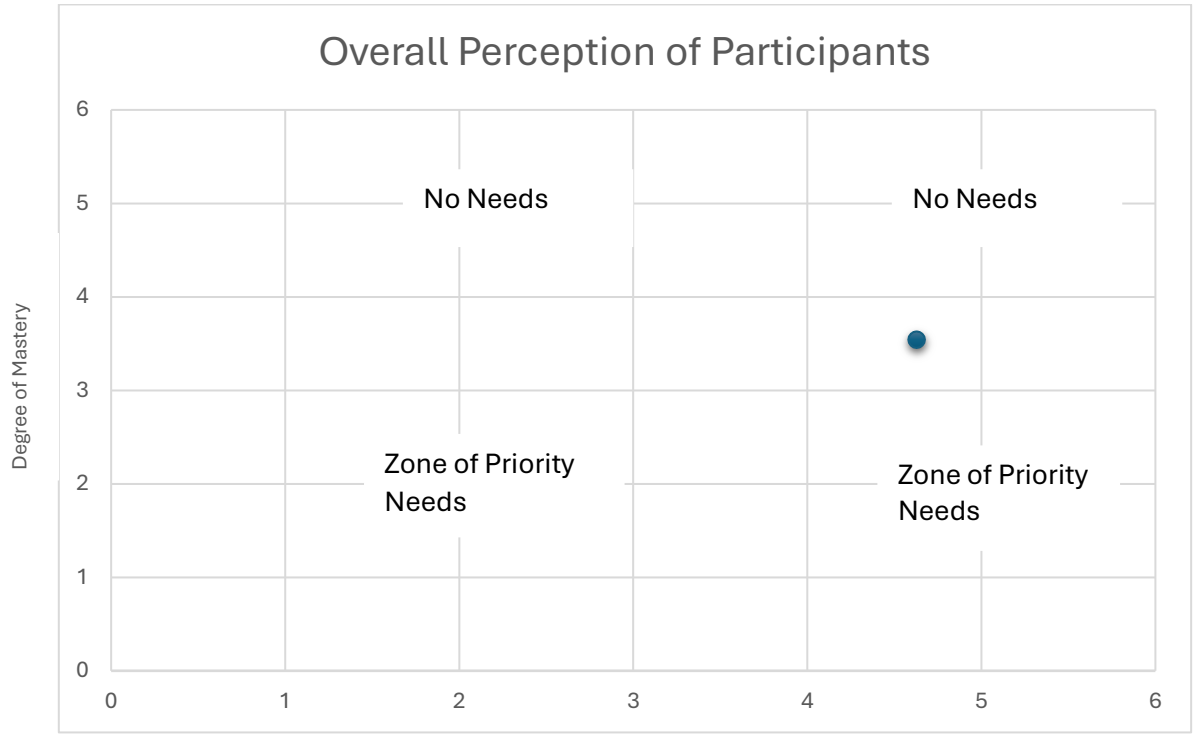
- Motivation is facilitated by the trainer in face-to-face mode.
- Lack of innovative pedagogy based on creativity and interactivity.
- Adult learners are not always considered the core of the learning operation, limiting the trainer's role as a transmitter.
- Occasionally, boredom hampers motivation.

Our results reveal the presence of three main categories of obstacles with varying degrees, depending on the training mode.

## 2. Training Needs Analysis for all adults

### i. Overall Perception of Participants

All participants assigned an importance rating of 4.63 to the entire set of tools, and overall, these tools are only moderately mastered with a score of 3.54. This results in a gap of 1.09 that needs to be addressed through training. If we plot the data from Table 1 on the graph, we will observe that all tools fall into the category of important tools (>4) but are little to moderately mastered (<4).




Participants consider that all the tools are important to very important, with degrees ranging from 3.88 to 5.11, and that these tools are currently little to moderately mastered, with scores ranging from 2.88 to 3.83. On the graph, they all fall within the priority needs zone. However, their priority degrees differ, allowing us to classify them into two groups of tools:

The first priority group includes four tools ranked by IPB (Priority Index): Use of software dedicated to banking practices, Entry into the relationship process, Subscription to products and services: Current accounts, Subscription to a microcredit product for an individual.

## 3. Research Results Synthesis

The hypothesis of our study, "Trainers apply the same content design in distance learning as in face-to-face training, which impairs the pedagogical effectiveness of the training," is confirmed.

The Priority Index (PI) is a data point that takes into account the current situation (degree of importance) for all adults and the desired situation (degree of mastery). It is calculated as follows: PI = SD x (SD - SA). Lapointe found that the PI provides better discriminatory power compared to other statistical measures. Statements with the highest PI include: "Use of software dedicated to banking practices, Entry into the relationship process, Subscription to products and services: Current accounts." These tools are

moderately mastered, and adults would like to improve their mastery, indicating insufficient or inadequate training on these topics.

Further analysis of statements by PI reveals that the priority index differs for each tool. For example, adults assigned an importance rating of 5.11 to the entire set of tools, and overall, these tools are only slightly mastered, with a score of 2.88, creating a gap of 1.09 that needs to be addressed through training.

It is evident that adults in the foundation are seeking continuous training that meets their real needs for these tools.

In this context, we also identify several obstacles encountered during the practice of different tools by adults. Thematic analysis of collected data reveals three main categories of obstacles: obstacles encountered during continuous training in banking practices related to the quality of training content, obstacles related to materials (Integration of ICT), and obstacles related to motivation.

The first category of obstacles is related to the quality of content in distance learning. The analysis shows that the majority of adults believe the lack of design for distance learning is due to insufficient knowledge and skills of trainers in instructional design and pedagogical scenario planning.

The second category of obstacles is related to materials (Integration of ICT). Many authors have concluded that the lack of knowledge and skills among adults in ICT is a major obstacle to using these tools in banking practices. The analysis reveals that the majority of adults consider the lack of continuous distance training in the use of banking tools as a hindrance to the use of information and communication technologies in microfinance practices. It is suggested to revise the policy of continuous distance training in banking tool practices to provide them with all opportunities to advance their technical skills.

Finally, the third category of obstacles is related to motivation. More than half of adults believe that motivation is facilitated by the trainer in face-to-face mode. The absence of innovative pedagogy based on creativity and interactivity, considering the adult as the core of the learning operation, is seen as a limitation.

**Conclusion**

However, it falls short of satisfying our curiosity in the field of content design and development and its impact on distance learning. Continuous adult education in the context of professional development has just confirmed the importance of supporting and valuing the role of content development in distance education within organizations. We also emphasize that this brief work on the subject does not claim to provide precise answers to the questions posed but aims to bring added value to the exploration of adult distance learning in general and content design and development in particular. The topic of ICT integration is not only relevant but is a subject close to the hearts of all researchers and specialists in the field. As we have seen before, authors attach great importance to this subject, investing themselves, with each trying to find a solution. It's not a miracle solution but an approach adapted to needs and situations encountered. Domain experts emphasize that effective ICT integration cannot be achieved without proper training, giving significant importance to continuous adult education in banking practices. This mode of training, characterized by interactive new technologies and pedagogical engineering specific to training, course design, and means of communication based on electronic or other technology, applies to both continuous and initial training, as well as individual and collective settings. These training methods increasingly use digital tools and Internet means. Our results highlight the importance of digital tools in trainer practices, employing new pedagogical methods such as course scripting. Adults express a need for banking practices that must be addressed through relevant continuous education meeting their real needs. Furthermore, major

constraints encountered during banking practices are related to obstacles in terms of the quality of training content, obstacles related to materials (ICT integration), and finally, obstacles related to motivation. In conclusion, it is essential to raise awareness among trainers regarding the adoption of a sociological, cultural, didactic, and pedagogical vigilance attitude to understand what education, its audiences, and its programs will be like tomorrow.

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