Title	オンライン教育の革新を特徴付け、オンライン教育における革新的な行動を促進する要因を特定する:ベトナムのホスピタリティと観光教育からの証拠
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Doctoral Dissertation

Characterizing Online Teaching Innovations and Identifying Factors Enhancing Instructors' Innovative Behavior:

Evidence from Hospitality and Tourism Education of Vietnam

by

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Abstract

Background Although numerous studies in the past few years have increasingly focused on how institutions adapt to and adopt the requirement of moving classes online, few researchers have mentioned the characteristics of online teaching innovations and factors responsible for instructors' innovative behavior in the online learning environment. Also, the literature on this discipline for a particular profession like hospitality and tourism is scant and based primarily on qualitative analysis of small samples. These studies could not be generalized to different contexts due to methodological limitations.

Originality/ Value This doctoral research combined both quantitative and qualitative approaches in defining online teaching innovations and identifying conditions influencing the innovative behavior of hospitality and tourism instructors in their online pedagogical practices. The models built from this thesis provide practical managerial implications for policy makers, institutions' leaders, and instructors in making resource allocation decisions to improve the efficiency and quality of online pedagogical innovations.

Research objectives The main research objective (**MRO**) of this thesis is to characterize the concept of *online teaching innovations* in the context of hospitality and tourism education in Vietnam and enhancing instructors' *innovative behavior* in the online pedagogical environment. Accordingly, this research has two sub-objectives: the first sub-objective (**SRO1**) is to characterize the concept of online teaching innovations. The second sub-objective (**SRO2**) is to develop a model for identifying factors influencing Vietnamese hospitality and tourism instructors' innovative behavior in initiating and implementing such online teaching innovations.

Design/methodology/approach The first study to fulfill **SRO1**, namely **Study 1**, presents a framework for characterizing online teaching innovation. The proposed innovation is in the form of a constructivist online training program for improving instructors' online teaching skills, which was evaluated by comparing the participants' self-evaluation ratings for skill improvement before and after the training program. The second study to achieve **SRO2**, i.e., **Study 2**, employs the Partial Least Squares Structural Equation Modeling (PLS-SEM) procedure to propose and evaluate three path models, among which the main model focuses on instructors' innovative behavior in online teaching. Each path model comprises the structural and measurement models. A pilot study was first implemented to determine the required minimum sample size. For the main study, after the quality of the measurement models was confirmed, the evaluation results of the structural model were presented to form a predictive model of factors influencing instructors' innovative behavior in online teaching.

Findings The findings of **Study 1** recommend that instructors conduct the following tasks when implementing online teaching innovations: (1) *selecting theoretical underpinnings for designing the innovations,* (2) *conducting user needs analysis,* (3) *determining educational objectives,* (4) *creating instructional design,* (5) *ensuring technological/administrative support, and* (6) *designing evaluation*

methods. The Principal Component Analysis (PCA) results also suggested that a training program for building teachers' self-confidence in conducting synchronous online teaching should enhance three essential categories of the knowledge dimension in the revised Bloom's taxonomy: factual, conceptual, and procedural knowledge.

Through the PLS-SEM analysis conducted in *Study 2*, it is found that there are three primary factors that influence instructors' innovative behavior in online teaching: (1) organizational innovative climate, (2) instructors' attitudes towards online teaching, and (3) the perceived levels of skills required for online teaching, which only has an indirect influence on the target variable. Accordingly, to create an organizational innovative climate conducive to instructors' innovative behavior, three elements are necessary: a transformational leadership style, a collaborative partnership among instructors, and a supportive infrastructure essential for online teaching. Among these three variables, transformational leadership plays a central driver role. It directly influences the other two predictor constructs and contributes to creating an innovative climate essential for fostering instructors' innovative behavior in online teaching. Interestingly, it is found that instructors' attitudes are reflected primarily and specifically in their interests in acquiring knowledge and skills necessary for improving online teaching quality. In addition, what has been newly found is that having a high level of perceived skills needed for online teaching does not necessarily encourage more innovative behavior in online teaching, although it directly contributes to a more positive attitude towards teaching in the virtual environment. It is also empirically discovered that macro-environmental conditions such as political restraints, economic situations, learners' changing demographic characteristics, or governmental policies do not influence instructors' innovative behavior in online teaching.

Implications By translating constructivism into online pedagogy, *Study 1* characterized components of online teaching innovation. It also provided empirical evidence of how an innovative teachers' training program was designed and implemented to meet the need to shift from real-life to real-time classrooms in Vietnam during the COVID-19 pandemic. Accordingly, it contributes to the growing literature on methods of improving instructors' readiness in synchronous online teaching.

From *Study 2,* it is recommended that institutions' leaders and administrators create an innovative organizational climate by demonstrating an effective transformational leadership role in guiding and supporting instructors in shifting classes from the traditional face-to-face learning environment to the online virtual classrooms. In addition, to help instructors build a positive attitude towards online teaching, besides providing sufficient teacher training programs which enable instructors to understand the usefulness of online teaching technology, administrators need to ensure that organizational goals and visions about online education are communicated clearly and openly to instructors as a way to build instructors' desire to internalize organizational goals into their personal objectives.

Keywords educational innovations, online pedagogy, individual innovative behavior, organizational innovative climate, transformational leadership