CRACKING THE CODE OF EFFECTIVE LEARNING THROUGH MANAGEMENT OF LEARNING EXPERIENCES

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ABSTRACT

This article is an attempt to explore why the efforts of universities fall short of accomplishing their objectives, and fail to improve the caliber of their graduates, as large numbers of them are unable to encounter real-life problems. It also probes the relations between four independent demographic variables (gender, age, experience, and specialization) and four dependent variables (role of faculty members, learning experiences focused upon, measures principally administered to achieve learning experiences, and the skills necessary to create synergy and momentum). A relevant online questionnaire is devised to survey the views of a sample of (176) faculty members, comprising (60.5%) of the faculty society at Philadelphia University/Jordan in 2015-2016. SPSS program is utilized for data processing. The article concludes that faculty members focus upon facilitating provision of information instead of achieving self-actualization. The farther objectives of learning experiences are from that, the more learners are subject to become incompetent.

Keywords: The Pyramid of Learning Experiences, Management of Learner Relationship, The Code of Effective Learning, Instructional Design.

INTRODUCTION

The vision, the mission and the objectives of all universities reflect ambition to establish Harvard-type universities, provide the best services possible, and engender highly qualified graduates. Yet the majority of them fall short of achieving such goals due to the mismatch between instructional design and the learning experiences targeted, or the sum result of interaction between students and their universities over the duration of their study there. They also concentrate upon maintaining a very low level of students' learning experiences attained compared with their expectations.

According to all systems of university ranking, prestigious universities have special merits and sustainable competitive advantages, and adopt unique processes that make them dominate the area of higher education. Examples of such merits are discipline, strategy planning, goal-oriented management, and teamwork. Throughout the period of study at such universities, students are motivated to achieve self-fulfillment, and do something creative that will eventually change the world, rather than just to attain meaningful information. In other words, they are prompted to deal with proper learning experiences. Students may fail to achieve their goals, yet they become convinced that they can actually accomplish the impossible. Incessant diligent attempts to overcome failure constitute the basis of the attribute of perseverance, which is one of the main distinguishing characteristics of graduates of prestigious universities.

To achieve high ranking among universities, one type of universities assumes adopting edutainment strategies, stressing the role of learners in the teaching/learning process. A second type theorizes that the right recipe to achieve education goals is through the adoption of proper paradigms of instructional design, utilizing e-pedagogy, Information and Communications Technologies (ICT), and virtual reality applications. Actually, it is not merely the number of students enrolled, or space and physical environment, or the provision of sophisticated equipment that make a good university, but above all the skill of the faculty in delineating their objectives with learning experiences in mind, in working according to strategic and operational plans to achieve targeted goals, and in deploying the procedures of learner relationship

management to serve students better and facilitate closer relationships with them.

Education basically begins with the acquisition of meaningful information and ends up with self-actualization, construed as making learners better, safer, and more powerful. This article hypothesizes that the major problem in higher education institutions is that educationists do not view learning experiences as objectives, but as a means to the end of determining instructional design. Such tables-turned situations should be rectified, as learning experiences are the right objectives of universities, and instructional design is a means to the end of achieving targeted objectives. Accountability for the failure of university educational performance endeavors is customarily ascribed to lack of qualified faculty members. Planners of curricula, as well as quality assurance professionals, are not considered associates in achieving better efficiency. Discerning the weaknesses of learning experiences, and fixing them through faculty training and use of ICT, assuredly have positive effects on university success. But such measures alone are not adequate to make distinguished universities with high quality graduates. The logic embraced in this article is to crack the code of effective learning through evaluating the effect of addressing advanced learning experiences instead of restricting interest to the attainment of in-depth information and the improvement of methods of instructional design.

This descriptive analytical article attempts to probe the effect of concentration upon the design of learning experience, with a vivid understanding of learners' evolving needs and expectations. It tries to decipher the code of effective learning, and outline clear parameters to evaluate the efficacy of faculty members, and rectify the mismatch of academia's aspirations and processes. It tackles the topic of defining learning experiences, and highlights that self-actualization is the proper learning experience that should be addressed, not just that of accumulation of meaningful information. It also spreads awareness of the importance of learning experience management, and surveys the levels of learning experiences generally adopted by faculty members in Jordan Universities, exemplified by Philadelphia University. Besides, it explores the relation between the levels of learning experiences and certain independent demographic variables related to faculty members like gender, age, experience, and specialization. The study will hopefully reflect positively upon the educational throughputs and the quality of university graduates.

1. Scope and Importance of the Study

To achieve the strategic objective of engendering graduates with excellent capabilities to encounter real-life problems, all university stakeholders have to show the responsibility of performing three major tasks that ultimately determine a university's sustainable success. These tasks are designing the best learning experiences for correctly identified students, delivering such experiences in proper methods, and developing the capabilities off aculty members (Allen, Frederick, and Barney, 2005).

Falling short of achieving planned objectives and developing satisfied students are commonly ascribed to lack of qualified, satisfied and dedicated faculty as well as the deficiency of adequate technicalities. Other stakeholders, physical setting, adoption of obsolete curricula, and the lack of detection of the proper learning experiences should assuredly be considered accountable for such malfunction, too.

This descriptive article argues that the major reason for the failure of education institutions is anchoring to the provision of information at the bottom of the learning experience pyramid, without endeavoring to go up to achieve self-actualization at the apex. Prioritizing this topic for extensive in-depth study gives this pioneering article an innovative reforming characteristic.

2. Problem of the Study

This article probes five issues: the role of faculty members in the learning/teaching process (information providers, trainers, or facilitators of learning), learning experiences mostly focused upon throughout faculty practices, measures administered to achieve the targeted levels of learning experiences, skills necessary to create synergy and momentum in pedagogical practices, and the relation between levels of learning experiences on the one hand and four demographic variables: gender, age,

experience, and specialization on the other. It specifically explores the following:

- Which of the following alternatives defines the role of faculty members best: changing the environment to elicit desired responses, structuring content of learning activities, instigating the development of the whole individual, or working to establish communities of practice?
- Which level of learning experiences faculty members largely focus upon in their practices: furnish learners with in-depth information needed to solve problems, students' counseling designed just to offer a student service and reduce complaints only, satisfy students' needs when demanded, satisfy students' needs to prove a university's commitment and gain students' loyalty, satisfy students' needs without being themselves aware of their needs, or achieving self-actualization by making learners better and more powerful.
- To achieve the targeted level of learning experiences, which of the following relevant measures faculty members typically administer: giving learners instant access to the best information resources in the world and deliver such services free of charge; providing pleasant voice-activated facilitators who maintain high professional rating; or letting learners know the types of experiences highly needed as evidenced by the previous demand; giving learners one-click access to the best information resources in the world and on affordable easy terms; helping learners find the information resources they want; or telling learners what information facilitators choose and provide in proper mediums of instruction.
- What independent skills are necessary to create synergy and momentum in the teaching/learning process: use surface analogies (similarities such as features and design) and structural analogies (parallel underlying elements) to find the opportunities usually overlooked by others and meld them into new blended ones, focus on the horizon and never stay confined to lanes usually trodden by others, turn set-backs to successes without giving up due to recurrent failures, deploy online and off-line forums to create new ideas and develop collaborative work with virtual allies and open up to a variety of voices, strengthen relationships and be generous to others in order to become more productive, master the habit of making rapid succession of observing, orienting, deciding, and acting, be an architect and problem finder building learning outcomes from the bottom up and define problems to determine the possible solutions, be an integrator combining concepts and evaluating elements to check the possibility of joining things in a different way, inquire much to sharpen the mind and senses in order to explore new opportunities, or gamify the learning processes? (Wilkinson, 2016 & Dhawan, and Joni, 2015)
- What relation, if any, exists between the dependent variables focused upon (the role of faculty members, the learning experiences focused upon, the level of learning experiences, and the skills necessary for synergy and momentum) on the one hand and the following independent demographic variables concerning faculty members: gender, age, experience, and specialization on the other?
- What recommendations, if any, can be inferred to crack the code of effective learning in universities through embracing more advanced learning experiences?

3. Background of the Study

3.1 Changing Paradigms: From Transmission to Transformative Pedagogy

Modes of instruction, which vary according to targeted objectives of education, can generally be classified into three major categories. The first is entrainment that stresses the psychomotor type of objectives which can be developed both through traditional on-campus face-to-face instruction and distance education. The second is infotainment which focuses upon the cognitive type of objectives achieved both through traditional and distance education, too. And the third is edutainment in which the social affective type of objectives are attained best through the inter-activity of social networking integrated in online distance education. In infotainment, communication is typically one-directional and contains bits of meaningful information, but edutainment aims at creating interactive material that supports the learning process (AlFuqaha, 2014).

There is a tremendous gap between the entrainment and infotainment objectives of traditional institutions of

education on the one hand and the edutainment type of objectives focused upon by modern universities on the other. Bridging such a gap seems obligatory. Hence the need for a hybrid type of education that combines traditional face-to-face instruction and e-learning techniques. Such a "Blended-Learning" type of edutainment heavily depends upon interactive discourse among all constituents of the pedagogical process, through utilizing modern communication technologies, both inside and outside the classroom. The hybrid b-learning approach seems to propound the best potentiality to improve students' learning. The international move towards b-learning seems to form a stride towards fully personalized computer-based rather than campus-bound learning. Furthermore, de-schooling society seems inevitable in the long run. Changing the role of faculty members in a wired or wireless-connected classroom forms a mechanism which stimulates new ways of thinking about pedagogy issues. Training courses for university faculty in the area of utilizing ICT in teaching and learning processes should then be provided.

For the needs of students, it is evident that students currently at school will reach their utmost productivity stage of life during the thirties of the twenty-first-century. So it is absolutely irrelevant to train them how to use the same tools of instruction prevalent in the industrial age. They assuredly prefer to use online courses, social networks, and text messaging notifications, blogs, video podcasts, and other forms of new technologies.

For content designers, it is incompatible to realize that certain textbooks prescribed in the twentieth century are still valid in the digital age, and presented in the same talk-and chalk medium applied in old ages, without any use of modern technologies such as virtual reality.

Paradigms of pedagogy have changed from transmission of knowledge to transformative pedagogy. The pyramid of learning experiences propounded by traditional faculty members focuses upon retention and transmission pedagogy, with the faculty member conceived as a knowledgeable decision maker for choosing instructional methods (Morrison, 2016).

Novel edutainment is more concerned with active learning experiences that can be transferred for application in real-life situations, in which the student dynamically participates in the learning process.

3.2 Dancing with Maslow's Self–Actualization versus Anchoring to the Bottom of the Learning Experience Pyramid

The major psychological theories of learning conceive the objective of learning experiences differently. It is producing behavioral changes towards desired objectives from the point of view of the behavioristic theories; developing capacity to learn better as defined by the cognitive theories; self-actualization and autonomy as outlined by the humanistic theories; and full participation in community practices as described by the social and situational theories.

The behavioristic theories describe the learning process as performing positive changes in behavior. The cognitive theories depict it as mental processes that embrace insight, memory, perception, and information processing. The humanistic theories outline it as a personal act aiming at fulfilling the potentials of learners. Whereas the social and situational theories view it as interaction in social contexts.

Teachers' roles differ much according to theories of learning adopted. For the behaviorists, it is changing the environment to elicit desired responses. For adherents of cognitive theories, it is structuring content of learning activity. It is promoting the total development of the person for humanistic theories, and working to establish interactive practice for social and situational theories. Figure 1 sums up the effect of reading, seeing, and doing on the human memory (Beyersdorf, 2017 & Subramony, 2002).

Educationists usually outline the learning experiences needed to enable students solve their own real-life problems arranged from the bottom up in the following order: furnish learners with information needed to solve problems; then going up to students' counseling designed just to offer students' services; and reduce their complaints as quickly as possible; then up to satisfying students' needs when demanded; and up to satisfying students' needs to prove a university's commitment and gain students' loyalty; and up to satisfying students' needs without being themselves aware of such needs; and at the top achieving

self-actualization by making learners better, safer, and more powerful.

Most initiatives of learning experience management, which involve the provision of a certain type of stethoscope to identify problems of university practices, prove to be a complete failure. That is hypothetically ascribed to the assumption that universities are anchored to the bottom experience level of just furnishing learners with information to enable them solve problems. Based on Edgar Dale's Cone of Experience, Figure 2 sums up the learner experience pyramid, showing mindset, medium, action, relationships, and processes administered (Seels, 1997 & Mitra, 2009).

This seems evocative of the pyramid of mental abilities, with provision of meaningful information bringing to mind the ability of remembering, and self-actualization reminding of the ability of will. To achieve efficient teaching processes that facilitate learning, faculty members should embrace the ambitious self-actualization objective at the top of the learning experience pyramid. The farther from the top of the pyramid objectives are, the more the learner will be subject to become reactive, narrow-minded and self-interested. With this background in mind, universities are supposed to apply more integrated experiences chosen from the top of the six-layer pyramid of learning experiences arranged from the bottom to its top as follows: furnishing learners with meaningful information; enabling learners solve problems faced (upon request); resolving learners' needs (upon request); satisfying learners' needs (without request); satisfying learners' needs (without being aware); and making learners better and capable of encountering challenges.

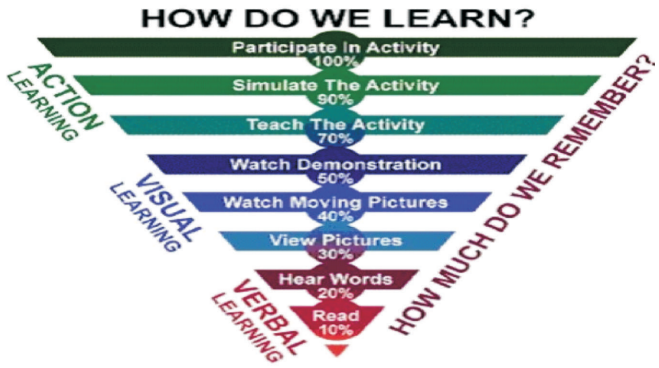

Figure 1. The Effect of Reading, Seeing, and Doing on the Human Memory

To achieve each of the levels of learning experiences, the following relevant procedures arranged from down to the top of the pyramid of learning experience should be implemented:

- Level 1 (At the bottom of the pyramid): Tell learners what meaningful information facilitators choose and provide in proper mediums of instruction.
- Level 2: Help learners find the information resources wanted to solve problems faced.
- Level 3: Give learners one-click access to the best information resources in the world, and on easy terms, to resolve learners' needs (upon request).
- Level 4: Let learners know types of experiences mostly needed as evidenced by the previous demand (without request).
- Level 5: Provide pleasant voice-activated facilitators who maintain high professional rating to satisfy learners' needs without being aware.
- Level 6 (At the top of the pyramid): Give learners instant free of charge access to the best information resources in the world in order to make learners better, safer, and capable of encountering challenges. As an example of this, some universities provide students with access to MIT online material.

It is evident that the closer universities keep to the apex of the pyramid of learning experiences, the better they will be able to achieve their missions, visions, and objectives.

3.3 Skills that Create Synergy and Momentum

Modern communication technologies facilitate effective instruction both inside the classroom and outside it. Social software networking technologies that stress collaboration and inter-activity are utilized to achieve the objective of learning to be an effective member of a community. Such technologies help in establishing an interactive learning society twenty-four hours a day seven days a week, instead of the limited class hours in traditional education.

In the traditional pre-web synchronous stage of learning, stakeholders involved during class sessions are the teacher and student in a one-to-one process. In the web 1.0 electronic blended synchronous and asynchronous

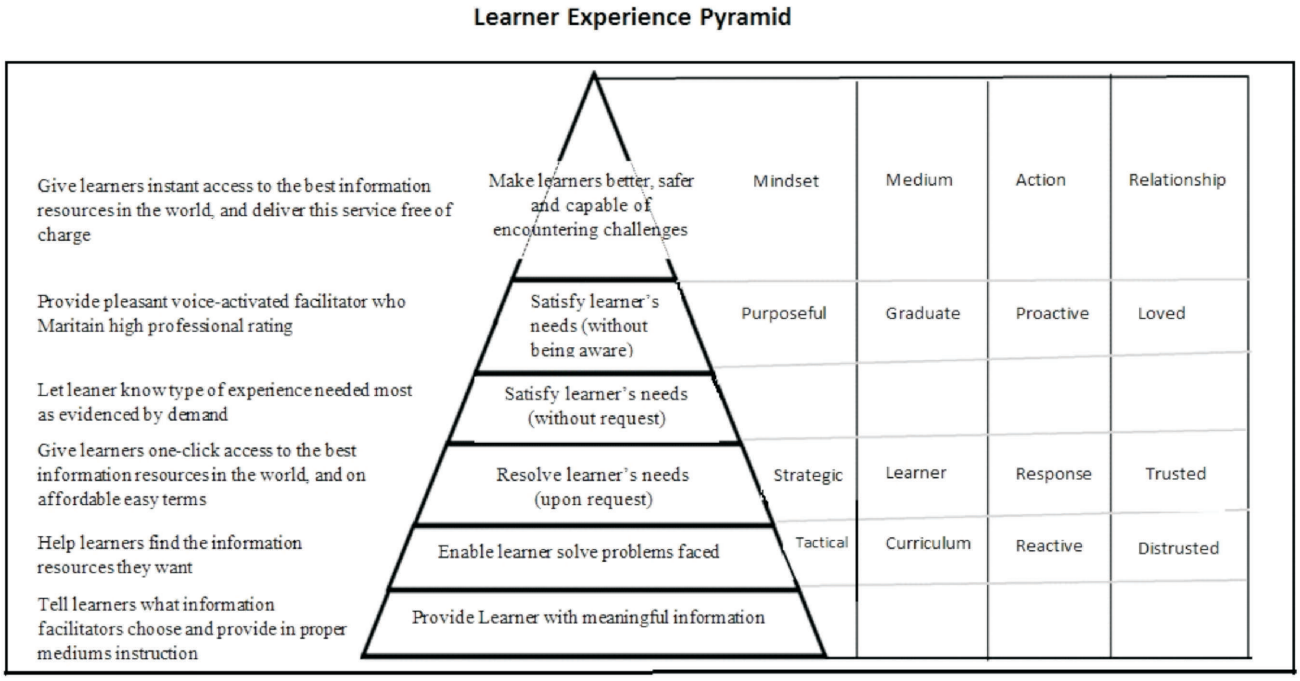

Figure 2. The Pyramid of Learner Experience with Adopted Mindset, Medium, Action, Relationship, and Processes

learning, stakeholders involved during connection are the teacher and student in a one-to-many process. In the web 2.0 mobile blended synchronous and asynchronous learning, stakeholders involved during dialing and social networking are the teacher and student in a many-to-many logging. In the web 3.0 pervasive blended synchronous and asynchronous learning, stakeholders involved during social networking are the teacher and student in an all in one process (AlFuqaha, 2014).

Regarding faculty members as entrepreneurs in the field of education, the following independent interconnected skills are considered essential to create synergy and momentum in the learning process: turn set-backs into successes; deploy online and off-line forums; strengthen relationships; enquire as that sharpens the mind and senses; be an integrator; be an architect and problem finder; and master the rapid succession of observing, orienting, deciding, and acting (Wilkinson, 2016).

4. Hypotheses of the Study

The article has been initiated with four basic hypotheses in mind concerning the role of faculty members, learning experiences extremely focused upon, measures mainly administered to achieve learning experiences, and skills necessary to create synergy and momentum, and probing the relation among four independent variables (gender, age, experience, and specialization) and the dependent variables. Specifically, it explores the following:

- The major role of faculty is typically to give learners instant access to the best information resources in the world and deliver such services free of charge.
- The level of learning experiences they adopt is accomplishing students' self-actualization through administering relevant measures.
- Measures largely administered by them to achieve learning experiences are limited to telling learners what information facilitators choose and provide in proper mediums of instruction.
- The major skill necessary conceived by them to create synergy and momentum in the teaching/learning process is deployment of online and off-line forums to create new ideas and develop collaborative work with virtual allies.
- There is a great deal of mismatching between academia's aspirations and the level of learning experiences adopted due to the effect of some independent variables (namely gender, age, experience, and specialization)

and the dependent variables included in the study (the role of faculty members, learning experiences focused upon, the level of learning experiences, and skills necessary for synergy and momentum).

The following hypotheses are formed for this study:

- Hypothesis 1: Does a statistically significant relationship exist between gender and issues included in the four study questions?
- Hypothesis 2: Does a statistically significant relationship exist between age and issues included in the four study questions?
- Hypothesis 3: Does a statistically significant relationship exist between experience and issues included in the previously mentioned four study questions?
- Hypothesis 4: Does a statistically significant relationship exist between specialization and issues included in the four study questions?

5. Methods

5.1 Population Studied and Sample Chosen

The population of the society studied consists of (291) faculty members, resembling the total number of faculty working at Philadelphia University, Jordan in 2015-2016, without calculating the language center. The sample amounts to (176) members, after excluding those who didn't respond fully to all items included in the questionnaire. Actually, all Faculty members were expected to participate, but probably due to constraints of work, lack of proficiency in English, as well as lack of awareness in the subject discussed, the sample is limited to around (60.5%) of the whole society. The sample distributed as shown in Table 1 is fairly adequate to represent the society studied.

Field	Faculty	Population	Sample Studied (Respondents)	%
Humanities	Arts	54		42.6
	Administrative and Financial Sciences	47	25	53.2
	Law	7	7	100
Pure & Applied Sciences	Science	27	17	63.0
	Information Technology	25	24	96.0
	Engineering	84	57	67.9
	Pharmacy	37	21	56.8
	Nursing	10	2	20.0
	Total	291	176	60.5

Table 1. The Distribution of Group Studied and Sample Chosen

5.2 Tools Utilized

The five-part questionnaire utilized has been devised in an online form that facilitates an easy organization of data accumulated (AlFuqaha, 2016).

The reviewed online form of the questionnaire is distributed among the faculty through their official emails at the university. The first part investigates personal information to delineate gender, age, experience, and specialization of respondents. The second defines the role of faculty members conceived by themselves ranging from changing environment to elicit desired responses to establishing communities of practice. The third tries to probe learning experiences prioritized by faculty members, ranging from attaining information at the bottom of the pyramid and going up to self–actualization at the top. The fourth investigates the relevant measures administered to test the level of learning experiences. The fifth tries to find out the independent pedagogical skills used and steps followed to create synergy and momentum.

All data collated are processed and hypotheses tested using SPSS program with a set of statistical methods based on the following: general characteristics of participants, the distribution of the sample (frequencies and percentages), and Chi-square test (Pearson Chi-Square and contingency coefficient).

5.3 Characteristics of the Sample Studied

The sample of study is distributed according to the four variables of gender, age, experience, and specialization as summed up in Table 2.

5.4 Procedures Adopted

- The society studied comprises all faculty members at Philadelphia University, Jordan. All respondents to the online questionnaire form a type of a randomly chosen sample to be studied.
- An online questionnaire covering all facets of the descriptive study is devised and refereed.

Independent Variables	Categories of Distribution	Frequency	Percentage %
Gender	Male	115	65.3 %
	Female	61	34.7 %
Age	≤ 49 years	100	56.8 %
	≥ 50 years	76	43.2 %
Experience	≤ 9 years	84	47.7 %
	≥ 10 years	92	52.3 %
Specialization	Arts	11	6.3 %
	Administrative and Financial Sciences	24	13.6 %
	Law	8	4.5 %
	Science	17	9.7 %
	Information Technology	36	20.5 %
	Engineering	57	32.4 %
	Pharmacy	21	11.9 %
	Nursing	2	1.1 %
	Total	176	100

Table 2. The Distribution of the Sample of Study According to Gender, the Age, Experience, and Specialization

- Copies of the adopted questionnaire were distributed among the faculty members through their university emails.
- Responses are collected and duly processed, discarding unfinished copies.
- Data analysis is done using SPSS program (the crosstabs, mean, and standard deviation).
- Conclusions are outlined, and recommendations highlighted.

6. Data Analysis

The questionnaire probing the possibility of deciphering the code of effective learning in universities comprises five questions: the role of faculty members conceived by the sample studied, learning experiences focused upon, measures commonly administered by faculty members, skills deemed necessary to create synergy and momentum, and the relation between the alternatives of each and four demographic variables (gender, age, experience, and specialization).

6.1 Q1: Which defines the Role of a Faculty Member best?

The relation of the role of faculty members conceived by the sample studied and the demographic independent variables can be summed up in Table 3. Counting the mean and standard deviation of responses indicate that faculty members studied conceive their roles as structuring

Role of Faculty Members Conceived by the Sample Studied	Gender (%)		Age (%)		Experience (%)		Specialization (%)	
	Male	Female	≥ 49 years	≥ 50 years	≥ 9 years	≥ 10 years	Huma -nities	Scie -nce
Changing /altering the environment to elicit desired responses.	21.7	19.7	17.0	26.3	16.7	25.0	39.5	15.0
Structuring the content of the learning activities.	31.3	50.8	49.0	23.7	50.0	27.2	25.6	42.1
The instigation of development of the whole individual.	23.5	11.5	21.0	17.1	19.0	19.6	20.9	18.8
Working to establish communities of practice.	23.5	18.0	13.0	32.9	14.3	28.3	14.0	24.1

Table 3. The Relation between Role of Faculty and the Demographic Variables Included Conceived by the Sample Studied

content of learning activities (mean 2.42, standard deviation 1.049).

6.2 Q2: What Learning Experiences are typically focused upon throughout Education Practices?

The question comprises six alternatives of learning experiences. The percentages of responses given to each alternative are summarized in Table 4. The highest percentage (40.9%) is given for "Achieving self-actualization by making learners better, safer, and more powerful", while the lowest (1.1%) is given to "Students counseling is designed just to offer a student service, and reduce complaints only".

Reflecting on the mean and standard deviation of responses, it seems evident that faculty members studied conceive the learning experiences they focus upon as satisfying students' needs to prove university commitment and gain students' loyalty (mean 3.93, standard deviation 2.124).

6.3 Q3: What Relevant Measures Faculty Members predominantly Administer to achieve each Level of Learning Experiences?

This question includes (6) alternatives. The percentages of alternatives are summarized in Table 5. The alternative "Give learners instant access to the best information resources in the world; and deliver such services free of

Learning Experiences Focused Upon by Faculty	Gender (%)		Age (%)		Experience (%)		Specialization (%)	
	Male	Female	≥ 49 years	≥ 50 years	Male	Female	≥ 49 years	≥ 50 years
Furnishing learners with information needed to solve problems	34.8	19.7	20.0	42.1	19.0	39.1	39.5	15.0
Designing students counseling to offer students' service, and reduce complaints only	0	3.3	2.0	0	2.4	0	25.6	42.1
Satisfying students' needs when dem anded	6.1	6.6%	6.0	6.6	3.6	8.7	20.9	18.8
Satisfying students' needs to prove a university's commitment and gain students' loyalty.	18.3	4.9	14.0	13.2	15.5	12.0	14.0	24.1
Satisfying students' needs without being themselves aware of their needs.	7.0	11.5	13.0	2.6	13.1	4.3	39.5	15.0
Achieving self-actuali zation by making learners better, safer, and more powerful.	33.9	54.1	45.0	35.5	46.4	35.9	25.6	42.1

Table 4. The Relation between Learning Experiences Focused Upon by Faculty and the Demographic Variables Included

charge" got the highest percentage (29.0%), while the alternative "Give learners one-click access to the best information resources in the world, and on affordable easy terms" got the lowest percentage (3.4 %). Contemplating on the mean and standard deviation of responses indicate that faculty members studied conceive the levels of learning experiences as letting learners know types of experiences mostly needed as evidenced by previous demand (mean 3.16, standard deviation 1.760).

6.4 Q4: What Skills are deemed necessary to create Synergy and Momentum?

Measures Administered by Faculty	Gender (%)		Age (%)		Experience (%)		Specialization n (%)	
	Male	Female	≥ 49 years	≥ 50 years	Male	Female	≥ 49 years	≥ 50 years
Give learners instant access to the best information resources in the world; and deliver such services free of charge.	30.4	26.2	30.0	27.6	35.7	22.8	25.6	30.1
Provide pleasant voice-activated facilitators who maintain a high professional rating	3.5	16.4	12.0	2.6%	9.5	6.5	9.3	7.5
Let learners know types of experiences mostly needed as evidenced by previous demand.	27.0	19.7	22.0	27.6	17.9	30.4	20.9	25.6
Give learners one-click access to the best information resources in the world, and on affordable easy terms.	2.6	4.9	4.0	2.6	6.0	1.1	0	4.5
Help learners find the information resources they want	26.1	27.9	26.0	27.6	23.8	29.3	34.9	24.1
Tell learners what information facilitators choose, and provide in proper mediums of instruction.	10.4	4.9	6.0	11.8	7.1	9.8	9.3	8.3

Table 5. The Relation between Measures Commonly Administered by Faculty and the Demographic Variables Included

This question includes (10) preferences of skills. The percentages of preferences are summarized in Table 6. The highest percentage (23.9%) is given to the preference "Be an architect and problem finder, building learning outcomes from the bottom up. Define problems to determine the possible solutions", while the lowest percentage (1.7 %) is given to the preference "Gamify the learning processes".

Bearing in mind the mean and standard deviation of responses, faculty members studied conceive the best skills necessary to create synergy and momentum as strengthening relationships and being generous to others in order to become more productive (mean 5.25, standard deviation 2.408).

Skills Necessary to Create Synergy and Momentum	Gender (%)		Age (%)		Experience (%)		Specialization (%)	
	Male	Female	≥ 49 years	≥ 50 years	Male	Female	≥ 49 years	≥ 50 years
Be a Sun bird, and use surface analogies (similarities such as features and design) and structural analogies (parallel underlying elements) to find the opportunities usually over looked by others, and meld them into new blended ones	8.7%	4.9%	7	7.9	8.3	6.5	2.3	9.0
Focus on the horizon, and don't stay confined to lanes usually trodden by others	13.0%	6.6%	10	11.8	15.5	6.5	7.0	12.0
Turn set-backs to successes. Don't give up due to recurrent failures	6.1	21.3	16	5.3	13.1	9.8	11.6	11.3
Deploy online and off-line forums to create new ideas and develop collaborative work with virtual allies. Open up to a variety of voices	7.8	1.6	3	9.2	3.6	7.6	0	7.5
Strengthen relationships and be generous to others in order to become more productive	18.3	11.5	14	18.4	7.1	23.9	27.9	12.0
Master the habit of making rapid succession of observing, orienting, deciding, and acting	9.6	3.3	7	7.9	6.0	8.7	11.6	6.0
Be an architect and problem finder, building learning out comes from the bottom up. Define problems to determine the possible solutions	26.1	19.7	24	23.7	27.4	20.7	16.3	26.3
Be an integrator, combining concepts and evaluating elements to check the possibility of joining things in a different way	7.8	19.7	13	10.5	13.1	10.9	0	15.8
Inquire much to sharpen the mind and senses in order to explore new opportunities	1.7	8.2	5	2.6	4.8	3.3	16.3	0
Gamifying the learning processes	0.9	3.3	1	2.6	1.2	2.2	7.0	0

Table 6. The Relation between Skills Necessary to Create Synergy and Momentum and the Demographic Variables Included

7. Testing of Hypotheses

The study explores the following four dependent variables: roles of faculty members, learning experiences frequently focused upon, measures typically administered to achieve learning experiences, and skills necessary to create synergy and momentum. It also explores the relation among some independent variables (gender, age, experience, and specialization) and the dependent variables included in the study in order to overcome the mismatching of academia's aspirations.

So the four hypotheses can be put in the form of four questions as follows:

7.1 Hypothesis 1: Does a statistically significant Relationship exist between Gender and Issues included in the Four Study Questions?

Using data accumulated from the study, results of Pearson Chi-Square at ($p \leq 0.05$) as summarized in Table 7 indicate the following:

- There is no statistically significant relationship between gender and role conceived by faculty (Q1): Pearson Chi-Square value = 7.588, Contingency Coefficient value= 0.203, Sig. =0.055.
- There is a statistically significant relationship between

Independent Variable	Dependent Variable (No. of Study Question) *	Pearson Chi-Square Value	Pearson Chi-Square Asymp. Sig.(2-sided)	Contingency Coefficient Value	Contingency Coefficient Approx. Sig.	Conclusion (Statistically Significant = Good Relationship with Issue Included in Questions)
Gender	1	7.588	0.055	0.203	0.055	Statistically Not Significant
	2	16.993	0.005	0.297	0.005	Statistically Significant
	3	11.561	0.041	0.248	0.041	Statistically Significant
	4	27.335	0.001	0.367	0.001	Statistically Significant
Age	1	17.307	0.001	0.299	0.001	Statistically Significant
	2	15.102	0.01	0.281	0.01	Statistically Significant
	3	7.418	0.191	0.201	0.191	Statistically Not Significant
	4	9.579	0.386	0.227	0.386	Statistically Not Significant
Experience	1	11.438	0.010	0.247	0.010	Statistically Significant
	2	15.567	0.008	0.285	0.008	Statistically Significant
	3	9.770	0.082	0.229	0.082	Statistically Not Significant
	4	14.863	0.095	0.279	0.095	Statistically Not Significant
Specialization	1	61.899	0.000	0.510	0.000	Statistically Significant
	2	87.706	0.000	0.577	0.000	Statistically Significant
	3	72.722	0.000	0.541	0.000	Statistically Significant
	4	178.566	0.000	0.710	0.000	Statistically Significant

*1 = Role of faculty members
2= Learning experiences mostly focused upon
3= Measures chiefly administered to achieve learning experiences
4= Skills necessary to create synergy and momentum

Table 7. The Relation of the Demographic Variables and the Issues included in the Study

gender and the learning experiences which faculty principally focus on in their practices (Q2): Pearson Chi Square value = 16.993, Contingency Coefficient value= 0.203, Sig. =0.005.

- There is a statistically significant relationship between gender and relevant measures principally administered by faculty to achieve each level of the learning experiences, (Q3): Pearson Chi-Square value = 11.561, Contingency Coefficient value= 0.248, Sig. =0.041.
- There is a statistically significant relationship between gender and independent skills prioritized by faculty to create synergy and momentum (Q4): Pearson Chi Square value = 27.335, Contingency Coefficient value= 0.367, Sig. =0.001.

This elucidates that there is a significant relationship between the independent variable (Gender) and the dependent variables included in (Q2, Q3, Q4) mentioned earlier, that are learning experiences faculty members generally focus upon, measures largely administered to achieve learning experiences, and skills necessary to create synergy and momentum. On the other hand, there is no significant relationship between gender and the roles of faculty members.

7.2 Hypothesis 2: Does a statistically significant Relationship exist between Age and Issues included in the Four Study Questions?

With reference to the data mentioned in Table 8, the results of Pearson Chi-Square at ($p \leq 0.05$) indicate the following:

- There is a statistically significant relationship between age and role best conceived by faculty (Q1): Pearson Chi-Square value = 17.307, Contingency Coefficient value= 0.299, Sig. =0.001.
- There is a statistically significant relationship between age and learning experiences faculty essentially focus on in their practices (Q2): Pearson Chi-Square value = 15.102, Contingency Coefficient value= 0.281, Sig. =0.01.
- There Is no statistically significant relationship between age and relevant measures chiefly administered by faculty to achieve each level of the learning experiences (Q3): Pearson Chi-Square value = 7.418, Contingency Coefficient value= 0.201, Sig. =0.191.
- There is no statistically significant relationship between age and independent skills prioritized by faculty to create synergy and momentum (Q4): Pearson Chi-Square value =

Independent Demographic Variables	Dependent Variables: Role of Faculty Members	Learning Experiences Focused Upon	Level of Learning Experiences	Skills Necessary for Synergy and Momentum
Gender	X	√	√	√
Age	√	√	X	X
Experience	√	√	X	X
Specialization	√	√	√	√

√ = Statistically Significant X = Not Statistically Significant

Table 8. The Relation of Independent Demographic Variables with Dependent Variables Studied

9.579a, Contingency Coefficient value= 0.227, Sig. =0.386.

Accumulated data denote that there is a significant relationship between the independent variable (Age) and the dependent variables included in (Q1, Q2), namely roles of faculty members and learning experiences chiefly focused upon, whereas the variable of age has no significant relationship with measures principally administered to achieve learning experiences, and independent skills necessary to create synergy and momentum.

7.3 Hypothesis 3: Does a statistically significant Relationship exist between Experience and Issues included in the Four Study Questions?

Data deduced from figures shown in Table 8 in this respect indicate the following:

- There is a statistically significant relationship between experience and role best conceived by faculty (Q1): Pearson Chi-Square value = 11.438, Contingency Coefficient value= 0.247, Sig. =0.010.
- There is a statistically significant relationship between experience and learning experiences faculty essentially focus upon in their practices (Q2): Pearson Chi-Square value = 15.567, Contingency Coefficient value= 0.285, Sig. =0.008.
- There is no relationship between experience and relevant measures largely administered by faculty to achieve each level of the learning experiences (Q3): Pearson Chi-Square value = 9.770, Contingency coefficient value= 0.229, Sig. =0.082.
- There is no relationship between experience and independent skills prioritized by faculty to create synergy and momentum (Q4): Pearson Chi-Square value = 14.863, Contingency Coefficient value=0.279, Sig. =0.095).

This proves that there is a significant relationship between experience as an independent variable and the dependent variables included in (Q1, Q2), which are roles of faculty members and learning experiences they principally focus upon, whereas experience doesn't have any significant relationship with the variables of measures largely administered to achieve proper learning experiences, and independent skills necessary to create synergy and momentum.

7.4 Hypothesis 4: Does a statistically significant Relationship exist between Specialization and Issues included in the Four Study Questions?

The results of Pearson Chi-Square at ($p \leq 0.05$) as shown in Table 8 in this respect indicate the following:

- There is a statistically significant relationship between specialty and the role best conceived by faculty (Q1): Pearson Chi-Square value = 61.899, Contingency Coefficient value= 0.510, Sig. =0.000.
- There is a statistically significant relationship between specialty and learning experiences faculty mostly focus upon in their practices (Q2): Pearson Chi-Square value = 87.706, Contingency Coefficient value= 0.577, Sig. =0.000.
- There is a statistically significant relationship between specialty and relevant measures habitually administered by faculty to achieve each level of the learning experiences (Q3): Pearson Chi-Square value = 72.722, Contingency Coefficient value= 0.541, Sig. =0.000.
- There is a statistically significant relationship between specialty and independent skills prioritized by faculty to create synergy and momentum (Q4): Pearson Chi-Square value = 178.566, Contingency Coefficient value= 0.710, Sig. =0.000.

This is indicative of a significant relationship between the independent variable (specialization) and the dependent variables included in (Q1, Q2, Q3, Q4), namely roles of faculty members, learning experiences largely focused upon, measures customarily administered to achieve learning experiences, and independent skills necessary to create synergy and momentum.

8. Discussion and Recommendations

The article explores the reasons why most efforts exerted by universities fall short of accomplishing their objectives, why learners are subject to become narrow-minded and self-interested,as well as the way universities can improve the caliber of their graduates. The article advocates that it is not only through redesigning curricula enriching them with more in-depth information, adoption of edutainment

strategies, use of e-learning and blended learning, implementation of new teaching techniques, or provision of complicated teaching technologies, but above all through focusing upon proper learning experiences that should be adopted. Addressing advanced learning experiences instead of restricting interest to the attainment of in-depth information and methods of instructional design have positive effects on the advancement of education. The scarcity of similar researches in this field gives this article a ground-breaking attribute.

The article points out that there is a great deal of mismatching between academia's aspirations and the levels of learning experiences adopted. Such mismatch should be rectified. Learning experiences adopted by faculty members should focus upon self-realization rather than just attaining meaningful information.

Recommendations suggested at the end of this study include the following:

- It is feasible to improve the quality of education through the effective management of learning experiences.
- Young female faculty with a specialization background of pure or applied sciences proved to be better in achieving students' self-actualization at the top of the pyramid of learning experiences. Cracking the code of effective learning and rectifying the causes of possible failure of education practices can be achieved, not through articulated curricula and ICT technologies only, but also by adopting good management of the pyramid of learning experiences, with self-actualization at its apex. More in-depth research should be conducted to probe ways of achieving advanced students' learning experiences.
- As a tool, much can be built on the questionnaire devised to probe the levels of learning experiences prioritized by faculty. It should be stressed that the farther from the top of the pyramid of learning experiences objectives are, the more the learner will be subject to become reactive, narrow-minded, and self-interested.
- Awareness of the levels of learning experience paves the way to design education practices in an appropriate effective manner. It is now evident that the closer universities keep to the apex of the pyramid of learning experiences, the better they will be able to achieve their missions and visions.
- Training of faculty members to corroborate operative learning experiences is essential to develop their abilities to accomplish the vision, the mission, and the objectives of their universities.
- Internationalization is a right way for universities to benefit from the good practices of prestigious institutions of higher education.
- Educationists are encouraged to utilize much from researches in other disciplines. This article can be depicted as an example of interdisciplinary research. It benefited much from customer experiences in marketing.

Summary and Conclusions

- While (40.9%) of the sample studied focus upon achieving self-actualization at the top of the pyramid of learning experiences by making learners better, safer, and more powerful, yet (29.5%) of the samples are nearer to the bottom of the pyramid and focus upon furnishing learners with information needed to solve problems.
- Almost (21.6%) of the sample studied conceive their roles as working to establish communities of practice, but (38.1%) conceive that as structuring content of learning activities, (21.0%) as changing/altering the environment to elicit desired responses, 19.3% as Instigating development of the whole individual.
- As for measures habitually administered by faculty members, (29.0%) of respondents prioritized giving learners instant access to the best information resources in the world and deliver such services free of charge, (26.7%) chose helping learners find the information resources they want, and (24.4%) chose letting learners know types of experiences frequently needed as evidenced by previous demand.
- For independent skills deemed necessary to create synergy and momentum, (23.9%) of respondents conceived themselves as architects and problem finders, building learning outcomes from the bottom up, and defining problems to determine the possible solutions.
- The statistical significant relations among the proposed

independent variables (gender, age, experience, and specialization) and the dependent variables (roles of faculty members, learning experiences regularly focused upon, measures typically administered to achieve learning experiences, and independent skills necessary to create synergy and momentum) are summarized in Table 8.

All independent demographic variables have a statistical significant relationship with learning experiences focused upon. Excluding age, all have the same relationship with the role of faculty members, whereas gender and specialization have statistical significant relationships with the level of learning experiences and skills necessary for synergy and momentum.

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Appendix 1

Questionnaire Probing the Possibility of Deciphering the Code of Effective Learning in Universities

Dear Colleague,

Kindly find hereunder a questionnaire concerning faculty practices as regards prioritizing learning experiences, measures administered to achieve each level of the learning experiences, and the independent skills necessary to create synergy and momentum. Kindly point out to what degree you apply each in your education practices, and your estimation of priority of experiences listed. Your response will be treated as strictly confidential, and will be used for research purposes only.

Personal Information

Gender: □ Male □ Female **Age:** □ 30 – 49 □ ≥ 50

Experience: □ 0 – 9 Years □ ≥ 10

Specialization: □ Arts □ Administrative & Financial Sciences □ Law

□ Science □ Information Technology □ Engineering

□ Pharmacy □ Nursing

1. Which of the following defines best your role as a faculty member:

□ Changing /altering environment to elicit desired responses.

□ Structuring content of learning activities.

□ Instigating development of the whole individual.

□ Working to establish communities of practice.

2. Which learning experiences you focus on most in your practices:

- Furnish learners with information needed to solve problems.
- Students' counseling is designed just to offer a student service, and reduce complaints only.
- Satisfy students' needs when demanded.
- Satisfy students' needs to prove university's commitment and gain students' loyalty.
- Satisfy students' needs without being themselves aware of their needs.
- Achieving self-actualization by making learners better, safer, and more powerful.

3. To achieve each level of the learning experiences, which of the following relevant measures is administered by you most?

- Give learners instant access to the best information resources in the world; and deliver such services free of charge.
- Provide pleasant voice-activated facilitators who maintain high professional rating.
- Let learners know types of experiences needed most as evidenced by previous demand.
- Give learners one-click access to the best information resources in the world, and on affordable easy terms.
- Help learners find the information resources they want.
- Tell learners what information facilitators choose and provide in proper mediums of instruction.

4. Listed below are ten independent skills necessary to create synergy and momentum. Choose the one you give priority:

- Be a Sunbird, and use surface analogies (similarities such as features and design) and structural analogies (parallel underlying elements) to find the opportunities usually overlooked by others, and meld them into new bended ones.
- Focus on the horizon, and don't stay confined to lanes usually trodden by others.
- Turn set-backs to successes. Don't give up due to recurrent failures.
- Deploy online and off-line forums to create new ideas and develop collaborative work with virtual allies. Open up to a variety of voices.
- Strengthen relationships and be generous to others in order to become more productive.
- Master the habit of making rapid succession of observing, orienting, deciding, and acting.
- Be an architect and problem finder, building learning outcomes from the bottom up. Define problems to determine the possible solutions.
- Be an integrator, combining concepts and evaluating elements to check the possibility of joining things in a different way.
- Inquire much to sharpen the mind and senses in order to explore new opportunities.
- Gamify the learning processes.

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