INTRODUCTION

Online educational programs are changing the university profession. Two of the prominent organizational forms in modern society are professional and manufacturing. Universities are one example of the professional form; automobile factories are one example of the manufacturing organization. Online education is facilitating the move of teaching at universities from the professional mode to the manufacturing mode.

In the early days of online education, research was often about using particular tools to teach particular concepts. Attention is increasingly being drawn to organization-wide issues of online education (Rada, 2001). The Sloan Foundation in the United States (U.S.) moved from funding asynchronous learning experiments that demonstrate some new tool used in a few classrooms to requiring that funded projects demonstrate widespread organizational change. Collis and Ring (1999) emphasized that sociological factors are more important than technical factors in online education.

PROFESSIONAL VS. MACHINE MODE

Organizational types include “professional organizations” and “manufacturing organizations” (Mintzberg, 1979):

- The professional organization relies on the standardization of skills for coordination. Training and indoctrination first instill those skills in the new professional, and interaction with colleagues through time maintains the standardization (Beshears, 2001). The organization hires duly trained and indoctrinated specialists, and then gives them considerable control over their work. Most coordination between operating professionals is handled by the standardization of skills and knowledge.
- The manufacturing organization generates its own standards. Its technical staff designs the work standards for its operators, and its line managers enforce them. The machine organization has highly specialized, routine operating tasks; formalized procedures in the operating core; and a proliferation of rules, regulations and formalized communication throughout the organization.

While the university is a professional organization, introducing online education creates occasions for specialization and mechanization that introduce manufacturing features to the university.

Change in the professional organization does not come from new administrators taking office with major reforms. Instead, change arrives by the slow process of changing the professionals—changing who can enter the profession, what they learn in its professional schools (norms as well as knowledge) and, thereafter, how they upgrade their norms and knowledge. The professional administration lacks power relative to manufacturing administration and is decentralized. The administrators typically spend their time handling disruptions and negotiations. Nevertheless, administrative structures serve a key role in creating and modifying the boundaries of the organization. Often, through this boundary manipulation, the administration implements its will (Wetzel, 2001).

The modern, American research university operates as a holding company for thousands of faculty entrepreneurs (Duderstadt, 1995). The faculty has teaching duties, but performance in these teaching duties is only modestly linked to salary. The community colleges’ model of operation comes closer to the manufacturing model (Bibby, 1983). At a research university, a professor may typically teach one course a semester, whereas at a community college the professor teaches 10 times that much (Adams, 1976).

Places such as the Open University in England and National Radio Institute in the U.S. were created in the mid-20th century. These institutions helped stu-
Related Content

Fostering Successful Learning Communities to Meet the Diverse Needs of University Students by Creating Brain Based Online Learning Environments
[www.igi-global.com/article/fostering-successful-learning-communities-meet/37516?camid=4v1a](www.igi-global.com/article/fostering-successful-learning-communities-meet/37516?camid=4v1a)

K-12 Schools and Online Learning
[www.igi-global.com/chapter/schools-online-learning/11914?camid=4v1a](www.igi-global.com/chapter/schools-online-learning/11914?camid=4v1a)

An Assessment of the Impact of a Collaborative Didactic Approach and Students' Background in Teaching Computer Animation

The Impact of Authentic Learning Exercises On Pre-service Teachers' Motivational Beliefs towards Technology Integration
[www.igi-global.com/article/the-impact-of-authentic-learning-exercises-on-pre-service-teachers-motivational-beliefs-towards-technology-integration/117277?camid=4v1a](www.igi-global.com/article/the-impact-of-authentic-learning-exercises-on-pre-service-teachers-motivational-beliefs-towards-technology-integration/117277?camid=4v1a)