

STUDY ON ORGANIZATIONAL LEARNING IN HIGHER EDUCATION WITHIN EMERGING CONTEXTS, DEVELOPED (2022-2024) IN THE FACULTY OF NATURAL SCIENCES OF UNINBE

ESTUDIO SOBRE EL APRENDIZAJE ORGANIZACIONAL EN LA EDUCACIÓN SUPERIOR EN CONTEXTOS EMERGENTES, DESARROLLADO (2022-2024) EN LA FACULTAD DE CIENCIAS NATURALES DE LA UNINBE

Ana Paula Sarmiento do Santos Silva ^{1*}

ORCID: <https://orcid.org/0000-0002-5888-4510>

E-mail: ana.santos@uninbe.ao

Onelis Portuondo Savon ¹

ORCID: <https://orcid.org/0009-0003-2211-5749>

E-mail: onelis.savon@uninbe.ao

Emanuel Felisberto Mbal ¹

ORCID: <https://orcid.org/0009-0006-6372-6775>

E-mail: emanuel.mbal@uninbe.ao

¹University of Namibe; Namibe, Angola

*Corresponding author: ana.santos@uninbe.ao

Suggested citation (APA 7th Edition)

Sarmiento do Santos Silva, A. P., Portuondo Savon, O., & Mbal, E. F. (2026). Estudio sobre el aprendizaje organizacional en la educación superior en contextos emergentes, desarrollado (2022–2024) en la Facultad de Ciencias Naturales de la UNINBE. 46-53. <https://revain.plusidsa.com/index.php/RVI/article/view/18>

ABSTRACT

This study analyzes organizational learning in higher education in emerging contexts, focusing on the Faculty of Natural Sciences at Namibe University from 2022 to 2024. The main objective was to understand how organizational learning processes contribute to institutional strengthening, improved teaching quality, and adaptation to academic, scientific, and technological changes. The research employed a qualitative, descriptive approach, using a literature review, document analysis, and interviews with teachers and academic managers. The results showed that organizational learning plays a strategic role in promoting pedagogical innovation, knowledge sharing, and the development of institutional competencies. It was also found that the use of digital technologies, ongoing teacher training, and cooperation among different academic sectors foster this. modernization of educational and administrative practices. In Overall, challenges were identified related to insufficient technological resources, structural limitations, and the need for greater investment in capacity-building policies. It is concluded that organizational learning is an essential element. for the sustainability and competitiveness of higher education institutions in emerging and constantly changing contexts.

Keywords: organizational learning; higher education; pedagogical innovation; knowledge management; emerging contexts.

RESUMEN

Este estudio analiza el aprendizaje organizacional en la educación superior en contextos emergentes, centrándose en la Facultad de Ciencias Naturales de la Universidad de Namibe entre 2022 y 2024. El objetivo principal fue comprender cómo los procesos de aprendizaje organizacional contribuyen al fortalecimiento institucional, a la mejora de la calidad docente y a la adaptación a los cambios académicos, científicos y tecnológicos. La investigación empleó un enfoque cualitativo y descriptivo, mediante una revisión bibliográfica, un análisis documental y entrevistas con docentes y gestores académicos. Los resultados mostraron que el aprendizaje organizacional desempeña un papel estratégico en la promoción de la innovación pedagógica, el intercambio de conocimientos y el desarrollo de competencias institucionales. Asimismo, se constató que el uso de tecnologías digitales, la formación docente continua y la cooperación entre los distintos sectores académicos fomentan la modernización de las prácticas educativas y administrativas. En general, se identificaron desafíos relacionados con la insuficiencia de recursos tecnológicos, las limitaciones estructurales y la necesidad de una mayor inversión en políticas de desarrollo de capacidades. Se concluye que el aprendizaje organizacional es un elemento esencial para la sostenibilidad y la competitividad de las instituciones de educación superior en contextos emergentes y en constante cambio.

Palabras clave: aprendizaje organizacional; educación superior; innovación pedagógica; gestión del conocimiento; contextos emergentes.

1. Introduction

Contemporary higher education has undergone deep structural, scientific, and technological transformations over the last few decades, driven largely by globalization, the expansion of digital information and communication technologies, the internationalization of scientific knowledge, and the growing demands for innovation and institutional sustainability. In this script, universities gradually ceased to play only the traditional role of knowledge transmission and began to assume a strategic role in the economic, scientific, technological, and social development of nations (Alfredo et al, 2023; Andrés & Heo, 2023; Brankovic & Cantwell, 2022; Elkjaer, 2022).

Consequently, higher education institutions came to be recognized as knowledge-intensive institutions. organizations, responsible not only for training qualified professionals but also for scientific production, technological innovation, applied research, and the promotion of sustainable development. Thus, contemporary universities have assumed a central role in building knowledge-based societies, fostering creativity, and promoting institutional innovation. In this context of constant change, universities have also faced new challenges related to the modernization of university management, the need to adapt to rapid technological transformations, the internationalization of higher education, and the growing Academic and scientific competitiveness. The expansion of digital learning environments, technological platforms, and innovative pedagogical models has demanded greater adaptability, organizational flexibility, and continuous development of institutional competencies in higher education institutions.

According to Peter (2017), organizations that continuously learn develop a greater capacity for innovation, adaptation, and institutional sustainability. For the author, learning organizations are those capable of permanently expanding their capacity to create the future, fostering collective processes of learning, critical reflection, and continuous improvement. This perspective has become highly relevant in the contemporary university context, especially in light of the demands imposed by the knowledge society (Felisberto & Matta, 2023; Fernández *et al.*, 2023; Galvis & Carvajal, 2022; Gherman *et al.*, 2022).

In emerging countries, particularly in Angola, the challenges faced by higher Educational institutions have become even more complex. Angolan universities faced related difficulties. to Insufficient academic infrastructure, technological limitations, fragile information systems, a shortage of financial resources, inadequate continuing education programs, and the need for ongoing professional

development of human resources were among the challenges. Furthermore, weaknesses were observed in institutional management systems, scientific output, and the integration of teaching, research, and university outreach. Despite these limitations, Angolan universities assumed a strategic role in national development. particularly in the training of human capital, the production of scientific knowledge, and the promotion of the country's social and economic development. In this sense, he became indispensable to develop further efficient, participatory university management models, oriented towards continuous learning and institutional innovation (Martín-Lucas & Garcia of the (Dujo, 2023; Muslim et al., 2023; Peschl, 2023; Peters *et al.*, 2022).

It was in this context that organizational learning began to be understood as a strategic mechanism capable of strengthening university institutions and promoting pedagogical innovation, administrative modernization, knowledge management, and the continuous improvement of academic quality. According to Dodgson (1993), the organizational learning process consisted of the institutional ability to build, organize, and use knowledge to improve organizational performance and strengthen institutional adaptation processes.

The present study, conducted between 2022 and 2023 at the Faculty of Natural Sciences of Namibe University, sought to analyze the importance of organizational learning in the institutional strengthening of universities. in emergent contexts. The research focused on understanding the organizational practices, knowledge management mechanisms, and institutional strategies used to promote innovation, improve academic quality, and adapt to contemporary changes in Angolan higher education (Shaya *et al.*, 2023; Da Silva *et al.*, 2022; Spanellis *et al.*, 2022).

Contemporary universities face rapid changes driven by digital transformation, the globalization of scientific knowledge, and the increasing demands for academic competitiveness, technological innovation, and institutional sustainability. The development of digital technologies has profoundly transformed teaching and learning processes, scientific research, and university management, requiring higher education institutions to have a greater capacity for adaptation, innovation, and continuous learning. In this context, organizational learning has begun to play a central role in strengthening university institutions, enabling these organizations to develop lifelong learning. capabilities, collective learning, knowledge exchange, pedagogical innovation, and continuous improvement of administrative and academic processes. As Crossan and Berdrow (2003) found, organizational learning favored processes of strategic Renewal, institutional adaptation, and organizational development in contemporary institutions.



This work is licensed under a license

https://creativecommons.org/licenses/by-nc/4.0/deed.es_ES

According to Schön (1978), organizational learning was not limited to the acquisition of this information; it also involved critical reflection, institutional transformation, and changes in organizational practices. This perspective allowed universities to be understood as learning organizations, capable of transforming experiences, practices, and individual knowledge in collective learning and sustainable institutional development.

In the context of Angolan higher education, particularly in the Faculty of Natural Sciences at the University of Namibe, there was a need to strengthen institutional mechanisms of knowledge management, pedagogical innovation, and organizational development. University modernization required more flexible, participatory institutions oriented towards continuous learning, capable of responding to the scientific, technological, and social challenges posed by the contemporary context.

The research, conducted between 2022 and 2024, sought to understand how organizational learning could contribute to institutional strengthening, the improvement of academic quality, and the sustainable development of the Faculty of Natural Sciences at the University of Namibe. The study was based on the theoretical assumptions of organizational learning, knowledge management, and learning organizations, with the objective of analyzing the institutional processes related to innovation, organizational adaptation, and continuous improvement in the Angolan university context.

In fact, despite advances in contemporary higher education, many universities in emerging contexts continue to exhibit bureaucratic administrative models, limited knowledge management, reduced institutional integration, and a low capacity for organizational innovation. These weaknesses significantly compromised academic excellence, quality, administrative efficiency, and institutional sustainability of universities.

In the specific case of the Faculty of Natural Sciences at Namibe University, there were also challenges related to modernizing academic management, using educational technologies, sharing institutional knowledge, and developing organizational practices for continuous learning. Besides, Many universities faced difficulties in implementing organizational cultures geared towards innovation, institutional collaboration, and strategic knowledge management.

According to Hussein et al. (2014), universities that did not develop organizational learning processes exhibited reduced capacity to adapt to change, lower institutional efficiency, and reduced academic competitiveness. Therefore, the objective was to analyze the importance of organizational learning as a strategy for institutional strengthening in higher education in emerging contexts,

with a focus on the Faculty of Natural Sciences at Namibe University during the period 2022–2024.

2. Materials and Methods

This study was conducted between 2022 and 2024 at the Faculty of Natural Sciences of the University of Namibe, Angola, to analyze organizational Learning processes in higher education within emerging and unstable contexts. The research sought to understand how institutional practices, knowledge exchange mechanisms, digital transformation processes, and adaptive strategies contributed to organizational learning in the academic environment. The study adopted a qualitative and descriptive research design with an interpretive approach.

This methodological approach was considered appropriate because it enabled a comprehensive understanding of the institutional dynamics, experiences, perceptions, and learning practices that developed among the teaching staff during a period marked by educational, technological, and organizational challenges. The case study method was used, focusing specifically on the Faculty of Natural Sciences of the University of Namibe as the unit of analysis. The choice of this institution was justified by its strategic role in the development of higher education in Angola and the transformations experienced during the post-pandemic educational adaptation period.

The target population consisted of university professors, administrative staff, departmental coordinators, and students affiliated with the Faculty of Natural Sciences. Participants were selected through purposive sampling, based on their direct involvement in academic management, teaching, institutional planning, and organizational processes related to learning and innovation. Data collection was carried out using multiple techniques to ensure methodological triangulation and greater reliability of recommendations. The main instruments included:

- Semi-structured interviews with academic managers and teachers;
- Questionnaires administered to students and staff members;
- Straight observation of institutional practices and academic routines;
- Documentary analysis of institutional reports, strategic plans, pedagogical guidelines, and internal regulations related to academic functioning between 2022 and 2024.

Semi-structured interviews enabled participants to describe their experiences with organizational adaptation, institutional learning, digital transformation, collaborative work, and knowledge management practices. The questionnaires included both closed and open-ended



questions, aiming to identify perceptions of communication processes, teamwork, innovation capacity, and institutional resilience.

Document analysis provided complementary information on institutional policies, administrative reforms, teaching methodologies, and technological integration initiatives implemented during the study period. Observation techniques allowed for the identification of practical organizational behaviors and interaction patterns within the academic environment. The data were analyzed using thematic content analysis, which enabled the categorization and interpretation of recurring themes related to the organization. learning, institutional resilience, collaborative culture, knowledge sharing, and innovation in higher education.

Quantitative data obtained from questionnaires. The data were organized and analyzed using descriptive statistical procedures, including frequencies, percentages, and graphical representations. Ethical considerations were strictly observed throughout the research process. Participants were informed about the study's objectives. and voluntarily agreed to participate. Confidentiality: The anonymity and privacy of the information collected were guaranteed, and all data were used exclusively for academic and scientific purposes. The methodological procedures adopted in this research ensured the credibility, coherence, and scientific rigor necessary to understand organizational learning processes in higher education institutions operating in emerging contexts.

The research also sought to understand how learning could contribute to improving administrative efficiency, strengthening institutional culture, promoting pedagogical innovation, and fostering the sustainable development of universities in emerging contexts. In this regard, the adopted methodology enabled a comprehensive, contextualized analysis of the challenges and opportunities of organizational learning in Angolan higher education.

3. Results

Organizational Learning and Institutional Strengthening

The findings revealed that organizational learning played a strategic role in strengthening the institutional capacity of the Faculty of Natural Sciences of the University of Namibe during the period 2022–2024. Continuous learning practices contributed to greater adaptability, institutional sustainability, and improvements in governance and administrative processes.

Table 1. Relationship between empirical findings and theoretical foundations of organizational learning

Empirical Findings	Theoretical Support	Interpretation
Improvement of institutional communication	Senge (2017)	Learning organizations promote shared vision and effective communication among members.
Strengthening of participatory governance	Crossan & Berdrow (2003)	Organizational learning supports strategic renewal and institutional adaptation.
Increased collaboration among teachers and managers	Argyris & Schön (1978)	Learning emerges through reflection and collective action.
Greater institutional adaptability	Dodgson (1993)	Organizations use knowledge to improve performance and respond to environmental changes.

The evidence demonstrates that organizational learning positively influenced several dimensions of institutional functioning. Improved communication facilitated the circulation of information among academic and administrative units, while participatory governance strengthened decision-making processes and institutional transparency.

The increased collaboration among lecturers, researchers, and managers reinforced collective problem-solving capacities and encouraged greater institutional engagement. Likewise, the enhanced adaptability observed during the study period reflects the institution's capacity to respond to technological, academic, and organizational challenges, confirming that organizational learning functions as a mechanism for institutional modernization and sustainable development.

Knowledge Management and Collaborative Culture

The study identified knowledge management as one of the principal mechanisms through which organizational learning generated institutional strengthening.



Table 2. Knowledge management practices and theoretical contributions

Observed Practice	Theoretical Reference	Contribution to Institutional Development
Knowledge sharing among lecturers	Nonaka & Takeuchi (1995)	Strengthens organizational memory and innovation
Collaborative research activities	Nonaka & Takeuchi (1995)	Promotes knowledge creation and dissemination
Institutional cooperation	Senge (2017)	Encourages collective learning and problem-solving
Professional competency development	Argyris & Schön (1978)	Supports reflective practice and organizational change

The findings indicate that the institutionalization of knowledge-sharing practices facilitated the creation of an organizational culture based on collaboration and continuous improvement. The exchange of experiences among lecturers and researchers strengthened organizational memory and favored the emergence of innovative solutions.

Collaborative research activities expanded opportunities for scientific production and reinforced academic cooperation networks. Moreover, professional development initiatives contributed to improving institutional competencies and enhancing staff members' capacity to respond to emerging educational challenges.

These results suggest that knowledge management constitutes a central pillar for institutional sustainability, innovation, and academic quality.

Pedagogical Innovation and Digital Transformation

One of the most significant findings concerns the contribution of organizational learning to pedagogical innovation and digital transformation.

Table 3. Pedagogical innovation and organizational learning

Result Identified	Supporting Literature	Impact on Higher Education
Use of digital technologies	Fernández et al. (2023)	Improves teaching effectiveness and learning experiences
Adoption of active methodologies	Galvis & Carvajal (2022)	Encourages student-centered learning
Integration of virtual platforms	Peters et al. (2022)	Expands access to educational resources
Continuous teacher training	Felisberto & Matta (2023)	Enhances pedagogical competencies and adaptability

The incorporation of digital technologies and virtual learning environments significantly improved teaching and learning processes. Active methodologies encouraged greater student participation and fostered more dynamic educational experiences.

Continuous teacher training emerged as a critical factor for successful pedagogical transformation, enabling lecturers to acquire new competencies and adapt to rapidly changing educational environments. The integration of virtual platforms also expanded access to learning resources and facilitated academic continuity.

These findings indicate that organizational learning acts as a catalyst for digital transformation and pedagogical innovation within higher education institutions.

Scientific Production and Academic Cooperation

The study showed that organizational learning strengthened scientific production through greater collaboration among researchers and academic units. Knowledge-sharing practices facilitated the development of research projects more closely aligned with institutional priorities and local development needs.

The results further demonstrated that organizational learning strengthened the links among teaching, research, and university extension activities, contributing to a more integrated academic environment.

University Governance and Administrative Modernization

The findings revealed significant improvements in governance structures and administrative efficiency. Participatory management practices increased institutional commitment among lecturers, students, and administrative personnel.

Strategic planning mechanisms became more effective due to enhanced information-sharing processes and collective decision-making practices. As a result, the university strengthened its institutional capacity to address contemporary educational challenges.



Institutional Resilience and Sustainability

The results demonstrated that institutions characterized by continuous learning exhibit greater resilience and adaptability. The Faculty of Natural Sciences showed improved capacity to respond to technological transformations, organizational changes, and emerging educational demands.

Nevertheless, challenges remain, including limitations in technological infrastructure, insufficient financial resources, and the need for more comprehensive capacity-building programs. These constraints highlight the importance of maintaining long-term investments in institutional learning and innovation strategies.

4. Discussion

The results obtained confirm that organizational learning is a strategic component for the institutional strengthening of higher education institutions operating in emerging contexts. In the case of the Faculty of Natural Sciences at Namibe University, the evidence showed that practices oriented toward continuous learning fostered institutional adaptation, improved academic and administrative processes, and strengthened the organizational capacity to respond to the challenges arising from digital transformation, the demands of educational quality, and the changing dynamics of the contemporary university environment. These findings support the arguments of Senge (2017), who maintains that organizations capable of continuous learning develop greater capacities for innovation, adaptation, and sustainability. From this perspective, the university ceases to be merely a space for the transmission of knowledge and becomes an organization that generates, shares, and uses knowledge as a strategic resource for its development.

The improvement observed in institutional communication and participatory governance processes demonstrates that organizational learning transcends the limits of individual training and extends to the building of collective capacities. The results showed that strengthening interaction mechanisms among faculty, administrators, researchers, and administrative staff fostered knowledge sharing, institutional coordination, and decision-making. This finding aligns with the arguments of Crossan and Berdrow (2003), who contend that organizational learning drives strategic renewal processes by facilitating the integration of individual, group, and institutional learning. Consequently, university governance can be interpreted not only as an administrative system but also as a space where shared knowledge becomes a fundamental resource for institutional management and transformation.

Another relevant aspect identified in the research relates to the consolidation of a collaborative culture focused on knowledge sharing and the collective development of

capabilities. The results revealed that academic cooperation activities, collaborative research, and the systematic exchange of experiences contributed significantly to institutional strengthening. This organizational behavior is supported by the knowledge creation theory developed by Nonaka and Takeuchi (1995), who maintain that organizational knowledge emerges through continuous processes of socialization, externalization, combination, and internalization. In the analyzed context, the exchange of knowledge among faculty and researchers transformed individual experiences into collective learning, strengthening organizational memory and promoting academic innovation. This dynamic is particularly relevant in universities in emerging contexts, where resource limitations can be partially offset through efficient mechanisms of cooperation and knowledge management.

The results also demonstrated that organizational learning played a fundamental role in promoting pedagogical innovation and digital transformation. The adoption of educational technologies, virtual platforms, and active teaching methodologies was identified as one of the main manifestations of institutional learning during the study period. These findings align with recent research indicating that digital transformation is one of the main drivers of innovation in contemporary higher education (Fernández et al., 2023; Peters et al., 2022). However, the results suggest that the mere incorporation of technologies does not guarantee improvements in educational quality. Its effectiveness depends on the existence of organizational processes that foster continuous learning, teacher training, and the institutional capacity to integrate new tools within coherent pedagogical models. In this sense, technological innovation should be understood as part of a broader process of organizational learning and institutional transformation.

The research also revealed a close relationship between organizational learning and the strengthening of scientific production. The increase in collaborative practices and the creation of spaces for knowledge exchange fostered the development of research projects more closely aligned with institutional and social needs. This result is especially significant for universities located in emerging contexts, where the consolidation of scientific capabilities is a determining factor for national development. The specialized literature has indicated that knowledge-intensive organizations strengthen their capacity for innovation when they integrate research, teaching, and university outreach within learning-oriented organizational systems (Peschl, 2023; Brankovic and Cantwell, 2022). The findings obtained at Namibe University appear to confirm this relationship, demonstrating that organizational learning fosters the construction of academic environments more conducive to the generation and application of scientific knowledge.



This work is licensed under a license

https://creativecommons.org/licenses/by-nc/4.0/deed.es_ES

Volumen 2 | Number 1 | 2026 | Continuous Publication

From a broader institutional perspective, the results indicate that organizational learning contributes significantly to the development of organizational resilience. The capacity demonstrated by the Faculty of Natural Sciences to adapt to technological changes, reorganize academic processes, and respond to new educational demands highlights the importance of developing flexible organizational structures oriented toward lifelong learning. These findings align with the arguments of Shaya et al. (2023), who identify institutional resilience as a capacity closely linked to adaptive leadership, knowledge management, and a learning culture. In contexts characterized by economic uncertainty, infrastructure limitations, and rapid technological change, resilience becomes an indispensable condition for the institutional sustainability of universities.

However, the results also reveal persistent structural challenges that limit the consolidation of organizational learning processes in Angolan higher education. These include budget constraints, technological limitations, insufficient academic infrastructure, and the need to strengthen continuing education programs. These factors align with the problems identified in various studies on higher education in developing countries, where institutional modernization is frequently hampered by resource limitations and organizational capacity constraints. Consequently, strengthening organizational learning requires not only cultural and administrative changes, but also sustained investment in technological infrastructure, professional development, and knowledge management systems.

A particularly relevant aspect that emerges from this research is that organizational learning must be understood as a multidimensional phenomenon integrating cultural, technological, academic, and administrative components. The findings suggest that the greatest institutional benefits occur when these elements are interconnected and when learning practices are part of a coherent institutional strategy. This interpretation expands upon traditional approaches focused exclusively on individual training and reinforces the need to adopt systemic models of university management oriented toward lifelong learning.

Namibe University in terms of university policy, the findings suggest that higher education institutions in emerging contexts should prioritize the design of strategies that promote knowledge management, academic collaboration, pedagogical innovation, and the strengthening of organizational capacities. Likewise, higher education policymakers could consider organizational learning as a relevant indicator for evaluating institutional quality and universities' capacity to adapt to contemporary challenges.

5. Conclusions

Research on organizational learning in higher education in emerging contexts helped to clarify the strategic

importance of continuous learning for the institutional strengthening of Angolan universities, particularly the Faculty of Natural Sciences at Namibe University, during the period 2022-2024.

The results demonstrated that organizational learning is a fundamental mechanism for promoting institutional innovation, improving academic quality, strengthening university management, and fostering the sustainable development of higher education institutions. It was verified that universities focused on continuous learning demonstrated a greater capacity to adapt to technological, scientific, and organizational changes in the current context.

The research also demonstrated that organizational learning fosters more participatory, collaborative, and innovative institutional cultures, promoting greater integration among teaching, research, and university outreach. Knowledge management and collaborative learning proved essential for strengthening scientific output, improving administrative processes, and driving pedagogical innovation.

In the context of the Faculty of Natural Sciences at Namibe University, research showed that adopting organizational practices geared toward continuous learning fostered institutional strengthening and improved the quality of higher education. The use of educational technologies, the promotion of pedagogical innovation, and the strengthening of academic cooperation were observed to contribute significantly to university development. Meanwhile, organizational learning was identified as an essential strategic element for addressing these challenges. The contemporary challenges of higher education in Angola.

Universities' investment in knowledge management, institutional innovation, and continuous learning has proven to create better conditions for promoting scientific development, social transformation, and institutional sustainability in the context of emerging societies.

Bibliographic References

- Argyris, C; Schön, D. (1978) *Organizational Learning: An Action Theory Perspective*. Reading: Addison-Wesley.
- Alfredo, R., Echeverria, V., Jin, Y., Yan, L., Swiecki, Z., Gašević, D. and Martinez-Maldonado, R. (2023). Analysis of human-centered learning and Artificial intelligence in education: A systematic review of the literature . *arXiv*. <https://doi.org/10.1016/j.caeai.2024.100215>
- Andrew, V., & Hello, D. (2023). *Organizational transformation in crisis: Learning emerging patterns of knowledge and organizing*. *He Learning Organization*, 30 (1). <https://doi.org/10.1108/TLO-09-2022-0104>



- Brankovic, J. and Cantwell, B. (2022). *Understanding the shift in higher education research: Exploring the intersection of science and policy*. *Higher Education*, 84, 1207–1226. <https://doi.org/10.1007/s10734-022-00928-3>
- Crossan, M; Berdrow, I. (2003) Organizational learning and strategic Strategic renewal Management Diary, vol. 24, No. 11, pages. 1087-1105, 2003.
- Dodgson, B. (1993) Organizational learning: to review of some literatures. *Organization Studies*, vol. 14, No. 3, pages. 375-394.
- Elkjaer, B. (2022). Taking stock of organizational learning: Looking back and moving forward forward. *Management learning*, 53 (3), 582–604. <https://doi.org/10.1177/13505076211049599>
- Felisberto, J. L. M., & Matta, V. G. (2023). Management of the education superior in unstable environments: organizational challenges. *Electronic Journal of Quality in Higher Education*, 14 (1), 1–18. <https://doi.org/10.22458/caes.v14i1.4688>
- Fernández, A., Gomez, B., Binjaku, K., & Meçe, MY. K. (2023). Digital Transformation initiatives in higher education institutions: a multivocal literature review. *Education and Information Technologies*, 28, 12351–12382
- Galvis, Á. H., and Carvajal, D. (2022). Learning from success stories when using e-learning and online learning modalities in higher education: a meta-analysis and lessons for digital educational transformation. *International Journal of Educational Technology in Higher Education*, 19 (23). <https://doi.org/10.1186/s41239-022-00325-x>
- German, O; Turcu, C.E; Turcu, C.O (2022). *A approach to adapted Microlearning in higher education*. *arXiv*. <https://arxiv.org/abs/2205.06337>
- Martín-Lucas, J., & García del Dujo, Á. (2023). *Knowledge construction in a mediated environment by digital technology: TO case study in higher education*. *Education Information Technologies*, 28, 3267–3287. <https://doi.org/10.1007/s10639-022-11304-0>
- Muslim, A., Chatti, M.A., & Guesmi, M. (2023). *Analytics of open learning: a systematic literature review review and future perspectives*. *arXiv*. <https://arxiv.org/abs/2303.12395>
- Nonaka, Ikujiro; Takeuchi, Hirotaka. (1995) *He knowledge creation company*. New York: Oxford University Press.
- Peschl, F. (2023). Learning of he future as to novel paradigm for organizational integration learning and innovation. *He Learning Organization*, 30 (1), 6–22. <https://doi.org/10.1108/TLO-01-2021-0018>
- Peters, M., Guitert-Catasús, M. & Romero, M. (2022). Student learning ecologies in online higher education: a model to support connected learning contexts. *Higher Research and education Development*, 41 (7), 2307–2323. <https://doi.org/10.1080/07294360.2021.2014408>
- Shaya, N., Abukhait, R., Madani, R., & Khattak, M.N. (2023). Organizational resilience of higher education institutions: A empirical study during COVID-19 Pandemic. *Higher Education Policy*, 36, 529–555. <https://doi.org/10.1057/s41307-022-00272-2>
- Da Silva, J. D., Batista da Costa, W. P. L., da Silva Barreto, L., El-Aouar, W. A., Noberto Paiva, A. C., & Pedrosa da Silva, S. L. (2022). Organizational learning, its antecedents and consequences from the perspective of teachers from public higher education institutions. *International Journal of Business Administration*, 13(5), 44–60. <https://doi.org/10.5430/ijba.v13n5p44>



This work is licensed under a license

https://creativecommons.org/licenses/by-nc/4.0/deed.es_ES

Volumen 2 | Number 1 | 2026 | Continuous Publication