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Panel: Online and Blended Education – A New Frontier for Business Schools and Curricula; Its National and International Implications

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Panel on Online and Blended Education – A New Frontier for Business Schools and Curricula; Its National and International Implications

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OBJECTIVE

To provide a forum to discuss different points of view related to strategy and implementation of online and blended education and its national and international implications.

Keywords

Online and Blended Education

ISSUES TO BE COVERED

The growth of blended and online education over the last decade has been very significant. The 9th annual Survey of Online Learning (2011) conducted by Babson Survey Research Group and published by the Alfred P. Sloan Foundation indicates that the number of students taking at least one online course now exceeds six million. This represents a ten percent growth compared with the previous year. The overall growth rate of higher education over the same period was only one percent. The same survey states that now almost one-third of all post-secondary education students are taking at least one online course. Further, about sixty-five percent of institutions that responded to the survey indicated that online learning is a crucial part of their long-term strategy. Many colleges of business are already offering online courses, certificates, and degree programs and many more are contemplating in doing so. We need to address a number of issues to understand how to harness this significant interest in online education to be able to successfully deliver high quality online and blended courses, certificates, and degree programs.

This panel will address a wide range of issues including but not limited to the following:

1. How to evaluate, maintain, and compare quality (five pillars of high quality online education; Mayadas, 1997, learning effectiveness, student satisfaction, faculty satisfaction, cost effectiveness, and access) of online and blended learning with face-to-face learning?
2. How to harness and encourage faculty adoption of online and blended courses, certificates, and degree programs development and delivery?
3. Blended and online adoption impact on curricula.
4. How to train faculty to develop and deliver blended and online courses, certificates, and degree programs?
5. What types of tools, technologies, and infrastructure are needed for the development and delivery of online and blended courses, certificates, and degree programs?
6. What kinds of support are needed for faculty (training, workload, enrollment limit, compensation, intellectual property rights)?
7. What kinds of support are needed for students (help desk, online library, interactive and multimedia conferencing systems)?
8. What are the implications of blended and online learning, in particular regarding issues such as socialization, for undergraduate students?
9. What are the implications of blended and online learning nationally and internationally as far as enrollment is concerned?
10. What will happen to the enrollment, in particular, for our graduate programs, if we do not offer the blended and/or online options?

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