Teaching revolution gathers pace

Massive open online courses are beginning to transform distance and campus learning, says Della Bradshaw

Regina Herzlinger is a bit of a superstar. She was the first tenured professor at Harvard Business School, and is now leading its march into Moocs – massive open online courses – which promise to revolutionise the world of higher education.

Professor Herzlinger, whose 11-week course on Innovating in Healthcare will start this month, is an advocate of this model of free online education. “I believe Moocs can democratise education,” she says. “It’s fantastic to reach so many people.”

Harvard, MIT Sloan, the University of Virginia’s Darden school and several other big-name US business schools are also experimenting with Moocs. The Wharton school at the University of Pennsylvania has gone so far as to put 10 per cent of its MBA core courses online for free access. Like Prof Herzlinger, Wharton’s vice-dean of innovation Karl Ulrich sees the social impact of these programmes as a central reason for promoting Moocs. He cites the example of one Wharton Mooc that enrolled more than 130,000 students. “There’s just a huge, huge take-up.”

But he also argues that Moocs are a brand-building exercise for the school and can help professors run better courses back on campus. “It has changed the way I teach,” he confesses. “I think I am a better teacher as a result, and that is to the benefit of everyone.”

Moocs are just one example of an explosion of both formal and informal online learning enabled over the past two to three years by advances in technology. Professors teaching campus-based degree courses are increasingly “flipping” courses, giving students video recordings of their traditional lectures in advance and then using classroom time for discussion.

The product design videos Prof Ulrich prepared for his Mooc are now used in his campus-based courses and he says it has increased efficiency. “I’d like to see a third to a half of the learning part of an MBA course online.”

In Europe, business schools such as IE in Spain and Warwick in the UK have taught online MBA programmes alongside their highly ranked full-time programmes. Now, top schools in the US, such as Kenan-Flagler at the University of North Carolina, are validating the online mode of delivery.

Not a month goes by without a business school announcing an online degree. Baylor University in Texas will be teaching its MBA programme online from May, and the business school at Imperial College in London, will launch its online MBA in January 2015.

Moocs rely on technology platforms that are developed by outside companies such as Coursera, but many business schools are looking at developing in-house platforms. At Imperial College, for example, Anand Anandalingam, dean of the business school, says its programme will be supported by the school’s own technology group.

Prof Anandalingam, formerly dean at the Smith school at the University of Maryland, says the technology is “state of the art compared with anything I have seen in the US. Students get a rich learning environment.”

He believes the programmes will prove popular globally with those who value the Imperial brand, but are deterred from studying on-campus because of high living costs in London. However, at £30,000, the fees are comparable to Imperial’s London-based EMBA, making this a premium online degree.

“It’s not a discount programme.”

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Students plot a positive course

Survey A majority of alumni found the MBA a worthwhile experience, reports Lauret Ottmans

I n has never been easier to learn. While distance learning pro-

ponents from universities and pro-

Amal believe in the quality of the online education.

But can you say online education is as good as traditional education? Is it possible to learn as much in an online environment as you can in a traditional setting? These are questions that many students and professors are still trying to answer.

However, more and more students are choosing to pursue their education online. According to recent statistics, over 2 million students are enrolled in online courses worldwide. This is a significant increase from just a few years ago when the number of online students was much lower.

One of the main reasons for this growth is the flexibility that online education offers. Students can learn at their own pace and on their own schedule. This is especially beneficial for students who work full-time or have other commitments that make traditional education impractical.

Another advantage of online education is the cost. Online courses are often cheaper than traditional courses because there are no travel costs or costs associated with commuting to a physical campus. This can make education more accessible to students who might not have been able to afford traditional education.

Despite these advantages, online education still has its challenges. One of the biggest challenges is the lack of interaction with other students and professors. Online students often feel disconnected from the learning community.

However, many online courses are designed to address this issue through the use of discussion forums and other interactive tools. These tools can help students feel more connected to the learning community and to their professors.

In conclusion, online education has come a long way since its inception. It has become a viable option for students who are looking for a flexible and affordable way to pursue their education. While it still has some challenges, online education has the potential to provide a high-quality education to students around the world.
**Quality helps students go the distance**

**Options**

**New beacons for those not able to attend class, writes Emma Boyle**

For a long time the idea of going to a school hundreds or thousands of miles away seemed unappealing to many students. But increasingly, people are starting to consider the option of attending a school from home.

The move to online education has been driven by a number of factors, including the need for flexibility, cost savings, and the desire to learn at a pace that suits the individual.

For some students, the ability to attend classes from home means they can save on travel expenses, while others may be able to continue working while they study.

Online education is not a new concept, but it is becoming increasingly popular as technology improves and the demand for flexible learning options grows.

Online courses are often cheaper than traditional on-campus programs, and they provide flexibility in terms of when and where students can learn.

Online education has also made it possible for people to take courses from anywhere in the world, regardless of their location or background.

As online education becomes more accepted, more people are likely to consider it as a viable option for their education.

Online education offers a range of courses and programs, from basic skills to advanced degrees, and it is available in a variety of formats, including self-paced, asynchronous, and synchronous.

For many students, online education is the only option available to them, and it is often seen as a way to level the playing field, especially for those from underprivileged backgrounds.

Online education is here to stay, and it will continue to grow in popularity as more people realize its benefits.
Moocs

The FT’s Barney Thompson has fallen for the intellectual charms of the mass classroom

Addicted: Barney Thompson says some Moocs are little more than infodumps; others stimulate and provoke

S
ome people finish work and go to the gym. To the next generation, a gym is a gym, and an online course is just another way to spend \( \frac{36}{874} \) around your job when you have a spare moment. Thompson writes on North Korea.

To the editor of a fictional newspaper state outlining what American policy

Moocs I study must be relevant to my work, and listen to all the material I download. I can’t afford to make a mistake, even for two minutes, and listen to all the material I don’t need, at my own speed. I can find any topic, in any country, and listen to it twice as often as I can find it in a course.

What started as a niche is now a major force in education. The University of California is one of the first to offer online courses, and has expanded its offerings to include everything from computer science to literature. The courses are free, but students who want a certificate must pay a fee.

For those who hunger to learn, Moocs are the answer.

Critics argue that the courses are too slow and repetitive, but Thompson believes they are a valuable resource for people who are unable to attend a traditional university.

But I’m tempted by dozens more – and I have only just begun! I have taken Coursera’s The Power of Macroeconomics, a 12-week course that explains in part the somewhat scatty feeling – a giddiness that I have had to adjust the pattern of my formal education hands down.

Addicted: Barney Thompson says some Moocs are little more than infodumps; others stimulate and provoke

The FT

Charlotte Clarke

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International Business Education

At last count, the University of Pennsylvania’s flagship Wharton School had launched six courses, and the University of California has more than 20,000 enrolments. Other universities have started to follow suit.

The University of Pennsylvania’s analytics indicate that students from developing countries account for only 3 per cent of enrolments. However, the number of students from developing countries who are interested in learning technology is growing, and the University of Pennsylvania is working to increase this number.

Students from developing countries are eager to learn, and they are ready to pay for the courses. The University of Pennsylvania is offering scholarships to students from developing countries, and is also working to increase the number of students from these countries who are able to afford the courses.

Participants are young, creative learners who are capable of paying for their own courses. They are also more likely to succeed in online courses.

The University of Pennsylvania’s analytics indicate that students from developing countries are more engaged than students from developed countries. The University of Pennsylvania is working to increase this engagement, and is also working to increase the number of students from these countries who are able to afford the courses.