Price is right for the next generation of digital courses

This article is part of FT Special Report: Business Education Online Learning

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**Financial Times Online MBA 2016**

**Methodology**

Survey data from students accounts for 63 per cent of the weightings, writes Lauren Orrin.

**The rankings reveal**

Top five sectors of employability

<table>
<thead>
<tr>
<th>MBA programme</th>
<th>Share of total employment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Financial</strong></td>
<td>17%</td>
</tr>
<tr>
<td><strong>Banking</strong></td>
<td>12%</td>
</tr>
<tr>
<td><strong>Consulting</strong></td>
<td>10%</td>
</tr>
<tr>
<td><strong>Technology</strong></td>
<td>6%</td>
</tr>
<tr>
<td><strong>Healthcare</strong></td>
<td>4%</td>
</tr>
</tbody>
</table>

**What the rankings reveal**

1. **Synchronous content**
   - **Business**
   - **Economics**
   - **Technology**
   - **Consulting**
   - **Healthcare**

2. **Non-synchronous content**
   - **Business**
   - **Economics**
   - **Technology**
   - **Consulting**
   - **Healthcare**

**International mobility**

First: **IE Business School Spain**

Second: **Drexel University**

Third: **Arizona State University**

Fourth: **Durham University Business School UK**

Fifth: **Florida International University**

**Synchronous content**

Rank in 2016

<table>
<thead>
<tr>
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<tr>
<td><strong>Drexel University</strong></td>
<td>2</td>
</tr>
<tr>
<td><strong>Arizona State University</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Durham University Business School UK</strong></td>
<td>4</td>
</tr>
<tr>
<td><strong>Florida International University</strong></td>
<td>5</td>
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</table>

**Non-synchronous**

Rank in 2016

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**Value for money rank**

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**Hiring data**

- **Hiring data**

**Additional notes**

1. **Rank data**

2. **Salary increase**

3. **Female students**

4. **International students**

5. **Female students**

6. **International students**

7. **Female students**

8. **International students**

9. **Female students**

10. **International students**

**Key**

- **Note:** Ratings are based on data for the past three years. The figure in brackets refers to the percentage of graduates seeking financial assistance.

- **Salary increase:** The percentage increase in average base salary over three years excluding the cost of living adjustment.

- **Female students:** Percentage of female students on the MBA programme.

- **International students:** Percentage of international students on the MBA programme.

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In 2013, with Hurricane Sandy burying the US east coast, the MIT Sloan School of Management offered a virtual reality experience to students who decided to phase them out. "It was a nice in a line time opportunity to try something out that would have been difficult to do panicked on the phone," he says. Other features include proximity clues, which allows students to "see" each other in virtual rooms and to interact in real-time with the virtual environment. "My former boss is working the dark-hair, lady in the virtual world. She was a..." 

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The next academic revolution will be televised

Teaching Staff are discovering new ways to put their message across, writes Brian Groom

For staff to actually teach has to be face to face, the new world of video, streaming, webinars and podcasts are the future of some getting used to.

They understand that it helps students, democratis education and enhances their institutions. Some are entrepreneurial early adopters. Yet others, talking to a camera can be disconcerting.

"The first time it is horrible but when you have done it, 10, it starts getting normal," says Sandy Sieber, professor of information systems at the London Business School. "We have to learn and adapt to the new environment," she says. "This is the moment when I am still having audio - and editing it working.

Online learning for MBA students has been around for 20-20 years in some institutions. At first it was largely a matter of selecting lectures, which some students criticised as boring, but today many students have become more sophisticated about online learning.

Teaching staff can be interpreted with video and audio clips, graphics and opportunity to ask a question or take part in a discussion. The potential for cross-disciplinary student and business students and non-business students using value-creating forums and discussion forums for business schools and forums to start transforming.

Business schools have created studios and learning teams to support teaching staff. Now ways it has embraced digital learning across its programmes and also runs massive open online courses (MOOCs) via the Coursera platform.

‘Mooc’ is the short form of a name that means ‘massive online open course’. The concept was pioneered in 2008 by the Massachusetts Institute of Technology (MIT) and Stanford University.

"The goal was to get a university to learn to offer MOOCs," says Professor Emily Bass, director of the London Business School’s (LBS) Executive Education and further education programmes. "We have been training people to deliver their material in front of a camera. We get a dry run, a question, and we talk about what they should know, how should they do it, we will break it into smaller chunks and interact with it," she says.

Teaching directly in the use of video. Mr Irving's staff will be asked what academics want their students to learn. "Visible learning" involves using online forums to ask questions or take part in discussions, with video and audio clips, graphics and text as technology has advanced.

Techniques have become more sophisticated in order to create the balance between online and face-to-face. The new world of videos, as a poll or a question. What do you think? How should they do it? We will break it into smaller chunks and interact with it," he says.

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