

GLOBAL HIGHER
EDUCATION IN
MANAGEMENT 2015

OBSERVATORY ON
ONLINE HIGHER
EDUCATION IN
MANAGEMENT

October 20th, 2015

OBS | **ERVATORY**

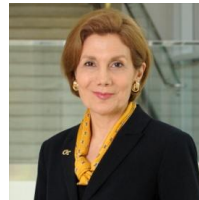
**International
Observatory**
on Online
Higher Education
in Management

 **OBS** Business
School

Theoretical framework



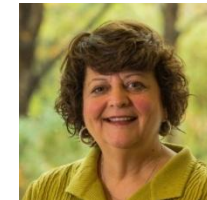
Dorothy Leidner
Baylor University
USA



Maryam Alavi
Emory University
USA



Sirkka Jarvenpaa
Carlson School of
Management
USA



Jane Fedorowicz
Bentley University,
USA



J.B. Arbaugh
University of
Wisconsin Oshkosh
USA



Raquel Benbunan-Fich
University of New York
USA



Yogesh Dwivedi
Swansea University
United Kingdom



Iwona Miliszewska
Victoria University
Australia

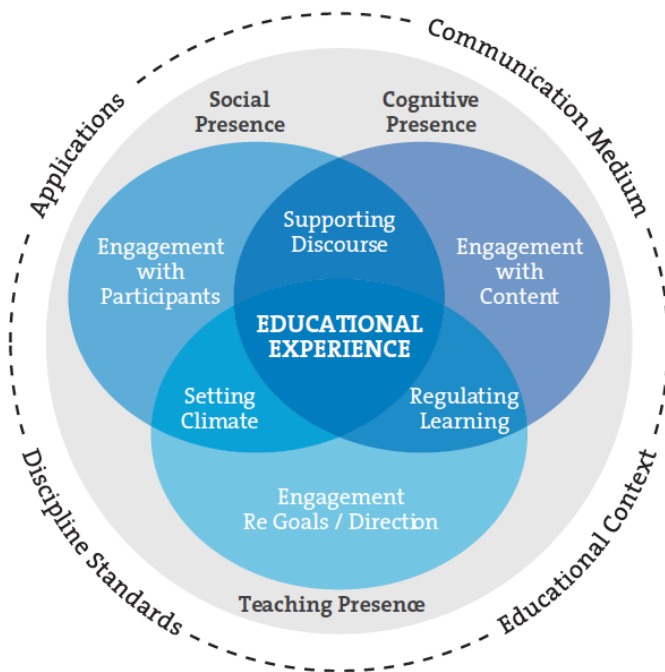


Ramayah Thurasamy
Universiti Sains Malaysia
Malaysia

Theoretical framework: Community of Enquiry

1. Community of Enquiry: social presence, cognitive presence and teaching presence (Arbaugh & Garrison, 2009; Garrison & Cleveland-Innes, 2011)

The Community of Inquiry



A. This model proposes that the educational experience is between three essential elements:

- Cognitive presence
- Social Presence
- Teaching presence

B. The community of inquiry analyze the organizational learning defined in terms of the acquisition, retention and transfer of knowledge at the individual and group level.

Theoretical framework: Collaborative Learning

2. Collaborative online learning in business management (Benbunan-Fich & Arbaugh, 2002; 2011)

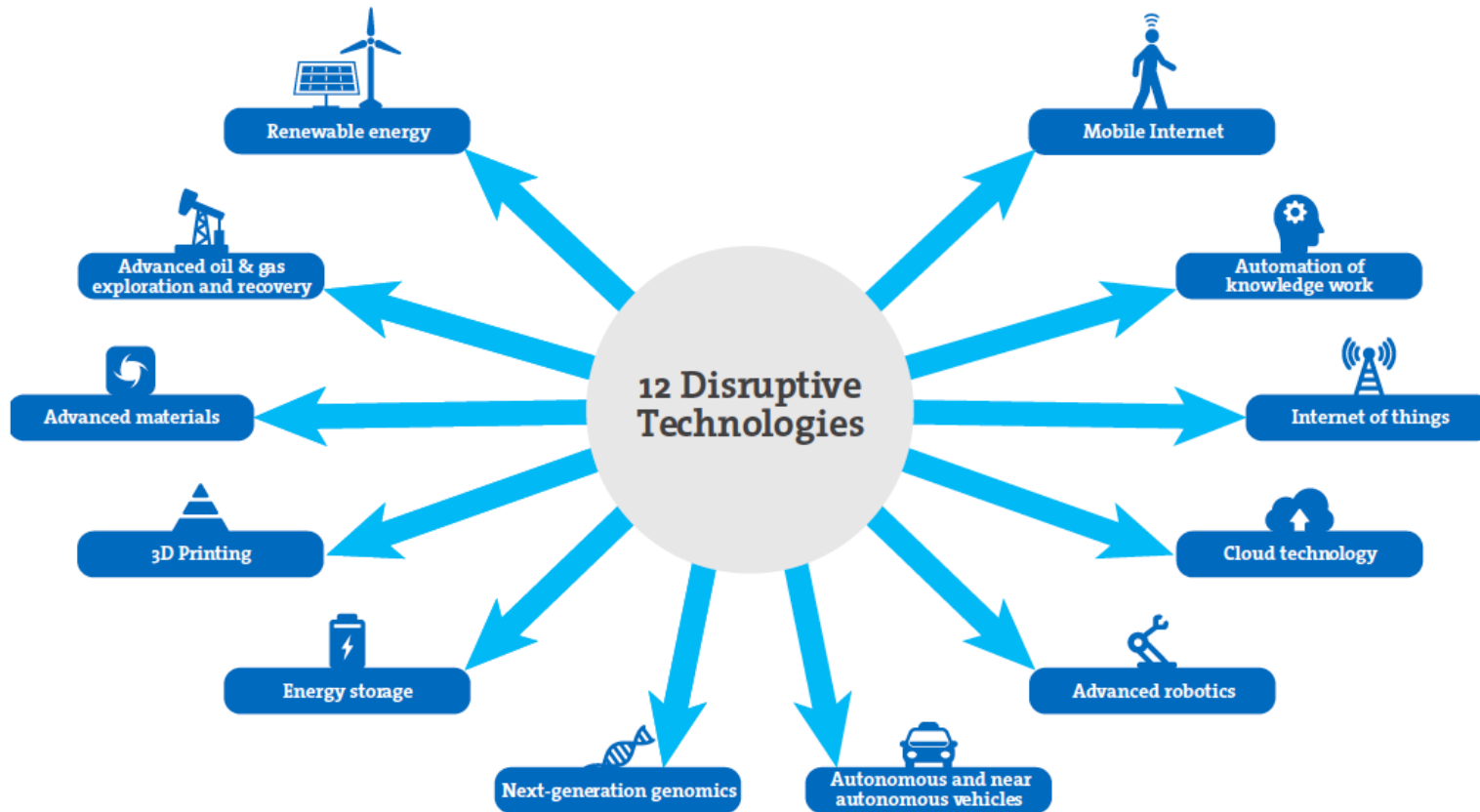


- A. Knowledge construction and group collaboration in MBA online programs.
- B. Provide collaborative learning activities and/or environments that challenge, where students are responsible for creating your own knowledge.
- C. The teacher communicates directly to students and proposing collaborative activities.

Conversations in Social Media - Version 2.0 - 04.2010 by ethorty | <http://social-media-prisma.ethorty.de> | <http://www.twitter.com/ethorty> | Contact us for updates: prisma@ethorty.de

Theoretical framework: Disruptive Technologies

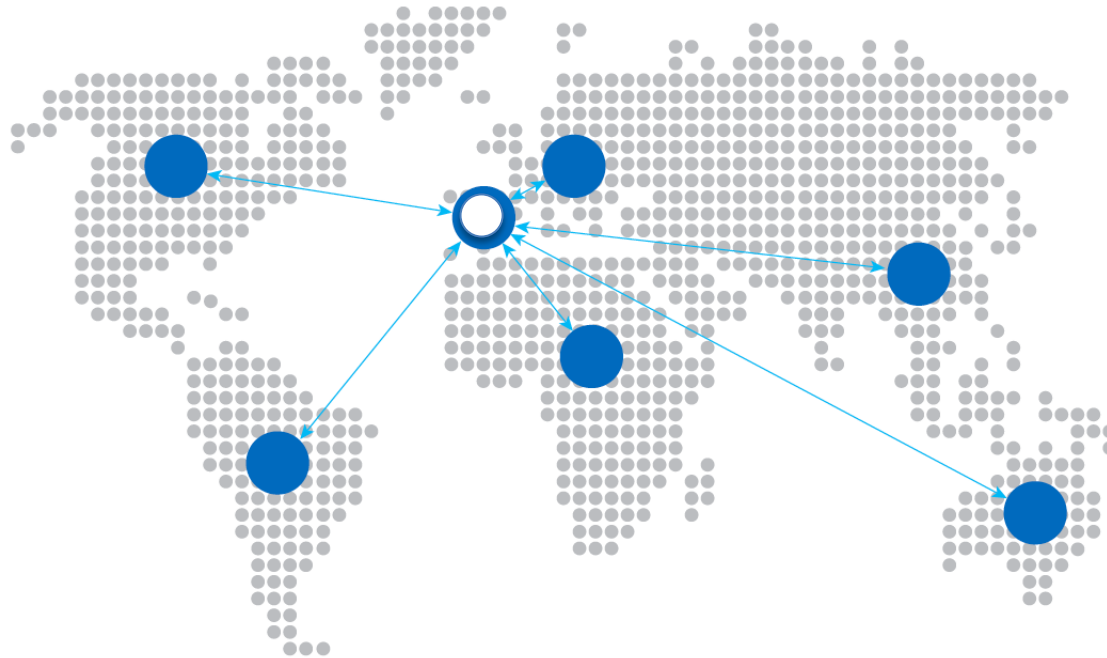
3. Educational Processes mediated by ICT



The source of information in this Mind map comes from http://www.mckinsey.com/insights/business_technology/disruptive_technologies

Aim

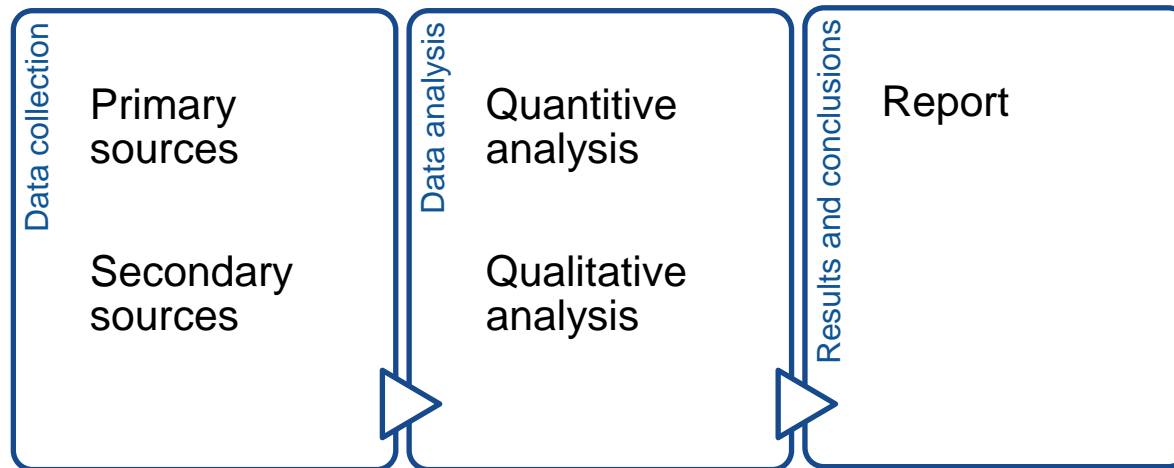
Create a network that allows us to share extensive knowledge, structured the theoretical framework and bear a part in educational methods in online higher education in Management.



Objectives

1. To analyze the training offered to develop the institutions of higher education mediated by information and communication technologies in the field of management.
2. To analyze educational programs depending on the modality of delivery and develop by the institutions of higher education mediated by information and communication technologies in the field of management.
3. To identify the characteristics of management and techno-pedagogical model programs online and blended learning in management.

Methodologies



- Institution characteristics
- Methodological issues
- Student Profile
- Technological resources
- Teaching planning and dynamics
- Evaluation systems



ACTION 1

Identification and invitation to participate
deans, professors and researchers
in business and management.



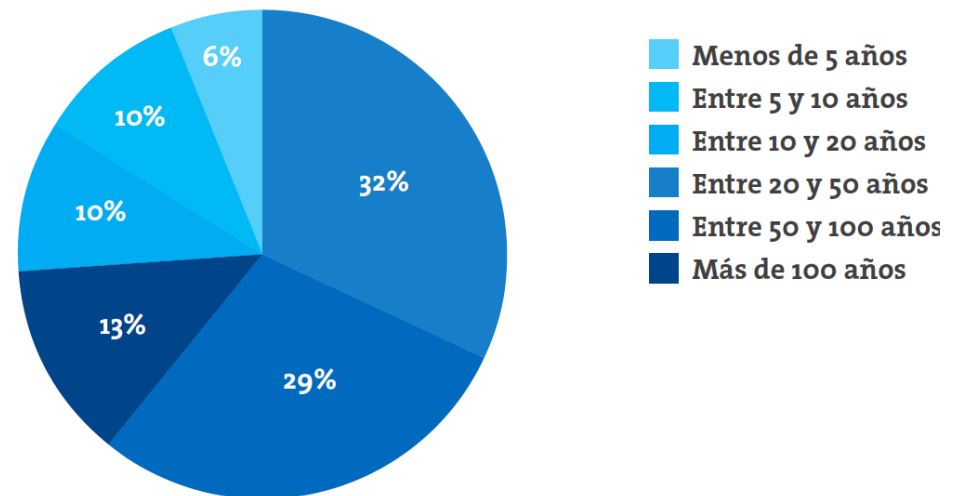
ACTION 2

Focus group about online teaching and learning processes in the field of business and management

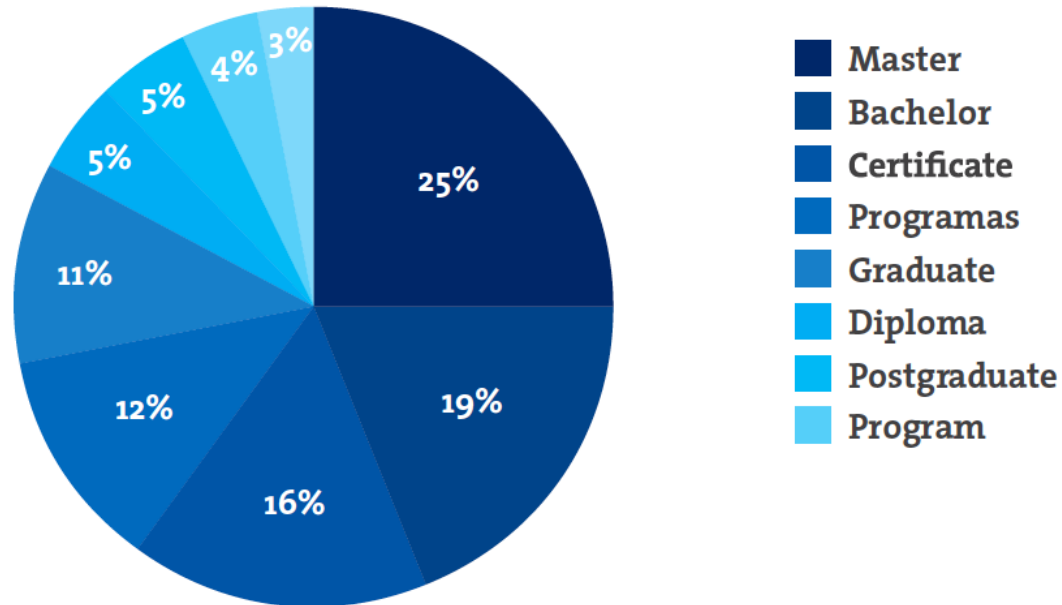
Preliminary study: **60 participants**

management accounting
marketing business
administration

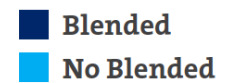
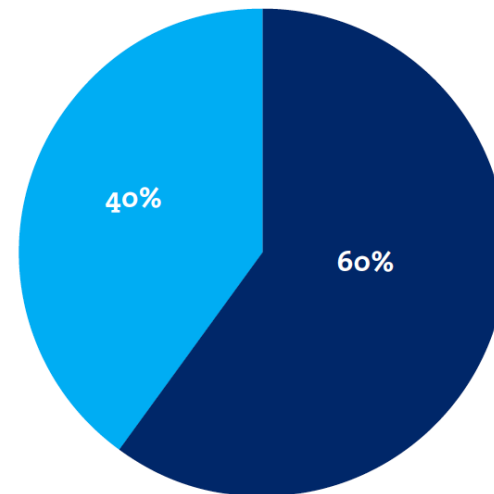
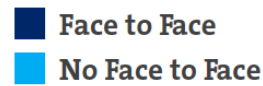
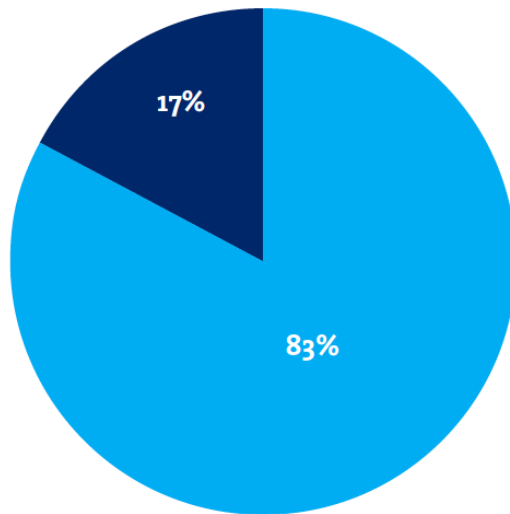
Founding of institutions



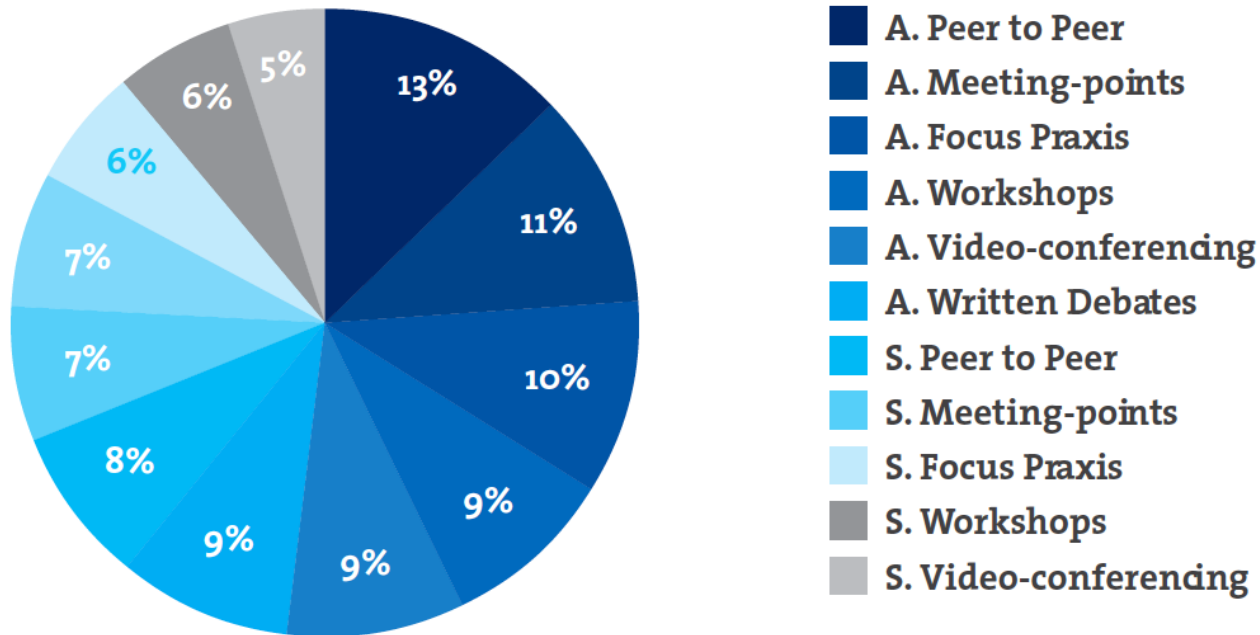
Preliminary study: Online higher education programs in management



Preliminary study: Online higher education modalities in management



Preliminary study: **Methods**



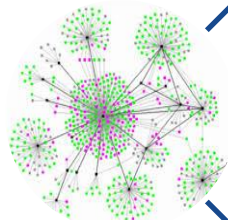
Preliminary study: **Technological resource uses**



The use of LMS platform as a complement for teaching resource.



The use of LMS platform to provide interaction among the participants around an activity designed to be developed online



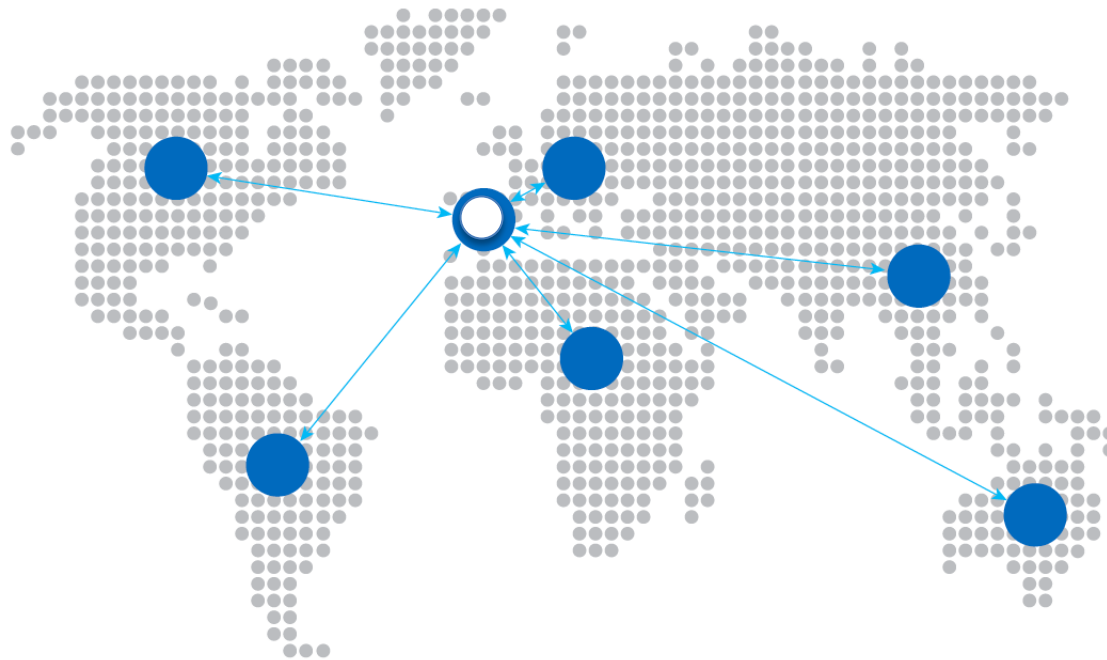
The use of interaction in the LMS platform around an activity designed to be developed online with a high content manipulation of information.

Preliminary study: **Conclusions**

1. Online higher education in Management face the challenge of incorporating Internet of things, cloud technology and robotics.
2. First teaching and learning processes in management key is learning planning.
3. Secondly, teaching and learning processes in management key is social interaction: among students and between students and teacher.
4. Thirdly, teaching and learning processes in management key is interaction between participants and information and communications technology.

Future perspective: **you are invited**

120 participants network



OBS|ERVATORY

Thank you very
much for your
attention

eulalia.torras@onlinebschool.com