Syllabus for 1109 OMDE.606_9040

Faculty Contact Information

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Course Introduction

Course Goals/Objectives

The goals of the course is to enable the student to be a competent partner in the process of setting up and managing economic aspects of distance education, both on institutional level as well as on course level (i.e. with regard to media choice).

At the end of the course students should have achieved the following objectives. The student

1. reviews the expansion of education and the soaring costs of educational provision.
2. understands the conceptual framework of 'Human Capital Theory', the core theory of economics of education.
3. identifies the cost drivers in distance education systems and is able to measure them.
4. understands the role of overheads and the problem of cost attribution.
5. is able to treat capital costs including the annualization of costs.
6. handles the basic cost model and is able to analyze scale economies.
7. analyzes and compares the cost structue of media and handles a cost model for rapid cost appraisal of a selected media configuration.
8. applies the costing methodology to netbased learning and identifies the cost-drivers specific to netbased learning.
9. analyzes the costs of online student support.
10. discusses the impact of netbased learning on the cost-structure of distance education.
11. examines the economics of learner support.
12. explores implications of web 2.0 with respect to efficiency.

REQUIRED TEXTBOOKS

Bates, A. W. (2005). *Technology, e-learning and distance education.* London New York : Routledge.

Rumble, G. (Ed.). (2004). *Papers and debates on the costs and economics of distance education and online learning (Vol. 7).* Oldenburg: Bibliotheks- und Informationssystem der Carl von Ossietzky Universität Oldenburg.

Rumble, G. (1997). *The Costs and Economics of Open and Distance Learning* . London : Kogan Page.

In general, journal articles and papers referenced in this Syllabus will be supplied online.

It is strongly recommended that students purchase the **Publications Manual of the American Psychological Association** (4th Ed.) and that they **pay particular attention to these pages before, during and after the writing of any Assignments.**

Quotations: Sections 3.34, 3.35 etc., starting p. 95
Reference Citations in Text: Sections 3.94, 3.95, etc., starting p. 168
Reference List: Section 1.04, etc., starting p. 174
WWW citations: Consult the UMUC library at http://www.umuc.edu/library/g uides/apa.html

As noted below, the ability to write to APA standards is a Graduate School requirement.

COURSE REQUIREMENTS

This course is only offered in the online mode. Students must be prepared to:

- ensure technical to access Webtycho
- ensure the availability of Excel
- invest an average12.5 hour workload in each of the twelve weeks of the course.

The 150 hours workload during the course consists of:

- 50 hours of reading,
- 50 hours of active, visible participation in the discussion groups,
- 50 hours for assignments.

GRADING

To the final grade of this course both, assignments, and participation to the conferences will contribute:

- Online participation contributes 15 % to the final grade.
- You are requested to keep a learning journal to be posted at the end of the course. It will contribute with 15% to the final grade.
- There is one ungraded group tasks in module one. It is not graded though it is contributing to the grade indirectly since it affects the participation rating.

- The first assignment must be submitted by the end of Module 2. It contributes 25 % to the final grade. (Exact dates will be posted in the Class Announcement area in due course.)
- The second assignment must be submitted by the end of Module 3. It contributes 20 % to the final grade.
- The third assignment consists of a graded group assignment and must be submitted by the end of Module 4. It contributes 25 % to the final grade.

COURSE OUTLINE

Module 1 Distance Education & the Economics of Education

During the first week a number of issues will have to be addressed: Students will be introduce each other and will be given an outline of the course setup.

However, we proceed soon to the course content. What is the rationale behind the unprecedented expansion of education since about 60 years? Education can be seen as an investment with very real returns to the individual as well as to society as a whole. Individual demand rises and there seems little reason to discourage it. But trying to satisfy a mass demand for education, giving the scarcity of resources, leads to the question of the most cost-effective provision of education. Distance education seems to fit this bill. Using rational production techniques, including division of labor and the application of media and technologies, distance education may be seen as being capable of emulating the success of industrialized manufacture of high quality consumer goods.

This relation between the core theory of economics of education which suggests to view education as an investment (Human Capital Theory), the historically unprecedented worldwide postwar expansion of education, and the emergence of distance education sets the scene for the questions of this course.

In the thirdweek students will be asked to do some group work. Students will collaborate to explore the expansion of education using the an online database of educational statistics. While this group work is not graded, participation is strongly recommended since it will allow students to become acquainted with the use of Excel spreadsheets required in the first assignment and the modalities of working together as a group.

Management issues and objectives:

- Students and faculty introduce themselves to each other.
- Students are introduced to the Economics of Distance Education course.
- Students engage in a role debate on whether education lives up to its promises ('Education: Elixir or Snake Oil?').
- Students are introduced to the main tenets of the economics of education (e.g. Human Capital Theory).
- Students understand the principle concepts & methods of assessing returns to educational investment.
- Students review the expansion of education using an online database of educational statistics
- Students identify the expectations connected with distance education in the context of increased demand for education and soaring costs.

Required reading:

Wolf, A. (2002). Elixir or snake oil? Cann education really deliver growth? In A. Wolf (Ed.), *Does education matter? Myths about education and economic growth* (pp. 13- 55). London : Penguin books.

Schultz, T. W. (1961). Investment in Human Capital. American *Economic Review, 51* , 1-17.

Brown, P., & Lauder, H. (2006). Globalization, knowledge and the myth of the magnet economy. In H. Lauder, Brown, P., Dillabough, J., Hasley, A. H. (Ed.), *Education, globalization & social change.* (pp. 317-330). Oxford : Oxford University Press.

Group task

At the end of module 1 students are to complete a group task. **The task will not be graded and affects the final grade only through its contribution to the 15% of participation rating** (cf. Grading above).

Module 2: The Techniques of Cost Analysis

Module 2 introduces the basic concepts and techniques of costing. We start with a view of distance education as a system and by identifying its major components. We then define the main classes of resources required in each component. Each resource must be costed. A number of cost categories are defined and applied. This finally leads to a model which allows us to study the behavior of costs when changing the volume of activities.

Special emphasis is given to the issues like capital costs, overheads and cost attribution of joint products.

Objectives:

1. Students analyze distance education as a system and identify the main subsystems.
2. Students classify resources (including human resources, premises, equipment and stocks)
3. Students classify costs into the main cost categories (fixed and variable costs, capital and recurrent costs, opportunity costs).
4. Students handle the basic cost model to explore the effects of the different cost categories on average cost per student.
5. Students describe and apply different options for treating capital costs

Required readings:

Rumble, G. (1997). *The costs and economics of open and distance learning* . London : Kogan Page.

For this module read chapters 1-9, i.e. Budgets (pp. 7-12), The classification of resources (pp. 13-20), A basic framework for analysing revenue costs (pp. 21-31), Volume and its relationship with fixed and variable costs (32-41), The treatment of capital costs (42-50). Largely additional are the following chapters: Overheads (pp.51-64), Attribution of costs (pp. 65-73) The activity of costing (pp. 74-77)

Module 3: The Cost-effectiveness of Distance Education Institutions

This module applies cost analysis to distance education institutions. Using 'cost per student' and 'cost per graduate' as an proxy indicator for cost-effectiveness we will examine the method of analyzing institutional cost-effectiveness. We review case study evidence for the claim of distance education being a cost-effective means of educational provision.

Management guidelines to monitor the cost-effectiveness of distance education are suggested.

Objectives

1. Students summarize the methodology of cost-effectiveness analysis of distance education systems.
2. Students identify the most important indicators of measuring institutional effectiveness (cost per student and cost per graduate).
   Students identify the different steps in cost analysis of distance education institutions
3. Students identify different institutional forms of distance education. In particular: dedicated mode, dual- and mixed-mode, networks and consortia.
4. Students examine the implications of these modes on the cost structures of the respective institutions.

Required readings:

Rumble, G. (1997). *The costs and economics of open and distance learning.* London : Kogan Page.

Chapters 13-14

Hülsmann, T. (2008). From Baobab to Bonsai: Revisiting methodological issues in the costs and economics of distance education and distributed e-learning. In W. J. Bramble, Panda, S. (Ed .), *Economics of distance and online learning* (pp. 233-269). London : Kogan Page.
Guri-Rosenblit, S. (2008). *Challenges Facing Distance Education in the 21st Century: Implications for setting the research agenda.* Paper presented at the 5th EDEN Research Workshop, Paris.
This is, for a change, a video.

Conference with with Professor Dr. Greville Rumble as visiting expert

With the visiting expert there are three broad topics to explore: (i) remaining questions on efficiency and cost-efffectiveness and other specific issues you may come across in studying the textbook; (ii) 'the vulnerability debate'; while reading the respective chapters keep in mind the issue on the dependency of cost-efficiency on scale economies and the impact ICT induced market fragmentation may have on scale economies; (iii) ethical dimensions of the economics of distance education.

Required readings:

Rumble, G. (Ed.). (2004). *Papers and debates on the costs and economics of distance education and online learning* (Vol. 7). Oldenburg: Bibliotheks- und Informationssystem der Carl von

Ossietzky Universität Oldenburg. (Section II: The 'competitive vulnerability of distance teaching universities'.)

Rumble, G. (2007). Social justice, economics and distance education. Open Learning: *The Journal of Open and Distance Learning, 22* (2), 167 -176.

Module 4: Costing Educational Technologies

Module 4 addresses the issue of costing technologies. This module is structured in two parts. In the first part we focus on the traditional mass media (print, radio and television) still much in use in mayn institutions, where the second part focusses on the new Internet-based technology which especially afford more responsive student teacher interaction.

Module 4 Part 1: The cost structure of mass media

After some methodological consideration on how to cost educational technologies and the introduction of 'cost per student learning hour' as a measure to facilitate cost comparison, we classify media in two major categories. In the first category we place 'resource media', which are unidirectional and can be replicated as objects, e.g. books, cassettes, CD-ROMs. They are more likely to generate economies of scale. Communication media, in the second category, link a student and a teacher/tutor and are less prone to generate scale economies.

Objectives

1. Students examine Bates' ACTIONS model of evaluating educational media and technologies.
2. Students understand the problems of comparing educational technologies/ media.
    - Students determine 'cost per learning time' as an indicator to compare costs of media.
    - Students understand the cost structure for communication media.
3. Students apply the costing methodology to netbased learning
    - Students identify the cost-drivers specific to netbased learning
    - Students analyzes the costs of online student support
    - Student discuss the impact of netbased learning on the cost-structure of distance education

Required readings:

Bates, A. W. (2005). *Technology, e-learning and distance education.* London New York : Routledge. Chapters 1-6)

Module 4 Part 2: Costing e-learning

Recently renaming the MDE as Master of Distance Education and E-learning reflects the fact that DE competencies are increasingly valued in contexts outside the traditional distance education and online institutions. This is due to the ubiquity of the ICT infrastructure affording a variety of flexible educational scenarios independent of the overall institutional profile. Hence ICT-supported flexible learning is increasingly relevant also for universities and colleges traditionally relying on f2f teaching. It takes the form of e-learning and blended learning.

Objectives

1. Students describe DE as a set of competencies apllicable beyond traditional distance and online education.
2. Students appreciate the elasticity of Internet / Web-based technology to support all sorts of educational scenarios.
3. Students identify classes of usage of such scenarios (type-i and type-c) and analyze their different cost structure.
4. Students observe the trade of between enhanced student-teacher interaction and economies of scale.
5. Students analyze typical problems in blended learning contexts..

Required readings:

Bates, A. W. (2005). *Technology, e-learning and distance education* . London New York : Routledge. Chapters 7-10 are required.

Curran, C. (2008). Online learning and the university. In W. J. Bramble, Panda, S (Ed.), Economics of distance and online learning (pp. 26-51). London: Kogan Page..

Rumble, G. (2004). The costs and costing of networked learning. In G. Rumble (Ed.), *Papers and debates on the costs and economics of distance education and online learning* (pp. 139-162). Oldenburg: Bibliotheks- und Informationssystem der Carl von Ossietzky Universität Oldenburg.

Rumble, G. (2004). E-Education: Whose Benefits, whose costs? [2001]. In G. Rumble (Ed.), *Papers and debates on the costs and economics of distance education and online learning* (Vol. 7, pp. 119-138). Oldenburg: Bibliotheks- und Informationssystem der Carl von Ossietzky Universität Oldenburg.

Zane Berge, & Donaldson, C. (2008). Cost-benefit of online learning. In W. J. Bramble, Panda, S. (Ed.), *Economics of distance and online learning* (pp. 179-194). London : Kogan Page

Conference with with Professor Dr. Tony Bates as visiting expert

Since again Tony Bates is an author to a textbook for this course one set of question may ask for clarification on several issues when reading the textbook (e.g. the issue of media selection, the cost structure of new and old media and the role of scale economies); but Tony is also author/manager of a blog on distance education where he posted three major entries relating to our course.

Required readings:

Bates, A. W. (2009, October 10th). Using technology to improve the cost-effectiveness of the academy: Part 1 - 3. In A. W. Bates (Ed.), *E-learning and distance education resources* .

Module 6: Costs and economics of learner support

Throughout the course the tensions between 'following the efficiency path' and upholding quality became more and more visible. We have seen that relentlessly cutting costs on course development and, especially, student support may fire back in terms of quality and cost-effectiveness. This module puts together an economic argument for supporting students in order to increase retention.

Objectives

1. Students are aware of the traditional remit of distance education to expand access to education for non-traditional learners.

2. Students understand the possible trade-offs between efficiency and cost-effectiveness or, more general, quality.

3. Students understand the relation bettween student support and retention.

4. Students understand the relation bettween retention and cost-effectiveness.

5. Students are able to work out an economic argument in favor of student support

Required readings:

Simpson, O. (2008). Cost-benefit of student retention policies and practices. In W. J. Bramble, Panda, S. (Ed.), Economics of distance and online learning: Theory. practice, and research (pp. 162-178). New York , London : Routledge, Taylor & Francis Group

Rumble, G. (1997). *The costs and economics of open and distance learning.* London : Kogan Page.
Chapters 12.

Module 7: Web 2.0

Much hype and hope is connected with web 2.0. This module aims at an open explorative discussion on what is web 2.0. The discussion is structured on seeing web 2.0 as a business model, as a bundle of technologies and a set of social practices. Given the context of the course the focus is not on exploring the various technological affordances offered by web 2.0 companies but at the possible implication of web 2.0 in terms of efficiency.

Objectives

1. Students understand the different dimension of web 2.0.
2. Students explore the impact web 2.0 may have on institutional distance education.
3. Students explore the respective economic implications.

Required readings:

Anderson, T. (2005). *Distance learning - Social software's killer ap?* Retrieved, from the World Wide Web:
http://auspace.athabascau.ca:8080/dspace/bitstream/2149/2328/1/distance_learning.pdf

Goodfellow, R. (2007, January) *The impact of emerging Web 2.0 internet practices on future developments in teaching and learning* . Paper presented at the Learning Futures conference, Leicester University .

Course Description

(Developed by Thomas Huelsmann of Germany.) A study of the economics of distance education in the larger context of the economics of education. A variety of methodological approaches (including cost/benefit and cost/effectiveness analysis) are applied to the distance education context. A variety of costing techniques and economic models are explored and applied to different institutional forms and levels of distance education.

Course Materials

Click here to view the required and recommended materials to be purchased and to access ordering information.

Graduate School's Read Me First Document

Additional Readings/Materials

The *ASF-Series* is now available online
@
http://www.mde.uni-oldenburg.de/40574.html

Readings

Module 1: The economics of education and the role of distance education

This module sets the background: Mainstream wisdom suggests that that investment in education is not only good advice to individuals but also to governments. We introduce core concepts of the economics of education such as Human Capital Theory (HCT; and its rival 'Screeing Theory'), Rates of Returns to Education (RORE), observe the expansion of the explosive education sector, and assess the expectation linked with distance education under these conditions.

Required (*listed in recommended order of reading*)

Wolf, A. (2002). Elixir or snake oil? Cann education really deliver growth? In A. Wolf (Ed.), *Does education matter? Myths about education and economic growth* (pp. 13- 55). London: Penguin books.
This is the core reading for this module and the starting point of the role debate. The chapter question the linkage between education and economic growth.

Schultz, T. W. (1961). Investment in Human Capital. American *Economic Review, 51*, 1-17.
This is a seminal paper which develops human capital theory (HCT). In this sense it is important for understanding a key concept used in the chapter by Wolf (2002). As a recent (unrepenting) expression of the HCT cf. Becker (2006; under recommended readings.)

Brown, P., & Lauder, H. (2006). Globalization, knowledge and the myth of the magnet economy. In H. Lauder, Brown, P., Dillabough, J., Hasley, A. H. (Ed.), *Education, globalization & social change.* (pp. 317-330). Oxford: Oxford University Press.
This wisdom, much in line with Wolf 2002, critically examines the expectation that education can 'load' the economy to become a magnet attracting jobs at the upper end of the value adding chain.

Recommended

Friesen, N. (2009). The Myth of the knowledge economy In N. Friesen, *Re-thinking e-learning research: Foundation, methods and practices* (pp. 182-188). New York: Peter Lang.
This short section puts into perspective the believe that the structural shift towards service economies observed in some advanced economies increases the job opportunities for 'knowledge workers' or 'symbol analysts'.

Perraton, H. (2000). *Introduction: golden goose and ugly duckling, Open and distance learning in the developing world* (pp. 4-9). London: Routledge.

Pritchett, L. (1999, December). *Where has all the education gone?* World Bank. Retrieved November, 5, 2003, from the World Wide Web
This again is a widely cited paper (e.g. In Wolf, 2002). I is published by the World Bank though it does not reflect World Bankl mainstream thinking. It makes sense to read it parallel with Psacharopoulos.

Psacharopoulos, G. (1995, January 20). *The Profitability of investment in education: concepts and methods*. Retrieved 09.22, 2001, from the World Wide Web: http://www.c3l.uni-oldenburg.de/cde/econ/readings/psacharo.pdf
One concept derived from HCT which became prominent in governments' policy & planning is the concept of rates of returns to educational investment (RORE). This reading also can be seen as a companion to Wolf (2002). As a critical comment on Psacharopoulos I recommend Pritchett (1999) which is widely used in Wolf (2002).

Rumble, G. (2007). Social justice, economics and distance education. Open Learning: The Journal of Open and Distance Learning, 22(2), 167 -176.
Rumble is one of our visiting experts. His argument adds a further dimension in favor of education: as a necessary ingredient of a 'good life'. He combines a human capital view with a rights to education view and infers that distance education is required to expand access to education.
This reading is a companion to Wolf (2002).

Walker, I., Zhu, Y. (2003, March). Education, earnings and productivity: recent UK evidence. *Labour Market Trends, 111* (3).

Module 2: The techniques of cost analysis
This module provides the tool kit and introduces the techniques of cost-analysis. This module is the core of the whole course. Grasp the main concept here and the rest is a walk through!

Required (*listed in recommended order of reading*

Rumble, G. (1997). The costs and economics of open and distance learning. London: Kogan Page.
For this module read chapters 1-9, i.e. Budgets (pp. 7-12), The classification of resources (pp. 13-20), A basic framework for analysing revenue costs (pp. 21-31), Volume and its relationship with fixed and variable costs (32-41), The treatment of capital costs (42-50). Largely additional are the following chapters: Overheads (pp.51-64), Attribution of costs (pp. 65-73) The cctivity of costing (pp. 74-77)

Recommended

Hülsmann, T. (2004) *Costing open and distance learning* (WBT)
In Hülsmann (2004) read for this module especially the following sections: "Drawing up a budget" and "Elements of cost-analysis".

Module 3: The cost-effectiveness of distance teaching institutions
In this module we are looking at some institutions (mega-universities) to see how they are set up, how they use media and achieve scale economies. The economic argument in favor of the cost-effectiveness of distance

education hinges on its potential to realize scale economies. The potential for scale economies depends on pedagogical arrangement (and labor practices) as well as the selection of media. As Inglis (2008) has observed: much of the misplaced expectation with regards to online learning is rooted into a feeble understanding of the economics of traditional distance teaching.

Required (*listed in recommended order of reading)*

Rumble, G. (1997). *The costs and economics of open and distance learning.* London: Kogan Page.
Chapters 13-14 set out the concepts of effectiveness and efficiency. Do not get bogged down too much into the details. Important is to understand the parameters impacting on the cost-efficiency. Read with some attention the part on the OU (13.1) and the discussion on the pitfalls involved in making comparisons (13.2). The rest, especially the tables you may skim.

Hülsmann, T. (2008). From Baobab to Bonsai: Revisiting methodological issues in the costs and economics of distance education and distributed e-learning. In W. J. Bramble, Panda, S. (Ed.*), Economics of distance and online learning* (pp. 233-269). London: Kogan Page.
The chapter shopuld be readable for you after having studied the module on cost-analysis. It summarizes the findings and the issues involved in comparisons. Reading it parallel to the respective Rumble chapters may be a good idea.

Guri-Rosenblit, S. (2009). Diverse Models of Distance Teaching Universities. In G. B. P. Rogers, J. Boettcher, C. Howard, L. Justice, & K. Schenk (Ed.), *Encyclopedia of Distance Learning* (Vol. II, pp. 727-733). Hershey, PA.: Information Science Reference.
The chapter is an up to date summary of the different types of distance teaching institutions.

Guri-Rosenblit, S. (2008). *Challenges Facing Distance Education in the 21st Century: Implications for setting the research agenda.* Paper presented at the 5th EDEN Research Workshop, Paris.
This is, for a change, a video.

Recommended

CCRTVU. (No date). China Central Radio & TV University (CCRTVU) - People's Republic of China. CCRTVU. Retrieved, 2007, from the World Wide Web: http://www.ilo.org/public/english/employment/skills/hrdr/init/chn_2.htm

Curran, C. (2008). Online learning and the university. In W. J. Bramble, Panda, S (Ed.), Economics of distance and online learning (pp. 26-51). London: Kogan Page.

Guri-Rosenblit, S. (2009). Distance Education in the Digital Age: Common Misconceptions and Challenging Tasks. *Journal of distance Education, Revue de l'éducation à distance, 23*(2), 105-122.

Hülsmann, T., Li, Y., Porto, S. (2008 June, 29 - July, 2). A window to Chinese and American Approaches to DE: An institutional approach, 4th Annual United States-China Forum on Distance Education: Mega trends and innovation in distance education for sustainable growth: Pedgogy, technology, services, and partnerships (pp. 356-366). UMUC Marriott Inn and Conference Center, Adelphi UMUC.
Inglis points out that having a good understanding on the economics of traditional distance education is quite helpful also for understanding online distance education. (In a similar vein cf. Curran, 2008, in the same book.)

Inglis, A. (2008). Costs and quality of online learning. In W. J. Bramble, Panda, S. (Ed.), *Economics of distance and online learning* (pp. 132-161). London: Kogan Page.

Panda, S. (2005). Higher education at a distance and national development: Reflection on the Indian experience. *Distance Education, 26*(2), 205-225.

Rumble, G., Latchem, C. (2004). Organisational models for distance and open learning. In H. Perraton, Lentell, H. (Ed.), *Policy for open and distance learning*. London: RoutledgeFalmer.

Conference with Greville Rumble

With the visiting expert there are three broad topics to explore: (i) remaining questions on efficiency and cost-efffectiveness and other specific issues you may come across in studying the textbook; (ii) 'the vulnerability debate'; while reading the respective chapters keep in mind the issue on the dependency of cost-efficiency on scale economies and the impact ICT induced market fragmentation may have on scale economies; (iii) ethical dimensions of the economics of distance education.

Required (*listed in recommended order of reading)*

Rumble, G. (Ed.). (2004). Papers and debates on the costs and economics of distance education and online learning (Vol. 7). Oldenburg: Bibliotheks- und Informationssystem der Carl von Ossietzky Universität Oldenburg.
Section II: The 'competitive vulnerability of distance teaching universities'.

Rumble, G. (2007). Social justice, economics and distance education. Open Learning: The Journal of Open and Distance Learning, 22(2), 167 -176.
Rumble is one of our visiting experts. His argument adds a further dimension in favor of education: as a necessary ingredient of a 'good life'. He combines a human capital view with a rights to education view and infers that distance education is required to expand access to education.

Recommended

Rumble, G. (1997). The Costs and economics of open and distance Learning. London: Kogan Page.Rumble, G. (Ed.). (2004). Papers and debates on the costs and economics of distance education and online learning (Vol. 7). Oldenburg: Bibliotheks- und Informationssystem der Carl von Ossietzky Universität Oldenburg.

Module 4: Costing educational technologies

Part 1: The cost structure of mass media

Cost-efficiency depends on scale economies. Scale economies depend, not least, on the choice of media. But media selection has not only consequences on cost-structure but also on pedagogical options and the institution as a system.

Required (*listed in recommended order of reading)*

Bates, A. W. (2005). *Technology, e-learning and distance education.* London New York: Routledge.
Chapters 1-6 is required. Ch. 3 elaborates the ACTIONS framework and chapters 4-6 explains the cost structure of mass media such as print, broadcasting media or personal media such as cassettes or CD-ROM.

Part 2: Costing e-learning

Digital technology comes in two guises: as information technologies and communication technologies. This has important implications on the learning scenarios afforded: exploiting the potential for automation comes with a different cost structure than using technology for sustaining communication between real people.
In addition this chapter takes a look at the specific features of e-learning within a training context. The main additional aspect in this context is the opportunity costs of lost productivity for the company. Taking into account these costs (possibly to be added to travelling and accomodation costs) makes more flexible modes of learning highly attractive.

Required (*listed in recommended order of reading)*

Bates, A. W. (2005). *Technology, e-learning and distance education*. London New York: Routledge.
Chapters 7-10 are required.

Zane Berge, & Donaldson, C. (2008). Cost-benefit of online learning. In W. J. Bramble, Panda, S. (Ed.), *Economics of distance and online learning* (pp. 179-194). London: Kogan Page.

Rumble, G. (2004). The costs and costing of networked learning. In G. Rumble (Ed.), *Papers and debates on the costs*

and economics of distance education and online learning (pp. 139-162). Oldenburg: Bibliotheks- und Informationssystem der Carl von Ossietzky Universität Oldenburg.

Rumble, G. (2004). E-Education: Whose Benefits, whose costs? [2001]. In G. Rumble (Ed.), *Papers and debates on the costs and economics of distance education and online learning* (Vol. 7, pp. 119-138). Oldenburg: Bibliotheks- und Informationssystem der Carl von Ossietzky Universität Oldenburg.

Recommended

Allen, I. E., Seaman, J. . (2008, April). *Online Nation: Five Years of Growth in Online Learning*: Western Edition. Sloan-C™. Retrieved December, 15, 2008, from the World Wide Web: http://www.sloan-c.org/publications/survey/pdf/online_nation_western.pdf

Means, B., Toyama, Y., Murphy, R., Bakia, M., & Jones, K. (2009). *Evaluation of evidence-based practices in Online Learning: A meta-analysis and review of Online Learning Studies* U.S. Department of Education : Office of Planning, Evaluation, and Policy Development ; Policy and Program Studies Service Retrieved July, 6, 2009, from the World Wide Web: http://www.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf

Paul J. Edelson, & Pittman, V. (2008). Historical perspectives on online learning in the United States. In W. J. Bramble, Panda, S. (Ed.), *Economics of distance and online learning* (pp. 72-106). London: Kogan Page.

William J. Bramble, & Smith, M. (2008). Funding of distance and online learning in the United States. In W. J. Bramble, Panda, S. (Ed.), *Economics of distance and online learning*. (pp. 88-106). London: Kogan Page.

Whalen, T., & Wright, D. (1999). Methodology for Cost-Benefit Analysis of Web-Based Tele-Learning: Case Study of the Bell. *Online Institute American Journal of Distance Education, 13* No 1.

Rumble, G. (2004). Technology, distance education, and cost (1999). In G. Rumble (Ed.), Papers and debates on the costs and economics of distance education and online learning (Vol. 7, pp. 41- 52). Oldenburg: Bibliotheks- und Informationssystem der Carl von Ossietzky Universität Oldenburg.

Module 5: Economics of student support

The economics of distance education tends to emphasize efficiency. Efficiency often is at loggerheads with expending on supporting students. However, there are two sorts arguments for supporting students. One is moral and linked to the history of distance education and its remit to expand access to education. Moral considerations may have less weight in increasingly commercial environments. This is why the module makes an economic case for student support. The economic argument for student support is based on the implication of retention on the cost-efficiency and cos-effectiveness of distance education: High drop out rates may mean that economies of scales cannot be captured. Loosing students means not only loss of immediate income but includes the costs of recruiting new students (or a reduction in scale economies).

Required (*listed in recommended order of reading*

Simpson, O. (2008). Cost-benefit of student retention policies and practices. In W. J. Bramble, Panda, S. (Ed.), Economics of distance and online learning: Theory. practice, and research (pp. 162-178). New York, London: Routledge, Taylor & Francis Group

Rumble, G. (1997). *The costs and economics of open and distance learning.* London: Kogan Page.
Chapters 12.

Recommended

Simpson, O. (2005, 20-23 June). E-learning and the future of distance education in the markets of the 21st century. In A. Szücs, Bo, I. (Ed.), *Lifelong e-learning proceedings: Bringing e-learning close to lifelong learning and working life: a new period and uptake. Paper presented at the*. Helsinki University of

Technology/Finland.: EDEN 2005 Annual Conference.

Simpson, O. (2008). "R = AC + EId + (E + C).PaC + ExS" - a formula for retention?

Simpson, O. (2008). *Do we need a new theory of learner support?*

Simpson, O. (2006, June). Predicting student support in open and dist6ance learning. *Open Learning, 21*(2), 125-138.

Conference with Tony Bates

Since again Tony Bates is an author to a textbook for this course one set of question may ask for clarification on several issues when reading the textbook (e.g. the issue of media selection, the cost structure of new and old media and the role of scale economies); but Tony is also author/manager of a blog on distance education where he posted three major entries relating to our course.

Required (*listed in recommended order of reading)*

Bates, A. W. (2009, October 10th). Using technology to improve the cost-effectiveness of the academy: Part 1 - 3. In A. W. Bates (Ed.), E-learning and distance education resources.

Module 6: Economic implication of web 2.0

It is too early to assess the cost-implications of web 2.0 on distance education and e-learning properly. There are no sound empirical studies. This is because this module is largely explorative in character. It first tries to clarify the usage of the term (web 2.0 as bundle of technologies, as set of social practices or a particular brand of business models). Eventually, the module identifies, slightly tongue-in cheek, the 'three temptations of web 2.0' with respect to distance education.

Required (*listed in recommended order of reading*

O'Reilly, T. (09/30/2005). *What Is Web 2.0 Design Patterns and Business Models for the Next Generation of Software*. Retrieved January 31, 2007, from the World Wide Web: http://www.oreillynet.com/lpt/a/6228

Anderson, T. (2005). *Distance learning - Social software's killer ap?* Retrieved, from the World Wide Web: http://auspace.athabascau.ca:8080/dspace/bitstream/2149/2328/1/distance_learning.pdf

Goodfellow, R. (2007January 9 -10). *The impact of emerging Web 2.0 internet practices on future developments in teaching and learning*. Paper presented at the Learning Futures conference, Leicester University.

Zimmer, M. (2008, March, 3). Preface: Critical perspectives on web 2.0. *First Monday, 13*(3).

Recommended

Albrechtslund, A. (2008, March). Online social networking as participatory surveilance. *First Monday, 13*(3).

Boyd, D. (2006, February, 19). *Identity production in a networked culture: why youth heart MySpace*. Retrieved February, 5, 2007, from the World Wide Web: http://www.danah.org/papers/AAAS2006.html

Bullen: http://www.openeducation.net/2008/09/23/net-generation-nonsense-mark-bullen-discusses-teaching-and-learning/

Mueller, M. (2008, 7 April). *Info-communism? Ownership and freedom in the digital economy*. First Monday, 13(4).

Petersen, S. M. (2008, March). Loser generated content: From participation to exploitation. *First Monday, 13*(3).

Prensky, M. (2001). Digital Natives, Digital Immigrants. Mark Prensky. Retrieved February, 01, 2007, from the World Wide Web: http://www.marcprensky.com/writing/Prensky%20-%20Digital%20Natives,%20Digital%20Immigrants%20-%20Part1.pdf

Rjagopal, I., Bojin, N. (2004). Cons in the panopticon: Antiglobalization and cyber-piracy. *First Monday, 9*(9).

Zimmer, M. (2008, March, 3). The Externalities of search 2.0: The emerging privacy threats when the drive for the perfect search engine meets web 2.0. *First Monday, 13*(3).

Scholz, T. (2008 March). Market Ideology and the Myths of Web 2.0. *First Monday, 13*(3).

Grading Information and Criteria

To the final grade of this course both, assignments, and participation to the conferences will contribute:

- ***Online participation contributes 10 % to the final grade.***
- Keeping a reflective journal is mandatory and ***contributes 10% to the final grade***.
- The ***assignment #1*** must be submitted by the end of Module 1. ***It contributes 25 % to the final grade.***
- The ***assignment #2*** must be submitted by the end of Module 3.***It contributes 25 % to the final grade.***
- The ***assignment #3*** consists of a graded group assignment and must be submitted by the end of Module 7 (week 12).***It contributes 30% to the final grade.***

Project Descriptions

Not applicable.

Additional Information

Graduate School's Read Me First Document

TECHNICAL ASSISTANCE AND WEBTYCHO SUPPORT

Understanding and navigating through WebTycho is critical to successfully completing this course. All students are encouraged to complete UMUC's Orientation to Distance Education and WebTycho Tour at http://www.umuc.edu/distance/de_orien.

The online WebTycho Help Desk is accessible directly in the classroom. In addition, WebTycho Support is available 24 hours a day, 7 days a week, at 1-800-807-4862 or webtychosupport@umuc.edu.

LIBRARY SUPPORT

UMUC's department of Information and Library Services (http://www.umuc.edu/library/) provides round-the-clock chat and e-mail reference services. Librarians are available to take you through the actual steps of searching for information: logging in to a database, entering search terms, and retrieving articles.

UMUC's Library Databases and E-Journals website is at www.umuc.edu/library/database. A guide to using UMUC's library databases is available at http://www.umuc.edu/library/database/articles.shtml.

Academic Policies

Graduate School of Management and Technology's Academic Policies (GSMT)

GRADING GUIDELINES

According to the Graduate School of Management and Technology's grading policy, the following marks are used:

A (90-100) = Excellent
B (80-89) = Good
C (70-79) = Below standards
F (69 or below) = Failure
FN = Failure for nonattendance
G = Grade pending
P = Passing
S = Satisfactory
U = Unsatisfactory
I = Incomplete

AU = Audit
W = Withdrew

The grade of "B" represents the benchmark for the Graduate School of Management and Technology. It indicates that the student has demonstrated competency in the subject matter of the course, e.g., has fulfilled all course requirements on time, has a clear grasp of the full range of course materials and concepts, and is able to present and apply these materials and concepts in clear, well-reasoned, well-organized, and grammatically correct responses, whether written or oral.

Only students who fully meet this standard and, in addition, demonstrate exceptional comprehension and application of the course subject matter earn a grade of "A."

Students who do not meet the benchmark standard of competency fall within the "C" range or lower. They, in effect, have not met graduate level standards. Where this failure is substantial, they can earn an "F." The "FN" grade means a failure in the course because the student has ceased to attend and participate in course assignments and activities but has not officially withdrawn.

ACADEMIC STANDARDS

Graduate students are expected to maintain a 3.0 or higher grade point average (GPA) at all times, with no grade of F. An assessment of academic standing is made of each student at the end of every semester. Each student's GPA is computed for all UMUC graduate-level graded coursework to make a determination of academic standing as described in the policy below.

UMUC policy on academic levels of progress

WITHDRAWAL

Students who officially withdraw from a course receive a mark of W (Withdrawal). The grade of W will appear on the official transcript but will not be used in calculating the grade point average (GPA). Students must follow the withdrawal procedures as outlined in the catalog, schedule of classes, or Web site. Graduate students must officially withdraw before 65 percent of the class has expired. Specific deadlines are provided online at http://www.umuc.edu/withdrawals. Students who do not officially withdraw by the deadline receive the grade earned for the course. Financial aid recipients should contact a financial aid advisor before withdrawing to determine if or how this will affect his or her financial aid.

WRITING STANDARDS

Effective managers, leaders, and teachers are also effective communicators. Written communication is an important element of the total communication process. The Graduate School of Management and Technology recognizes and expects exemplary

writing to be the norm for course work. To this end, all papers, individual and group, must demonstrate graduate level writing and comply with the format requirements of the Publication Manual of the American Psychological Association, 6th Edition. Careful attention should be given to spelling, punctuation, source citations, references, and the presentation of tables and figures. It is expected that all course work will be presented on time and error free.

POLICY ON ACADEMIC INTEGRITY AND PLAGIARISM

UMUC policy on academic dishonesty and plagiarism

Tutorial:

UMUC offers the VAIL Tutor, a tutorial covering academic integrity and strategies to help students avoid academic dishonesty and plagiarism.

Turnitin.com:

The University has a license agreement with Turnitin.com, a service that helps prevent plagiarism from Internet resources. Your instructor may be using this service in this class by either requiring students to submit their papers electronically to Turnitin.com or by submitting questionable text on behalf of a student. If you or your instructor submit part or all of your paper, it will be stored by Turnitin.com in their database throughout the term of the University's contract with Turnitin.com. If you object to this temporary storage of your paper, you must let your instructor know no later than two weeks after the start of this class. Please Note: If you object to the storage of your paper on Turnitin.com, your instructor may utilize other services to check your work for plagiarism.

COURSE EVALUATION FORM

UMUC values its students' feedback. You will be asked to complete a mandatory online evaluation toward the end of the semester. The primary purpose of this evaluation is to assess the effectiveness of classroom instruction. UMUC requires all students to complete this evaluation. Your individual responses are kept confidential.

The evaluation notice will appear on your class screen when three-quarters of the session has finished. You will have approximately one week to complete the evaluation. If, after one week,you do not open the file and either respond to the questions or click on "no response," you will be "locked out" of the class until you do complete the evaluation. This means that you will not be able to enter the classroom. Once you have completed the evaluation, you will regain access to the classroom. If you have any problem getting back in your classroom, you should immediately contact UMUC 360 support by phone toll-free, 888-360-UMUC (8682), or 301-985-6710 or via chat.

The Graduate School of Management and Technology takes students' evaluations seriously, and in order to provide the best learning experience possible, information provided is used to make continuous improvements to every class. Please take full advantage of this opportunity to provide constructive recommendations and comments about potential areas of improvement.

STUDENTS WITH DISABILITIES

Students with disabilities who want to request and register for services should contact UMUC's technical director for veteran and disabled student services at least four to six weeks in advance of registration each semester. Please E-mail disabilityservices@umuc.edu or call 240-684-2287 or 240-684-2277 (TTY).

Course Schedule

Week	***Activities***
Week 0 Sept. 2 – 8	**Preweek** : **(read only)** - How to prepare for this course.
Week 1 Sept, 9 - 15	**Introduction:** - How to get through this course; - Getting to know each other; - Getting acquainted with the learning environment. **Module 1: The Expansion of Education and the Emergence of the Economics of Education** -Debate: 'Education: Elixir or snake oil?' - Classification of the perceived benefits of education - Expansion of education (incl. HE) - Rationale for expecting returns to education (1): Human capital theory - How to measure returns to education? - Evidence for returns to education - Rationale for expecting returns to education (2): Knowledge society - Education as a market - Role of distance education
Week 2	**Module 1 (cont.)**

Sept, 16 - 22	-Using online educational databases (including Worldbank's EdStats , and the USAID Global Education Database GED which is based on UNESCO data)
Week 3 Sept. 23 - 29	**Module 1 (cont.)** **Assignment 1**
Week 4 Sept, 30 – Oct. 6	**Module 2: The Techniques of Cost Analysis** -Budgets and the classification of resources; -Classification of costs; -Economies of scale; -Overheads and the treatment of capital costs
Week 5 Oct. 7 - 13	**Module 2 (cont.)** -Making use of spreadsheets for cost-analysis; -Working on mock* assignments
Week 6 Oct. 14 - 20	**Module 2 (cont.)** -Working on mock assignments -Working on assignment 2 **Assignment 2**
Week 7 Oct. 21 - 27	**Module 3: The Cost-effectiveness of Distance Education** -Effectiveness and efficiency; -Case study: the British Open University; - Reading for the 'Vulnerability debate'
Week 8 Oct 28 – Nov. 3	**Module 3 (cont.)** **Conference with our *visiting expert* , Prof. Greville Rumble**
Week 9 Nov. 4 - 10	**Module 4: Costing educational media and technologies** : **Traditional media:** -Bates ACTIONS Model; -Cost per learning time as an indicator to compare the costs of media; -The cost-effectiveness of educational media and the media equivalency theory -Cost of print -Cost of radio and audio cassettes -Cost of television and video cassettes
Week 10 Nov. 11 - 17	**Module 5: Costing educational media and technologies** : **E-Learning** -The impact of net-based learning on the cost-structure of distance education' -Synchronous types of e-learning -Asynchronous types of e-learning -Recovering lost efficiencies: Learning objects -Recovering lost efficiencies: Cooperation

	-Recovering lost efficiencies: Learning objects -Recovering lost efficiencies: Cooperation
Week 11 Nov. 18 - 24	**Module 5 (cont.)** **Conference with our 2 nd visiting expert**
Week 12 Nov. 25- Dec, 1	**Module 6: The economic case for student support –** -Drop-outs and cost-effectiveness -Perraton's paver: tensions between efficiency and quality -Low cost measures to reduce drop-out rates -The economic case for student support
Week 13 Dec. 2 - 6	**Module 7: The impact of web 2.0** -Web 2.0 definition -Web 2.0 as business model -Web 2.0 as bundle of technologies -Web 2.0 as set of social practices -Efficiency potential of web 2.0 **Wrapping up** **Assignment 3**

* A 'mock assignment' is a non-graded voluntary assignment which allows students to prepare for the real assignment. A few days after it is posted a complete solution will be made available allowing students to compare their solution with the standard solution