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Devine & Deborah Hurst) -- Chapter 10. Enhancing Digital Intelligence through Communities of Learning (Madelaine Kineshanko & Kam Jugdev) -- Chapter 11. Development of Personal Learning and Social Networks: Strategies for Knowledge Creation and Sharing in Online Learning Environments (Natalie Solveig Mikhaylov) -- Chapter 12. New Approaches to Assessment of Learning: New Possibilities for Business Education (Madelaine K. Befus & Kam Jugdev) -- Chapter 13. Implementation of a next generation course architecture for blended learning (Rodney Beard) -- Chapter 14. Relevance of digital learning cultures within online business education (Kristina Lahl, Lana Plumanns, René Vossen & Sabina Jeschke) -- Chapter 15. The use of explainer videos as a learning tool: an internal and external view (Andreas Krämer & Sandra Böhrs) -- Chapter 16. Social media usage in higher education in online business programs (Gracia Castillo & Abubaker Haddud) -- Chapter 17. A PRACTITIONER PERSPECTIVE: Pushing the Limits of Online Learning (Gyula Julius Dobos) -- Section 3: "SO WHAT?" – Outcomes and Impacts -- Chapter 18. Measuring the impact of student satisfaction on academic performance in online programmes (Fotios Misopoulos, Maria Argyropoulou & Dionisia Tzavara) -- Chapter 19. A Renaissance in Skills: The Future Place of Online Learning for Skills (Stephen Murgatroyd) -- Chapter 20. Building Adaptive Capacity in Online Graduate Management Education (Deborah Hurst, Ana Azevedo & Pamela Hawranki) -- Chapter 21. Professional Accreditation: An investigation into the case of online (Iain Reid, Alan Southern & Maria Argyropoulos) -- Chapter 22. PERSPECTIVE: Online program unlocks opportunities which are not possible in traditional work models (Tanja Haller) -- Chapter 23. PERSPECTIVE: Online Supply Chain Education in a Digital World (Mark Morrissey) -- Chapter 24. PERSPECTIVE: Online Education as an Enabler of Equal Opportunity for Education (Anna Stocker) -- Chapter 25. PERSPECTIVE: The Capstone Project - Opportunity for the Company? (Michael Stein) -- Chapter 26. PERSPECTIVE: The Unexpected 51-Hour Conversation: An emphasis on the importance of in-person encounters (Deborah Dull).

Sommario/riassunto

This book presents different perspectives of online business education - how it is designed, delivered and how it supports advances in management disciplines. The authors describe online platforms in their provision of timely, excellent and relevant business education. The book starts by examining the emergence of online business education. It offers insights for use to business educators in design and implementation of online learning. It presents and discusses technologies for class facilitation and collaboration including tools used to bring content and issues to life. Disruptive approaches and new directions in online business education are examined. The book is ideal for business educators, administrators, as well as business practitioners that have an interest in delivering high quality business education using online platforms and tools. *On the Line: Business Education in the Digital Age* is divided into three sections. Section 1 presents papers on "why" business education is viable and sustainable in today's context. Treating education as a service, this section describes new techniques for creating a better online business education experience. It also looks at the role advanced data analytics can play in enhancing the quality of online business education. Section 2 delves into "how" online business education works. It presents conceptual models for teaching in specific disciplines, learning design that describes what business educators do and how programs work. This section also addresses performance assessments and quality assurance measures that help to demonstrate the efficacy of online pedagogy. Practical applied papers are used in this section to highlight

the use of learning platforms, tools and their application specific to businesses that build knowledge and skills and make students 'work ready'. Finally Section 3 of the book addresses the "so what?" or the outcomes and impacts of online business education. This section targets where business education needs to take learning next, for example to support sustainable business, ethical decision making and inclusive and collaborative leadership. Chapters deal with topics such as how distributed online environments may work better to support knowledge and soft skill building directly relevant for organizations today. Other learning outcomes showing the value of online business education are discussed. Academics, alumni and consultants from over fifteen institutions and organizations around the world contributed to this book.
