

**THE CHALLENGES FOR
MARKETING
DISTANCE EDUCATION
IN ONLINE
ENVIRONMENT**

An Integrated Approach

Editors

Prof. Dr. Ugur DEMIRAY

Assist. Prof. Dr. N. Serdar SEVER

Anadolu University - 2009

Eskişehir-Turkey



Electronic ISBN 978-975-98590-6-0
Print ISBN 978-975-06-0596-3

Cover Designed by: Atila Ozer
Page Design by: Ahmet Kirez

© Anadolu University - 2009

**THE CHALLENGES FOR MARKETING
DISTANCE EDUCATION IN ONLINE
ENVIRONMENT**

An Integrated Approach

Editors

**Prof. Dr. Ugur DEMIRAY
Assist. Prof. Dr. N. Serdar SEVER**

**Anadolu University-2009
Eskisehir-Turkey**

Table of Contents

Foreword by Prof. Dr. Marina McISAAC.....xxi-xxvi
Preliminary Words by Prof. Dr. Ugur DEMIRAY.....xxvii-xxviii

SECTION-I

Strategic Framework of Marketing
For Open and Distance Learning Programs **1-204**

CHAPTER I

Marketing Strategies in Open Distance Learning and Online Education
Ugur Demiray, Anadolu University, Turkey
Necip Serdar Sever, Anadolu University, Turkey.....3-68

CHAPTER II

Strategic Framework for Sustainable Development of Open And
Distance Learning Programs in India: A Marketing Perspective
Purnendu Tripathi,IGNOU, India
Siran Mukerji, IGNOU, India.....69-96

CHAPTER III

Strategies for the Marketing of Higher Education With Comparative
Contextual References Between Australia and Turkey
Ugur Demiray, Anadolu University, Turkey
Judy Nagy, Deakin University, Australia
R. Ayhan Yilmaz, Anadolu University, Turkey.....97-124

CHAPTER IV

Marketing Strategies for Distance Learning Programs:
A Theoretical Framework
Najmuddin Shaik
University of Illinois Urbana-Champaign, Illinois, USA.....125-171

CHAPTER V

Marketing Opportunities and Challenges
For Distance and Online Learning Environment
Fahri Unsal, Ithaca College, USA
Nursel Selver Ruzgar, Marmara University, Turkey.....173-204

SECTION-II
Advertising, Promotion, Intellectual Property Issues
And Collaborative Distance Education **205-376**

CHAPTER VI

Advertising the Distance Education Programs:
Campaign Processes of the Distance Education Programs
Ayda Sabuncuoglu, Yasar University, Turkey
Ebru Gokaliler, Yasar University, Turkey.....207-272

CHAPTER VII

Marketing and Promoting Online Adult Education
Victor C. X. Wang, California State University, USA.....273-297

CHAPTER VIII

The Functionality and Practical Public Relations Implications
of Web Sites for Distance Education Institutions
Mesude Canan Ozturk, Anadolu University, Turkey.....299-318

CHAPTER IX

University Students' Satisfaction on Virtual Platforms
in An International E-Learning Program
Manuel Cuadrado-Garcia University of Valencia, Spain
María-Eugenia Ruiz-Molina, University of Valencia, Spain.....319-337

CHAPTER X

International Marketing of Distance Education:
Intellectual Property Issues
Michael D. Richardson, Southeastern Louisiana University, USA
Kenneth E. Lane, Southeastern Louisiana University, USA
Robert J. Hancock, Southeastern Louisiana University, USA.....339-376

SECTION-III
Marketing in Global Context **377-538**

CHAPTER XI

Global Marketing for Local Distance Education Programs:
Toward a Multicultural Approach

Gülsün Kurubacak, Anadolu University, Turkey.....379-405

CHAPTER XII

E-Learning: Marketing In A Global Context

Gonca Telli Yamamoto, Okan University, Turkey.....407-427

CHAPTER XIII

Marketing E-Learning and the Challenges Facing
Distance Education in Africa

Bamidele A. Ojo Fairleigh Dickinson University, USA.....429-449

CHAPTER XIV

Progress in Online Education in the Arab World

Nidhal Guessoum

American University of Sharjah, UEA.....451-474

CHAPTER XV

Marketing Online Learning for a Global Campus:
An International Research Exploration

Jennifer A. Linder-Vanberschot, University of New Mexico, USA

Allison M. Borden, University of New Mexico, USA

Amy L. Pagels, Aspen Marketing Services, USA.....475-510

CHAPTER XVI

Moving Beyond the Pentagon to the Octagon:
Distance Education in Times of Globalisation

M. Rajesh, Indira Gandhi National Open University, India.....511-537

SECTION-IV
Marketing of Language Teaching
Via Distance and Online Programs **539-609**

CHAPTER XVII

Marketing of Distance Learning in
English Language Teaching (ELT) Programs
Salih Usun, Mugla University, Turkey
Sevki Kömür, Mugla University, Turkey.....541-584

CHAPTER XVIII

Marketing of Foreign Language Education via Distance Education
Ismail Hakki Mirici, Akdeniz University, Turkey.....585-609

SECTION-V
THree Specific Cases **611-669**

CHAPTER XIX

Marketing for Virtual Health Care Communities
Mehpare Tokay Argan, Bilecik University, Turkey
Metin Argan, Anadolu University, Turkey.....613-630

CHAPTER XX

Marketing Face-To-Face Education to Distance Students
Deficit of Open Education in Turkey
Dursun Gokdag, Anadolu University, Turkey.....631-647

CHAPTER XXI

One for Many: Anadolu University's Distance Education Services
Alper Tolga Kumtepe, Anadolu University, Eskisehir, Turkey
Murat Ataizi, Anadolu University, Eskisehir, Turkey
Hasan Caliskan, Anadolu University, Eskisehir, Turkey
Ferruh Uztug, Anadolu University, Eskisehir, Turkey
Cengiz Hakan Aydin, Anadolu University, Eskisehir, Turkey.....649-669

SECTION - VI
Lesson Learned

671-732

CHAPTER XXII

Lesson Learned From Reviewed Literature
on Marketing for Distance Education

Ugur Demiray, Anadolu University, Turkey.....673-728

The Last Words

Ramesh C. SHARMA, IGNOU, India.....729-732

Detailed Table of Contents

Foreword by Prof. Dr. Marina McISAAC.....	xxi-xxvi
Preliminary Words by Prof. Dr. Ugur DEMIRAY.....	xxvii-xxviii

SECTION - I

Strategic Framework of Marketing For Open and Distance Learning Programs	<u>1-204</u>
---	---------------------

Chapter I

Marketing Strategies in Open Distance Learning and Online Education <i>Ugur Demiray, Anadolu University, Turkey</i> <i>Necip Serdar Sever, Anadolu University, Turkey.....</i>	3-68
--	-------------

In this chapter emphasizes that highly developed and competitive organization in the market of educational services, owing to an effective and flexible system of accumulation and utilization of scientific, business, financial and information resources. Universities and other educational institutions interested in introducing or disseminating educational and consulting services using up-to-date Web-technologies are welcome to collaboration. At distance education institution-DEI level being market oriented means adapting a client-centered perspective and managing the school in a way that matches the needs of primary and secondary clients. This student-based model is not much different than the client-based utilization of marketing strategy. In the marketing approach the needs and desires of the customers are given a primary and major importance so they are treated as “kings”.

Chapter II

Strategic Framework for Sustainable Development of Open And Distance Learning Programs in India: A Marketing Perspective

Purnendu Tripathi, IGNOU, India

Siran Mukerji, IGNOU, India.....69-96

The ODL institutions need to have a competitive strategy so as to provide quality education at an affordable cost. This makes India as a special case of investigation wherein a network of over 10 open universities and 104 institutes of open and distance education (IODE) are providing access and equity to education. Challenge and competition in the education sector have presented a new situation where institutions are now viewed as conglomerates and educational programs as educational products.

Chapter III

Strategies for the Marketing of Higher Education With Comparative Contextual References Between Australia and Turkey

Ugur Demiray, Anadolu University, Turkey

Judy Nagy, Deakin University, Australia

R. Ayhan Yilmaz, Anadolu University, Turkey.....97-124

In this chapter discusses that the relationships distance and open education and marketing have emerged as a dominant paradigm with consequences for marketing and management of a relationship-type marketing strategy. A number of researchers have advocated a move towards relationship marketing in the corporate world but application of relationship marketing strategies towards educational services has received little attention. A comparison of the roles and responsibilities of the marketing and non-marketing staff in implementing the relationship marketing strategy is discussed.

CHAPTER IV

Marketing Strategies Distance Learning Programs: A Theoretical Framework

Najmuddin SHAIK

University of Illinois, Illinois, USA.....125-171

Corporations are moving away from mass marketing to relationship building strategies and educational institutions can benefit from this experience. Although a number of researchers have advocated a move towards relationship marketing in the corporate world, the application of relationship marketing strategies to educational services has received little attention. This chapter is an attempt to address the gap. The alternative theory of student retention and the relationship marketing paradigm reinforce similar strategies to promote student retention and are complimentary to each other. Also included is a brief discussion of the Service Center, a Student Relationship Management System developed by the Academic Outreach staff of the University of Illinois; and a discussion of the efforts of the University of Illinois Graduate School of Library and Information Science online graduate degree program to build long-term relationships with students and other collaborating partners.

Chapter V

Distance Education: Marketing Opportunities and Challenges

Fahri Unsal, Ithaca College, USA

Nursel Selver Ruzgar, Marmara University, Turkey.....173-204

This chapter has taken the marketing approach to discuss and evaluate online education using the basic marketing tools. The main objective of this study is to investigate recent trends in online education programs using a marketing theory/practice approach. Chapter reviews the evolution of online education and then introduces a marketing model to effectively create online programs. One of the conclusions of this study is that the

demand for online education will grow and those universities that follow a marketing approach will succeed.

SECTION - II
Advertising, Promotion, Intellectual Property Issues
And Collaborative Distance Education 205-376

CHAPTER VI

Advertising the Distance Education Programs:
Campaign Processes of the Distance Education Programs
Ayda Sabuncuoglu Yasar University, Turkey
Ebru Gokaliler Yasar University, Turkey.....207-272

Nowadays, the market environment is more competitive than ever before because of the new product developments which increase the importance of the marketing strategies in the organizations. Today, all the organizations-including distance learning education programs - want to be on the consumer mindset within better perception than their competitors. In this context, advertising became one of the most important marketing communication tools to differentiate the organizations from the competitors in consumers' minds. The strategic decisions are the main elements of an advertising campaign which starts with the research and situation analysis and finishes with the evaluation stage. To create successful advertising campaign for the distance learning education programs the advertiser has to handle every eight stages of the advertising campaign with attentively.

Chapter VII

Marketing and Promoting Online Adult Education
Victor C. X. Wang, California State University, USA.....273-297

The purpose of this chapter is to show how we can rely on practice and research to harness the great yet untapped potential of online education to market and promote online education programs especially among adult learners. Marketing and promoting online education programs are equally important as helping adult learners learn.

Chapter VIII

The Functionality and Practical Public Relations Implications
of Web Sites for Distance Education Institutions

Mesude Canan Ozturk, Anadolu University, Turkey.....299-318

The interactive nature of distance education and the change that it has caused in a society encourages the use of web sites for communication purposes. Public relations studies are considered to have highly significant values for the universities offering distance education opportunities to increase their students' motivation and to have better institutional respect. Web sites and internet technologies have the potential burst to serve that purpose. In this study, the characteristics of the public relations applications on the web sites of the universities offering distance education opportunities will be extensively examined.

Chapter IX

University Students' Satisfaction on Virtual Platforms
in An International E-Learning Program

Manuel Cuadrado-Garcia, University of Valencia, Spain
María-Eugenia Ruiz-Molina, University of Valencia, Spain.....319-337

Teaching and learning have been getting profit from globalization and new technologies for last years. Innovation projects between universities around the world have arisen to facilitate and adapt students' learning to a professional and social reality. Within the above context, an interdisciplinary collaboration project was held between two European universities through a virtual platform: Moodle. Students had to

work both on linguistic aspects and economic and management topics.. In this way we aim at identifying these sources of dissatisfaction in order to improve our teaching activities in further editions of our interdisciplinary, bilingual and virtual project.

Chapter X

International Marketing of Distance Education:
Intellectual Property Issues

Michael D. Richardson, Southeastern Louisiana University, USA

Kenneth E. Lane, Southeastern Louisiana University, USA

Robert J. Hancock, Southeastern Louisiana University, USA.....339-376

Distance delivery of education has also presented educators and service providers with numerous challenges and opportunities. The ownership of intellectual property in the global marketplace has proven to be exceptionally cumbersome and difficult to resolve. Inconsistent intellectual property rights in various countries have created a legal malaise that often threatened the intended recipients of the educational delivery. Educators and policy makers must work collectively to address the issues of intellectual property rights to ensure the continued international delivery of quality education.

SECTION - III
Marketing in Global Context **377-538**

CHAPTER XI

Global Marketing for Local Distance Education Programs:
Toward a Multicultural Approach

Gülsün Kurubacak, Anadolu University, Turkey.....379-405

Global marketing should merge the multicultural strategies of the theory of Media Richness, and the ethical concerns of the critical approach. Media Richness Theory can empower online communications that resolve ambiguity, negotiate varying interpretations, and facilitate understanding. A critical approach can provide online communication designers with the information in detail that elucidate concerns, issues, needs and expectations raised by stakeholders. Therefore, this chapter discusses the naturalistic and critical stages of global marketing for local distance education programs.

Chapter XII

E-Learning: Marketing In a Global Context

Gonca Telli Yamamoto, Okan University, Turkey.....407-427

This chapter overviews the marketing implications of distance and open learning in a global context. This study evaluates the current situation, with the view that traditional practices of marketing are not valid anymore in reaching distant students and specific new strategies are required, in which local needs are taken into consideration to a greater extent. The understanding of market is globalizing and the companies and organizations are benefiting from that. Also digital systems have undertaken missions beyond being a device or programs only and gained multi-functional status in the educational field. Online courses offer several opportunities for a person in a global environment. E-learning is also a commitment for the institutions to understand the evolving educational systems and to cope with the competition all around the world.

CHAPTER XIII

Marketing E-Learning and
The Challenges Facing Distance Education In Africa

Bamidele A. Ojo Fairleigh Dickinson University, USA.....429-449

This chapter examines the marketing of e-learning and challenges facing distance education in Africa. While discussing the growing trend in distance education, this chapter also examines the socio-political and economic factors limiting its effectiveness on the continent. The conclusion of this chapter is that the crisis within the African state constitutes a hindrance to effective marketing and implementation of e-learning and distance education.

CHAPTER XIV

Progress in Online Education in the Arab World

Nidhal Guessoum American University of Sharjah, UEA.....451-474

Online Education has, at least in the United States, exploded as a new educational and commercial approach, growing at very large rates and adding new users (instructors and students) every year. For various technical and cultural reasons, online learning discussed briefly in this chapter. Online learning has not yet elsewhere been able to go from an “interesting” approach adopted and tried by a few elite users to a general new educational phenomenon and paradigm. In the Arab world, it found that online education at very contrasting stages, depending for the most part on the financial resources and technical development of the country; indeed, one cannot expect the same level of “online penetration” in Dubai and in Yemen.

Chapter XV

Marketing Online Learning for a Global Campus:

An International Research Exploration

Jennifer A. Linder-Vanberschot, University of New Mexico, USA

Allison M. Borden, University of New Mexico, USA

Amy L. Pagels, Aspen Marketing Services, USA.....475-510

There is growing literature on the topic of distance learning, yet little is known about online learning relative to the cultural differences that exist in the global learning environment (Al-

Harthi, 2005; Morse, 2003). This chapter attempts to fill this gap by examining literature from around the world on the topic of culture in distance learning. A new model for global online learning is proposed based on current international research and literature in this field. This model may serve to assist researchers, practitioners, course designers, instructors and even learners in collaborations to create more effective learning environments for all participants. Additionally, it provides marketers of online education with a model from which to build a marketing campaign for online universities. We hope that this paper will encourage all stakeholders of online education to engage in a dialogue on this topic, and continue to build research in this area.

Chapter XVI

Moving Beyond the Pentagon to the Octagon:
Distance Education in Times of Globalisation

M. Rajesh, Indira Gandhi National Open University, India.....511-537

The contention of the current paper is that in today's reality of a globalised educational world, distance education has to move ahead to the concept of an "Octagon" which comprises in addition to the aspects framed by Sir. John and Prof. Nigavekar, also the aspects of Equity, Market Orientedness and International Penetration and Consumer Satisfaction and Brand Credibility.

SECTION - IV

Marketing of Language Teaching Via Distance and Online Programs

539-609

CHAPTER XVII

Marketing of Distance Learning in
English Language Teaching (ELT) Programs

Salih Usun, Mugla University, Turkey

Sevki Kömür, Mugla University, Turkey.....541-587

Distance education programs can facilitate the marketing of English teaching programs. Teacher training, student and institutions are the important elements and factors from the point of the marketing in ELT programs. So, appropriate marketing strategies need to be evolved for marketing the ELT programs by distance education. Considering these aspects we will present a detailed related literature about this important matter and this chapter aims to language discuss the present situation of the marketing in ELT programs in the framework of lifelong learning (LLL) and ways of marketing the ELT programs by distance education.

Chapter XVIII

Marketing of Foreign Language Education via Distance Education <i>Ismail Hakki Mirici, Akdeniz University, Turkey.....</i>	585-609
---	----------------

Through growing interest from governments, private education institutions, universities, publishing companies and other enterprises the number of language education via distance education method providers in the market is growing day by day. In addition, due to the development and availability of the new technologies, distance language education has become a well known phenomenon in every educational context regardless of its location. In this descriptive study, marketing of the distance foreign language education programs are dealt with focusing on three main target groups as; learners, teachers; and teacher trainers.

SECTION -V Three Specific Cases	<u>611-669</u>
--	-----------------------

CHAPTER XIX

<i>Marketing for Virtual Health Care Communities</i> <i>Mehpare Tokay Argan, Bilecik University, Turkey</i> <i>Metin Argan, Anadolu University, Turkey.....</i>	613-630
---	----------------

Like in all areas, virtual communities make their presence felt in the area of healthcare too. Virtual communities play an important

role in healthcare in terms of gathering information on healthcare, sharing of personal interests and providing social support. Virtual communities provide a way for a group of peers to communicate with each other. In the health context, they may also be referred to as electronic support groups.

This paper provides an overview and discussion of virtual communities in health care. In this paper the state of marketing implications in virtual communities in the health care sector is reviewed. The case study method was used. Data were collected from a web site about health care, as content analysis. CRM, customization, marketing research and database, e-word of mouth, e-services and promotions as marketing tools were used in the virtual community. The findings indicate that members of the reviewed web site used forums heavily as a means of interactivity and gathering of health related and social based information.

CHAPTER XX

Marketing Face-To-Face Education to Distance Students Deficit of Open Education in Turkey

Dursun Gokdag, Anadolu University, Turkey.....631-647

Distance learning students in Turkey; have a unique support service, which -as far as I know- no other country has. Within the context of this service, private sector has been preparing teaching programs especially for OEF students to overcome their learning obstacles.

This study is trying to explain the teaching-learning services that organized by private sector for DL students especially for Open Education Faculty in Turkey. What necessities have raised this phenomenon? What kinds of services submitted? How much widespread are these services? In addition, is there any point that can Anadolu University makes use for a better distance education?

CHAPTER XXI

One for Many: Anadolu University's Distance Education Services

Alper Tolga Kumtepe

Murat Ataizi

Hasan Caliskan

Ferruh Uztug

Cengiz Hakan Aydin

Anadolu University, Eskisehir, Turkey649-669

The ability to connect remote students to the instruction has been the main attraction of the distance education system in Turkey. Anadolu University distance education system has effectively played a key role for delivering higher education to people who otherwise would not have a chance to pursue a college level degree. By the year 2009, around 43% of all university students in Turkey were enrolled in Anadolu University's distance programs. One of the major marketing strategy Anadolu University employees is re-purposing the content created for one specific program to offer learning opportunities to various groups. The University is approaching the newly developing competitive market with modern brand management principles.

SECTION -VI Lesson Learned

671-732

Chapter XXII

Lesson Learned From Reviewed Literature
on Marketing Distance Education

Ugur Demiray, Anadolu University, Turkey.....673-728

This chapter aims to explore the role and scope of marketing and its applications in the field of open and distance education. In this regard, the transition from traditional face-to-face education to contemporary distance education is summarized. Moreover, studies on marketing the distance education are grouped roughly under four themes, which are; studies directly related to marketing distance education, commercial campaign Advertising, PR and fair

activities of universities, private educational or counseling bodies selling distance education endeavors of the universities, and universities' sharing their experiences and proposals in marketing distance education. Contributors of the literature pieces, contexts of the studies and main implications are provided through a literature review summarizing relevant pieces to draw an overall picture.

The Last Words

Ramesh C. SHARMA, IGNOU, India.....729-732

Foreword

*By Marina Stock McISAAC, Ph.D.
Professor Emerita, Arizona State University, USA*

Marketing strategies were not clearly developed when distance education programs began. The early landmark program, The British Open University in 1970, led the way by providing students the opportunities and technological support to supplement print-based instruction in an open learning environment. By the 1980s, the Open University model was being successfully adapted to meet the specific needs of various distance education programs in other countries. Since these early distance education programs were developed to provide additional opportunities for students, marketing the programs was easily done, usually within the umbrella of each institution.

Anadolu University in Turkey was one of the early leaders in this movement. With a mission to educate growing numbers of university students, Anadolu's Open Education Faculty took on the task of developing and distributing large-scale educational programs via print and other media, first to prospective students throughout the country, and later to students in 6 European countries and Northern Cyprus. These Open Education programs have grown from 29,000 students in 1982 to over 1,500,000 in 2009. At the same time, distance education and open education programs around the world are developing e-learning (electronic learning), b-learning (blended-learning), m-learning (mobile-learning) and u-learning (ubiquitous learning) programs to meet the needs of many different clients. To add to the competitive nature of distance education programs, commercial industries are now targeting large sectors of the population needing re-training, higher education, and lifelong learning.

The rapid development of ICTs (Information and Communication Technologies) bringing broadband and cellular connectivity to much of the world has altered the distance learning playing field, and is providing a much larger arena of business opportunities. What was once a self-contained market with only a few providers has now become an industry of academic institutions competing for market share with companies designing their own

computer-mediated distance learning programs and offering online certificates and degrees.

Marketing has become an increasingly important skill in this environment. With so many players competing for students, a successful program must address the needs of each student with appropriate, high quality learning materials delivered quickly and easily with seamless support. Marketing strategies now become essential to an organization in this competitive market. Very little exists in the literature to point the way forward. It is appropriate that this book, edited at Anadolu University, begins to assemble a body of knowledge to identify successful marketing strategies that can be used both by university and commercial providers of open and distance learning programs.

This book is divided into five sections, each dealing with a different aspect of marketing for distance learning programs:

- strategic framework
- advertising, promotion, intellectual property and collaboration
- reaching global markets
- providing language teaching
- 3 case studies from Turkey
- lessons learned and literature review

Strategic framework

In the first chapter, Demiray and Sever set the stage for the content of the book. They argue for the importance of addressing client (student) centered needs in Open and Distance Learning (ODL) settings, and they present the Integrated Marketing Communications (IMC) approach as one model that may be useful. They review global trends, examples from the Middle East, and they describe what has been done in Turkey.

The second chapter by Tripathi and Mukerji from Indira Ghandi National Open University (IGNOU) makes the case for India, where sustainability through human development and education is a high priority. The authors suggest strategies for maintaining quality services in the competitive Open and Distance Learning market. In Chapter 3, Demiray, Nagy and Yilmaz discuss comparative strategies between Turkey and Australia in quality assessment, and program development. The authors detail implications of the

Bologna Process for universities seeking to compete in the international market.

In Chapter 4, Shaik introduces the concept of relationship marketing as a paradigm for balancing student recruitment and retention. The goal is to develop and maintain successful long-term relationships with students. Shaik reviews studies and concludes that relationship marketing is more appropriate than mass marketing when targeting distance learners, because of its emphasis on consistent and personal services. In Chapter 5 Unal and Ruzgar propose treating online education as a form of e-commerce. They argue that basic 4P marketing variables (product, price, promotion, and place) could be applied to online education to make it more competitive in the marketplace.

Advertising, promotion, intellectual property and collaboration

Sabuncuoglu and Gokaliler begin this section in Chapter 6 with their discussion of the importance of the market environment in producing a successful distance education program. They elaborate on eight stages of successful advertising campaigns. Wang, in Chapter 7, discusses major issues in online education and examines the relationship between online education and adult learners. Whether these issues can be successfully solved will affect the marketability of online education programs. Ozturk, in Chapter 8, presents a study that examines the use of web sites for public relations conducted for distance learning institutions.

Cuadrado and Ruiz-Molina, in Chapter 9, describe a collaborative e-learning project between the London School of Economics in the UK and the University of Valencia in Spain. Virtual Learning Environments (VLEs) are explored and results of the study are described. Ownership of content has also become a crucial issue when distance learning courses become globalized. Intellectual property issues and the implications for marketing courses are explored by Richardson, Lane and Hancock in Chapter 10. This important topic has a good list of references to help in the difficult task of identifying intellectual property rights.

Reaching global markets

Kurubacak uses a critical theory approach in Chapter 11 to examine global marketing (GM) as a primary means for solving local distance education marketing problems. The author argues that Media Richness Theory can play

a vital role in developing and implementing successful GM. In Chapter 12, Yamamoto looks at marketing implications in a global context.

In Chapter 13, Ojo examines the challenges facing distance education in Africa and the difficulties in marketing for such a socially and politically changing environment. The author states that rather than narrowing the digital divide, we are currently widening it. The article maintains that the environment in developing countries is an important variable we must consider in determining the success of distance education in Africa. Guessoum, in Chapter 14, extends the global perspective to online education in the Arab world. The author describes the many degrees of online access from the Emirates to Yemen, and makes the case that access is not the same for all. The Arab world is an emerging market for (global) online education, but finances are not equal and progress is slow. Important social, cultural and economic issues need to be dealt with for the situation to improve.

Linder-Vanberschot, Borden, and Pagels, Chapter 15, explore the literature of culture as it relates to distance learning, and propose a model for global online learning that considers cultural diversity to create more effective learning environments. Their model suggests marketing strategies that include social and cultural perspectives. In Chapter 16, Rajesh from Indira Ghandi University expands Sir John Daniels' concept of movement from the triangle-pentagon to an octagon. That is, to the pentagon of Access, Quality, Cost, Governance, Relevance, Rajesh adds Equity, Market Orientation and Consumer Satisfaction to form an octagon that represents the important aspects of distance education. This chapter describes IGNOU and its participation in these processes.

Providing language teaching

The two chapters, 17 and 18, that are included in language teaching address the issue of marketing distance education for foreign language. The authors, from Mugla and Akdeniz Universities in Turkey, present descriptive studies of foreign language teaching. The first chapter, by Usun and Komur, describes the influx of large organizations ready to provide English language instruction. The authors offer detailed web resources for language instruction reference. In the second chapter Mirici agrees that foreign language teaching is exploding through the use of the Web and supportive technologies. This study examines marketing of distance foreign language education by focusing on three main target groups; learners, teachers and teacher trainers.

Three case studies from Turkey

Chapters 19, 20 and 21 describe three case studies; healthcare, private sector involvement and repurposing content for ODL courses. Argan and Argan discuss virtual communities and their role in health care. A case study was conducted to review the role of marketing in virtual health communities, and concluded that interactive forums were most helpful to users.

The second case study, by Gokdag, is one of the most interesting in the book. The author examines the unusual situation of private schools that are, somewhat illegally, providing face-to-face education using the same materials used by Anadolu University's Open and Distance Learning Programs. These schools provide books, materials, and test exercises face-to-face to help students pass courses and graduate from Anadolu University's programs. In a country where private tutoring occurs at every level of education to help students become successful, this case study raises interesting questions.

The final case study by Kumtepe, Ataizi, Caliskan, Uztug and Aydin describes marketing strategies for Anadolu University's Open Education Programs. With 1,500,000 students, undergraduate and graduate degrees, and certificate programs delivered at home and abroad, Anadolu is constantly re-examining their marketing strategies.

Lessons Learned

In the final chapter Demiray summarizes the transition from traditional education forms to modern distance education, and analyzes the studies cited on marketing distance education. Demiray also provides extensive annotated references that will be very useful to the reader.

Conclusion

This collection of papers brings together educators from Turkey, USA, Africa, UAE, Spain, UK and India. Each has contributed valuable ideas and long lists of resources to create a body of knowledge around marketing distance education programs and courses. Although the settings may be different, there are common threads throughout their discourses. New technologies have provided us with new tools for teaching and learning. In today's global marketplace, programs must be competitive to succeed. And marketing these programs will require sensitivity to cultural, social and economic needs of the students.

April 16, 2009, Arizona

Marina Stock McISAAC, Ph.D

Professor Emerita, Arizona State University, Tempe, Arizona, USA



Dr. Marina McIsaac is Professor Emerita at Arizona State University where she has taught and conducted research in the effective use of educational technologies for over 20 years. Her area of expertise is open and distance learning, specifically in online settings. Her research and teaching interests are in the online use of educational and social networks, particularly Web 2.0 applications for teacher training and professional development.

She is currently Immediate Past-President of the International Council for Educational Media (ICEM), a UNESCO affiliated non-governmental organization. She has been president of the International Visual Literacy Association (IVLA), and President of the International Division of the Association for Educational Communication and Technology (AECT).

She has given keynote addresses and workshops in Turkey, Italy, Germany, Cyprus, Taiwan, Hong Kong, Nigeria, and Portugal. The main focus of her work is directed toward intercultural issues as they relate to web-based teaching and learning. Can be contact from Email: mmcisaac@asu.edu

Preliminary Words

We wish to thank all of those involved in the collection, without whose support, the project could not have been satisfactorily completed. The work of this magnitude and significance is not possible without the support, efforts and time of many persons. At the outset, as we editor we would like to thank all of the authors for their excellent contributions. Through your efforts, we have been able to produce this valuable resource. It has been an exciting experience working with colleagues from across the world. We also, take this opportunity to thank those colleagues who devoted time in developing and submitting their proposal but later on could not join our team. We hope and believe to join with them in other studies in due course.

37 authors wrote 22 chapters from different 17 universities from 6 countries. Hereby, I need to declare the names and affiliations of my authors who are N. Serdar Sever, R. Ayhan Yilmaz, Mesude Canan Ozturk, Gülsün Kurubacak, Metin Argan, Dursun Gokdag, Alper Tolga Kumtepe, Murat Ataizi, Hasan Caliskan, Ferruh Uztug, Cengiz Hakan Aydin, from Anadolu University, Nursel Selver Ruzgar from Marmara University, Ayda Sabuncuoglu, Ebru Gökalliler from Yasar University, Gonca Telli Yamamoto from Okan University, Salih Usun and Sevki Kömür from Mugla University, Ismail Hakki Mirici, from Akdeniz University, Mehpare Tokay Argan from Bilecik University, Turkey. Purnendu Tripathi, Siran Mukerji and M. Rajesh from Indira Gandhi National Open University, India, Judy Nagy from Deakin University, Australia, Manuel Cuadrado-Garcia, and María-Eugenia Ruiz-Molina from University of Valencia, Spain, Nidhal Guessoum from American University of Sharjah, United Arab Emirates. From the United States; Najmuddin Shaik from University of Illinois Urbana-Champaign, Fahri Unsal from Ithaca College, Victor C. X. Wang from California State University, Michael D. Richardson, Kenneth E. Lane, Robert J. Hancock, from Southeastern Louisiana University, Bamidele A. Ojo Fairleigh from Dickinson University, Jennifer A. Linder-Vanberschot, Allison M. Borden, from University of New Mexico and Amy L. Pagels.

Sectional structure of the book as served here that section one is mentioned about strategic framework of marketing for open and distance learning programs. Section two is focused on advertising, promotion, intellectual property issues and collaborative distance education. Section three is specialized on marketing in global. And Section four is dealt with the

marketing of language teaching via distance and online programs. Section five gives three specific cases from Anadolu University, Turkey and the last section is structured on lesson learned from literature review on marketing of distance education. The book ends with the Last Words

We express our gratitude to emerita professor Marine McIsaac from Arizona and professor and Ramesh C. Sharma from Indira Gandhi Open University, India for accept to write a foreword and The Last Words for this study

This has been mammoth task, but one which we have found most rewarding. As well as providing articles for his volume, most of the authors are supported us to start to this project. So, we are particularly grateful to the authors for their excellent contributions in this crucial and growing area of research, helped to promote interest in project.

Initially, this book was thought to be published as an eBook. Then it was decided to get it published through by Anadolu University. Thus this project took more time to completion. For this reason, once more my thanks go to all the authors for their understanding. We have been demanding much information from them every now and then; they have been very gracious in accommodating me on every step. Due to their efforts and willingness, we were able to bring this book within the tight schedule. And also its eBook version will be on the net as soon as possible. Moreover, we are still thinking republish, expanded and revised version in due course.

Our special thanks also go to Anadolu University administration for their invaluable assistance and publishing opportunity through Project particularly to rector Prof. Dr. Fevzi SURMELI who promptly encouraged me, as ever he did.

Hope to raffish readings...

April 20, 2009
Editors Ugur DEMIRAY-N. Serdar SEVER
Anadolu University, Eskisehir, TURKEY.

SECTION-I

Strategic Framework of Marketing For Open and Distance Learning Programs

CHAPTER I

Marketing Strategies in Open Distance Learning and Online Education

Ugur DEMIRAY
Anadolu University, Eskisehir, TURKEY

Necip Serdar SEVER
Anadolu University, Eskisehir, TURKEY

ABSTRACT

Education is now a global product with institutions worldwide competing for students and finding ever more creative ways to satisfy student needs and preferences. With the continuing rise in the preference for flexible distance learning, educational institutions are finding that when students and faculty have significantly different cultural backgrounds and learning styles that the expectations of the Learning experience can be unfulfilled.

Distance education has become a strategic means of providing training and education to business, educational institutions, government and other public and private agencies. Distance education institutions have always had the potential to teach very globally. For 100 years European distance education institutions, especially in Britain and in France, have taught government and business cadres sent to their overseas territories, and frequently their children too. Thousands of government and business officers in Singapore, Nigeria, Hong Kong, Dakar, Abidjan, India, USA and elsewhere were trained at a distance. In recent years, improvements of communications technologies have seen this possibility extended. Today the Center National d'Enseignement à Distance (CNED) in Poitiers, France each year from 170 countries and teaches them through the competitive examinations all over the world. The development of email has greatly enhanced these possibilities and student to institution communication via e-mail, institution to student body

communication by bulletin boards, and student to student communication via conferencing packages are now features of many systems. WWW based courses offer distance education institutions further possibilities of developing their global offerings, which they have maintained for the last century. Teaching very globally is rarely seen as an inherent characteristic of flexible learning or of open learning with which distance education is sometimes confounded. It is a major asset in distance education's role in lifelong learning in the 21st century.

Highly developed and competitive organization in the market of educational services, owing to an effective and flexible system of accumulation and utilization of scientific, business, financial and information resources. Impact: Formation of a qualitatively new learning culture in the framework of the involved institutions enhanced by technology and revealed in three dimensions: a universal self-organized student, existence of a working network of professional development and research of faculty; and the appreciation of the phenomenon of continuous learning. Universities and other educational institutions interested in introducing or disseminating educational and consulting services using up-to-date Web-technologies are welcome to collaboration.

The marketing of education is a controversial issue. Although the opinions on the signification of the educational institution as a product and the students as the customers still remains arguable the transformation of the instruction process as a student-based model requires the utilization of the marketing opportunities are used. Teaching has been increasingly developed as a learner-centered model, shaping the process as a life-long learners experience to match their existing knowledge and skills is crucial. At distance education institution-DEI level being market oriented means adapting a client-centered perspective and managing the school in a way that matches the needs of primary and secondary clients. This student-based model is not much different than the client-based utilization of marketing strategy. In the marketing approach the needs and desires of the customers are given a primary and major importance so they are treated as "kings". When this strategy is employed in distant education the course programs and materials are observed to be shaped in accordance with the needs and desires of the students and multimedia use are also observed to be very common with these are presented within the most appropriate channels to the students. The customer "king" transforms into the student "king". Marketing is about achieving organizational goals and these are determined by the values of the

organization (its “culture”) and shape its decision-making. Marketing helps the DEIs to make them achieve to be identified with those clients for whom they offer an appropriate range of learning opportunities. (Demiray and et. all, 2007, p.157)

While the conventional education system with different forms of distance and open learning and rigid academic instructive curriculum could not bring desired changes in specified timeframe work at rural level in the targeted communities and groups, a multipronged sociological approach with a sociable and flexible curriculum in new distance and open learning programs becomes need of hour. The impact of socializing influence of these distance and open learning programs should be properly exploited to motivate and inspire the rural target groups. The benefits of distance and open learning then become extensive and soon integrate with the needs of the lower strata of the society in order for achieving a rapid social transformation in the lives of the farmers, vocational groups, artisans and small income self help groups comprising women, girls and physically challenged.

Relationship distance and open education and marketing have emerged as a dominant paradigm with consequences for marketing and management of a relationship-type marketing strategy.

A number of researchers have advocated a move towards relationship marketing in the corporate world but application of relationship marketing strategies towards educational services has received little attention. The relevance of relationship marketing paradigm to student recruitment and retention in distance and open learning programs is described. A comparison of the roles and responsibilities of the marketing and non-marketing staff in implementing the relationship marketing strategy is discussed.

INTRODUCTION

The 21st century is an era of sudden changes in the social, economic, political and cultural values. As an element of the society, education is affected by those changes as well. The high demand for personal development, the great increase in population, the technological developments spreading its effects to the education and the new perspective viewing education as a key to remaining competitive in the national and international enterprises lead to an inquiry for new, effective and efficient

methods in education. Distance and online education is a result of this growing inquiry.

Lets' suppose that we lost our living dynamism for a moment. What will be happen? Will our planet stop its turning on around? Answer is definitely, not. It will carry on turning around its axle. So, we only have to keep actively and dynamically ourselves by adapting to the sociological developments and changings up to dead in social life. This changing fenomen is giving a power and energy to all of us to carry on living dynamism. In this life dynamism, education is one of the most changeable subjects according to meet human necessity, in family, in school and society etc. (Demiray, 1995, p. vii). Large population coupled with a growing awareness of the benefits of education are leading governments to explore the possibility of using an alternative educational means to provide education on a large scale, particularly as a conventional education methods are becoming increasingly expensive Some of the countries of the our planet are engaged in exploring and application appropriate way of tackling the urgent problem of education their large and growing young population in relatively little time and limited resource

As being a mankind, education is basic and very important right one of the human rights in the world for all of us. The human right to freedom from discrimination in all areas and levels of education, and to equal access to continuing education and vocational training, the human right to information about health, nutrition, reproduction and family planning, the human right to education is inextricably linked to other fundamental human rights-- rights that are universal, indivisible, interconnected and interdependent including: The human right to equality between men and women and to equal partnership in the family and society, to work and receive wages that contribute to an adequate standard of living, to freedom of thought, conscience, religion and belief, to an adequate standard of living, to participate in shaping decisions and policies affecting ones community, at the local, national and international levels.(Retrieved on February 13, 2008, available from <http://www.pdhre.org/rights/education.html>)

"Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.... *Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and*

fundamental freedoms. It shall promote understanding, tolerance and friendship among ... racial or religious groups..." -Universal Declaration of Human Rights, Article 26-. And also,"... Education is a fundamental right for all people, women and men, of all ages, throughout the world....

Every person -child, youth and adult- shall be able to benefit from educational opportunities designed to meet their basic learning needs.... to be able to survive, to develop their full capacities, to live and work in dignity.... to improve the quality of their lives, to make informed decisions....". (World Declaration on Education for All, Preamble and Article 1, retrieved on February 13, 2008, <http://www.pdhre.org/rights/education.html>)

In the other explanation is that every woman, man, youth and child has the human right to education, training and information, and to other fundamental human rights dependent upon realization of the human right to education. The human right of all persons to education is explicitly set out in the Universal Declaration of Human Rights, the International Covenants, the Convention on the Rights of the Child and other widely adhered to international human rights treaties and Declarations -- powerful tools that must be put to use in realizing the human right to education for all! The human right to education entitles every woman, man, youth and child to: The human right to free and compulsory elementary education and to readily available forms of secondary and higher education.

Generally, sociology can be summarized to examine people's social behavior. When education evaluated from the sociological perspective; its main idea relating to education is that the way of behaviors are formed by interactions among individuals via formal and non formal educational environments. As a branch of applied sociology in particular, has examined educational facts, since at the beginning of this century. Its guiding assumption has been that education is another name for socialization in the broadest sense and should yield rational educational aims and methods and a body of techniques for society. (Birkok, 2000, p.36) Sociology of education is the application of sociological theories, perspectives and research methods to analyze educational processes and practices (Jary, 1991).

The process of education, on the other hand, has been understood as a contribution to the promotion and maintenance of the social order. Especially, Durkheim and Mannheim's works have been done with the view of functionalism and to regard education as a means of solving problems and

removing social antagonism. In the contemporary period is often characterized by unpredictable changes realized in all dimensions of sphere of human social life.

Besides individuals, also societies with its all-institutional structures are compelled to change in order to survive within the process of globalizations and post-modern trends. Thus globalization and post-modernism as the key terms that underlie the dynamics of societal change and technology another of the accelerative force of change agent have defined the process of change as a whole. Education as also societal institution has been in this process of change. Strategies which aim to cope with accelerative change have become much important not only important for individuals but also institutions. Common demands of both institutions and individuals to meet the needs of change necessitate the search of new educational environment that solves the problem in access, equity, excellence and funding. And distance education with the means of new information and communicative educational technology has emerged as a leading strategy for meeting needs of change driven by concept of globalizations and postmodernism. Thus globalization and post-modernism as the key terms that underlie the dynamics of societal change and technology another of the accelerative force of change agent have defined the process of change as a whole.

Education as also societal institution has been in this process of change. Strategies which aim to cope with accelerative change have become much important not only important for individuals but also institutions. Common demands of both institutions and individuals to meet the needs of change necessitate the search of new educational environment that solves the problem in access, equity, excellence and funding (Boyaci, 2000). Education is defined as, "teaching and learning specific skills, and also something less tangible, but more profound: the imparting of knowledge, positive judgement and well-developed wisdom.

Education has as one of its fundamental aspects the imparting of culture from generation to generation", then first formal education can be attributed to the nation of Israel c.1300 BCE, that is c.3300 before present, with adoption of the Torah which means "teaching", "instruction", "scribe", or "law" in Hebrew. Three positive Torah commandments numbered ten, eleven and seventeen command provision of education in general society: 8retrieved on February 13, 2008, http://en.wikipedia.org/wiki/History_of_education).

The history of education according to Dieter Lenzen, president of the Freie Universität Berlin 1994 "began either millions of years ago or at the end of 1770". Education as a science cannot be separated from the educational traditions that existed before. Education was the natural response of early civilizations to the struggle of surviving and thriving as a culture. Adults trained the young of their society in the knowledge and skills they would need to master and eventually pass on.

The evolution of culture, and human beings as a species depended on this practice of transmitting knowledge. In pre-literate societies this was achieved orally and through imitation. Story-telling continued from one generation to the next. Oral language developed into written symbols and letters. The depth and breadth of knowledge that could be preserved and passed soon increased exponentially. When cultures began to extend their knowledge beyond the basic skills of communicating, trading, gathering food, religious practices, etc, formal education, and schooling, eventually followed. Schooling in this sense was already in place in Egypt between 3000 and 500BC. (<http://en.wikipedia.org/wiki/Education> Retrieved on February 13, 2008).

The socio-political changes coupled with and, to a large extent, also driven by the ICT revolution, have made it possible for people to become aware of and informed about events and developments in other parts of the world. The proportion of countries practicing some form of democratic governance rose from 40 percent in 1988 to 61 percent in 1998. Macro-economic policies predicated upon privatization rather than central-planning and export-competitiveness rather than import-substitution, are policies that have started to rapidly unify world markets and radically transformed the world economy. This process referred to as Economic globalization is deeply intertwined with technological transformations. New tools of ICT make world's financial and scientific resources more accessible and unify markets into a single market place, aptly called the global market, where intense competition in all conceivable fields, including not only goods, but also services such as education and medical care, further drives scientific technological and socio-economic progress.

The convergent and mutually reinforcing impacts of globalization and the ICT revolution have radically changed not only the methods and structures of production, but also the relative importance of factors of production along with the profile of the workforce. The transformation of industrial societies to knowledge societies and a global knowledge economy is characterized by

the increased importance of knowledge, both technical knowledge (know-how), and knowledge about attributes (information and awareness) (Guruz, 2003, p. 2-3). The new economy embraces new knowledge, using new knowledge transfer mechanisms (technologies) in flexible contexts with few barriers preventing participation.

Notions of lifelong learning and a knowledge society coupled with the revolution in digital technologies have enabled education and education processes in ways previously unimagined. The harnessing of technologies for learning has also fostered greater transparency in education processes in accord with the “market” perspective supporting a standardized (Marginson & Considine, 2000, p. 177), non-discriminatory approach to education which can meet professional requirements and is offered to all qualifying students on the same basis (Parker 2005). It is not our intention to contribute to the debate concerning whether it is appropriate to regard students as customers, or whether education can or should be regarded as a product. We acknowledge that this debate is the subject of much contention. However, higher education has evolved with the ‘new economy’ and warrants being considered within a competitive framework. As commonalities in degree and postgraduate programs increase allowing for qualifications to become portable worldwide, competition between suppliers of higher education is increasing. (Demiray and et. all, 2007, p.162)

THE NEED TO LOOK AT THE ISSUE IN CONTEXT

Education is now a global product with institutions worldwide competing for students and finding ever more creative ways to satisfy student needs and preferences. With the continuing rise in the preference for flexible distance an open learning, educational institutions are finding that when students and faculty have significantly different cultural backgrounds and learning styles that the expectations of the learning experience can be unfulfilled. The marketing of education is a controversial issue.

Although the opinions on the signification of the educational institution as a product and the students as the customers still remains arguable the transformation of the instruction process as a student-based model requires the utilization of the marketing opportunities are used. Teaching has been increasingly developed as a learner-centered model, shaping the process as a life-long learners experience to match their existing knowledge and skills is crucial. (Demiray and et. all, 2007, p.158)

In general, higher education in distance and open education area in particular are going through a number of changes as a result of advancements in online and electronic technology and changes in the student profile. Internet has created a new level of competition with the profit and non-profit educational institutions which posed credible challenges to the traditional educational institutions especially in the distance online course programs and institutions. Educational institutions are responding to the changes by offering online versions of a number of traditional campus-based programs too or educational institutions are also collaborating to offer joint degree programs or course. For example: The University of Phoenix, Penn State University, The Illinois Virtual Campus, Jones Education Company, Hong Kong University, Cornell Hotel School, Australian Universities New School University and Open University in Britain are jointly offering courses leading from Certificate to a bachelor degrees or post graduate degrees in many field and profession. In addition New York University and the University of Michigan are two of several universities worldwide that have gone into the business of providing electronically-based for-credit business and technology training and degree programs for corporations.

Profiles of the target students are changing in accordance with their contemporary needs and demands, and these changes are getting very important in education- both in the campus and distance learning programs. At this moment, knowing and searching learners' demands, profiles and expectations are very important to both the traditional and distance learning intuitions to enable to build their course content and programs for re-structure their marketing strategy. More fundamentally, change being in the education and technology field for to rethinking on which the existing content structuring is built, allowing the world of learning to be rebuilt in accordance with the parameters of our century. In this context, marketing strategies in open distance learning and online education concepts are getting very serious and important correlation meaning for these institutions.

IS EDUCATION SERVICE?

One of the main defenses is that education being a service can not adopt marketing strategies meant for a manufactured product. Marketing educational services is more about building trust and commitment, more about making students loyal alumnus. Relationship marketing is essentially

establishing, developing and maintaining successful long term relationships with students.

Marketing strategies and distance learning are correlated because they deal with the creation of a product that cannot be copied by anyone else, and with creating an atmosphere of nurture for students' right from the enquiry stage. For the student, any educational institution is attractive if it has the right mix of pricing, academic experience, and credibility. If a college is able to provide services beyond these parameters, it has earned the loyalties of any student enrolled with it.

Everything in the world today needs to be marketed well; even education, hence marketing strategies and distance and online learning go hand in hand. In order to create a lasting impact on the minds of the target audience, educational institutions offering distance learning programs need to be a cut above the rest. Education is a service and any service needs to be marketed well to be attractive to a consumer, who in this case is a student. (Retrieved on February 17, 2008 <http://www.guide-to-distance-learning.com/marketing-strategies-and-distance-learning.html>). Highly developed and competitive organizations in the market of educational services, owing to an effective and flexible system of accumulation and utilization of scientific, business, financial and information resources.

Education is a service and students are the prime focus of the institution. Marketing literature has identified intangibility, perishability, inseparability, and heterogeneity as the four characteristics of services. Education services constitute core and supporting services. Teaching and learning that occur in the class are examples of core service because it is critical to a successful learning experience. A number of supporting services include real-time information about courses, student advising, online registrations, orientation, student accounts, help-desk, complaint handling, and feedback in a friendly, trustworthy and timely manner. Students regularly come into contact with the staff associated with these services during their stay at the institution. These services create added value to the student and determine the quality of students' learning experience. (Shaik, N., 2005).

In addition education is a service, and students are the prime focus of the institution. Education services constitute core and supporting services.

Teaching and learning that occur in the class are examples of core services because they are critical to a successful learning experience. A number of supporting services include real-time information about courses, student advising, online registration, orientation, student accounts, help-desk, complaint handling, and feedback in a friendly, trustworthy and timely manner. Students regularly come into contact with staff associated with these services during their stay at the institution. These services create added value for student and determine the quality of their learning experience. According Shaik, to the recent Sloan survey of online education, *Online Nation: Five Years of Growth in Online Learning*, there has been a substantial growth in online learning and that the demand is expected to continue. In the past, educational institutions have addressed the issue of student support services by establishing and maintaining facilities and personnel integrated into the campus environment. The focus has been mostly campus-based students. With the growing enrollment of distance learning student community on the campuses there has been a gradual evolution of student services to meet the needs of online distance learners. Many academic institutions started with extending the campus-based student services to online distance learners by implementing Student Relationship Management (SRM) to provide services to improve student relationships (Shaik, 2008).

As the world develops and communications become more efficient all over the world and people travel to other countries for work or just for the experience, more action in the world is taking place online. There are more online universities that can give you the education you want. There are many types of online universities available to suit every need. Some may simply want to convenience of studying online while they live in a different country and experience life on the other side of the globe. Adults may be looking to further their education and want to study with online universities while they hold a day job or care of other responsibilities. Studying online allows them the flexibility of arranging their courses around their day-to-day schedules. The online courses provided by online universities provide may be offered in addition to the courses they attend in class, or may consist of entire degrees or certificates that can be attained online.

Some online universities consist of normal classes mixed with an online program. The largest of universities that can be studied online is The University of Maryland University College. They provide the most choices and services to its students. UMUC provides about 70 different degrees and certificates online. They have a comprehensive variety of student services

and counseling that can be accessed completely online. Online universities provide many new innovations and open a completely new door to many who wouldn't have had the chance to get degrees in the past. It doesn't matter where you live or what job you hold presently universities with programs online allow you to study part-time at your convenience. It provides you with the flexibility of working in your own home and working around your schedule. It has proved to be beneficial for many. <http://www.articlesfair.com/articles/8625/1/The-New-Door-of-Online-Universities/Page1.html> Retrieved on February 28, 2008)

Even though enrollments in online and distance learning programs have been growing at a relatively faster rate than campus programs, and they are expected to continue growing, few academic institutions offer services to non-traditional students that are on par with campus-based student services. Institutions market themselves as student focused, but in reality most SRMs are designed to focus on products rather than on students. Institutions need to better engage students with collaborative learning experiences, empowering students and making them feel they are an integral component of the value-creation process. The merging of Web 2.0 technologies with SOA (service-oriented architecture) provides opportunities to develop faster, cheaper and more flexible student centered services to meet the needs of all students. One of the strategies available to the institution is to leverage the social dimension of Web 2.0, harnessing the collective power of students to custom design services using technologies such as blogs to syndicate their posts, wikis as collaboration tools, and mashups to assemble Web components and data. (Shaik, N, 2008)

CHANGING WAVES IN HIGHER AND DISTANCE EDUCATION

Kuanr indicates that India has a massive system of higher education. At the time of independence, there were only twenty universities and 500 colleges in the country. But at present the Indian Higher Education system could be said as the second largest in the world with 8 million students, more than 3 lac teachers, 300 universities and more than 12,000 colleges affiliated to them and many Deemed Universities and Institutions of national importance. In spite of having a massive system of higher education, only 7 percent youth of the relevant age group of 17 to 24 years is receiving higher education as compared to France (50%), U.S.A (81%) and Canada (99,8%). At the same time the system has been failed to cater to the heterogeneity of the society. (Kuanr, 2007, p.1). Distance study continues to be the strongest growing

branch of education at all levels. More and more institutions have jumped into offering distance education programs and there is now a push to do more statistical analysis of the effectiveness of distance education. Shaik indicates that higher education in general and distance education in undergoing a number of changes as a result of advancements in computer technology, growing competition from dot.com companies, and changes in the student profile. Students are demanding quality services and are less willing to make compromises in the quality of educational services.

To survive in this competitive environment, educational institutions need to consider implementing relationship marketing strategies to promote student retention, encourage recruitment and enrollment of new students, and build long-term relationships with students. Corporations are moving away from mass marketing to relationship building strategies and education institutions can benefit from this experience. (Shaik, N, 2005).

COLLABORATION FOR INTERNATIONAL DISTANCE And ONLINE EDUCATION AND CONTINENTAL CAMPUSES

As education increasing becomes borderless, universities compete for students in the same market, the global market. How universities have individually embraced this phenomenon have implications for their ability to attract certain segments of the education market. Those that continue to rely on 'traditional learning' in relation to the pre technology savvy students in the 'old economy' have a fixed view of the place for education in society. Such views are culturally defined and perceptions of knowledge have tended to be ordered and open to control. Traditional learning has been about imparting traditional knowledge using accepted methods with the expectation that learners would comply with and accept imparted facts.

Traditional universities had captive markets based on a mixture of geographical proximity, barriers to market entry based on language, accreditation, culturally defined learning styles, and cost. This style of old economy, based on old perceptions of knowledge and old learning, is a thing of the past. The socio-political changes coupled with and, to a large extent, also driven by the ICT revolution, have made it possible for people to become aware of and informed about events and developments in other parts of the world. The proportion of countries practicing some form of democratic governance rose from 40 percent in 1988 to 61percent in 1998. Macro-economic policies predicated upon privatization rather than central-planning

and export–competitiveness rather than import-substitution, are policies that have started to rapidly unify world markets and radically transformed the world economy. This process referred to as Economic globalization is deeply intertwined with technological transformations. New tools of ICT make world’s financial and scientific resources more accessible and unify markets into a single market place, aptly called the global market, where intense competition in all conceivable fields, including not only goods, but also services such as education and medical care, further drives scientific technological and socio-economic progress. (Demiray and et.all, 2007, p. 161)

As Distance Education has continued to grow, there have been concurrent changes in the enabling technologies and in our understandings of the nature of it. Russell (2007, p. 10-11) is summarizing the main characteristics of distance education and emphasize that the quasi-permanent separation of teacher and learning, the influence of an educational organization, the use of technical media, the provision of two-way communication, and the quasi-permanent absence of the learning group. He mention and ask that by quotating from (Pavlova 2005) What is not explicit in many discussions related to distance education is the recognition of the *extent* to which the nature and purpose of distance education is shaped by economic, technical and cultural factors?. In particular, the links between market forces and education are continuing to strengthen. Kenway concerned with the social and cultural implications of converging technologies. It offers answers to questions about the implications for our quality of life, social justice and for politics in the context of post-modernity. Drawing together arguments from key commentators and critics from within and beyond cyberspace it identifies possibilities and potential dangers. And also declares that (p. 220); markets and information technology and the relationship between them are the primary forces driving economic, social and cultural change today.

Torres (2002) suggests in his article; Globalization, Education, and Citizenship: Solidarity Versus Markets? That globalization places limits on state autonomy and national sovereignty, affecting education in various ways. Those limits are expressed in tensions between global and local dynamics in virtually every policy domain. Globalization not only blurs national boundaries but also shifts solidarities within and outside the national state. Globalization cannot be defined exclusively by the Post-Fordist organization of production; therefore, issues of human rights will play a major role affecting civic minimums at the state level, the performance of

capital and labor in various domains, and particularly the dynamics of citizenship and democracy in the modern state. The needs of organizations such as universities and other corporate groups includes the assumption that distance education can be matched to economic imperatives and that social and humanistic considerations can be considered as secondary.

The Learning Collaborative in distance and online education helps to the universities and colleges develop their strategy for online education, grow their online enrollments, and make their online operations more efficient and effective. Current members include both large and small, for-profit and not-for-profit institutions, and market leaders and new entrants with operations in the online space. Many distance and online education institutions are facing similar challenges, yet have limited budgets to research market trends, uncover best practices, or meet with peers to discuss successful approaches to common problems.

Collaborative programs, created for institutions of higher education, provide market and best practices research and analysis focusing on the institutional strategy, operations, and general management issues facing the higher education community. Collaborative in distance and online education deliver the best practices research and analysis through programs that serve specific functions or departments at both non-profit and for-profit colleges and universities. Each program charges a fixed annual fee and provides members with in-depth research reports, member meetings, and other supporting research services (Retrieved March 3, 2008 http://www.eduventures.com/services/research_lcOHE.cfm?pubnav=services).

Distance and online education provides insight and direction to identify best management practices, benchmark performance, and improve core processes through research, analysis, and networking opportunities. Distance and online education collaboration provides Collaborative Research, Custom Research, and opportunities for interactions with our analysts and with decision-makers at peer institutions. Retention rates are the key to cementing the value proposition of online higher education. This benchmarking project compares anonymous member data and examines promising practices in retaining online students.

The findings allow members to improve their retention strategies and enhance their retention tactics. Distance and online education collaboration is a mix of national, local and international, markets. This groundbreaking

study combines online enrollment patterns by state, state regulation of out-of-state distance learning, and a consumer survey to provide OHE-LC members with enhanced clarity on how the national market is evolving.

Competing in Online Higher Education 2008 survey is conducted by OHE-LC members with an in-depth and updated review of positioning and differentiation trends in the U.S. online higher education market (<http://eduventures.com/lc/online-higher-education> retrieved March 3, 2008). Some examples of other topics covered by Collaborative Research include:

- Online Higher Education Market Update 2006
- Expanding Demand for Online Higher Education
- Competing in Online Higher Education: Positioning and Differentiation Strategies
- Online Education Lead Generation: Profiling the Directory Phenomenon
- Online Distance Education Market Update 2005: Growth in the Age of Competition
- Assessing Consumer Attitudes Toward Online Education
- Consumer Demand for IT Education
-

In addition example issues of topics covered by Custom Research include:

- Online Master's Degree in Corporate and Organizational Communications: Market Demand and Viability Analysis
- What Factors Drive Successful Online Students to Drop Out Before Program Completion?
- Online Master's of Fine Arts in Creative Non-Fiction: Where Is the Demand?
- Trends in Demand for Master's of Health and Nursing Informatics Degree Programs
- Who Are Online Graduates? Comparing Graduates and Leads at One Member Institution
- The Online M.B.A. in China: Is It a Viable Market?
- Spanish-Speaking Online Learners: An Untapped Market?
- Online MBAs Enrollment Analysis and Competitive Scan of 11 Providers (<http://eduventures.com/lc/online-higher-education> Retrieved March 3, 2008).

Market Analyst Kate Worlock 2008, indicates in her study which is titled as Information Industry “Market Size and Share Rankings: Preliminary 2007 Results” that:

Information industry revenues grew 5.3% to \$381 billion in 2007, slowing from a 6% growth rate in 2006. This report analyzes preliminary estimates of 2007 revenue and 2006-to-2007 growth of the information industry and its segments, and includes:

- *Revenue and growth rates for the total information industry and its top 20 companies;*
- *Revenue and growth rates of the top 10 leaders in 10 industry segments;*
- *Commentary on the trends driving growth in each segment;*
- *Insights about segments ranging from Search - which continued to prosper as Google remained the No. 1 company in the information industry - to the News segment, which experienced negative growth in 2007;*
- *Outsell’s top 10 predictions for 2008.*
-

Outsell maintains and continuously updates a database of over 6,000 publishers and information providers worldwide and uses a supply-side methodology to size the information industry (Retrieved March 3, 2008 <http://www.outsellinc.com/store/products/546>).

There is a large body of research in the international student education area. Of this body a significant proportion is based in higher education journals, such as Higher Education, Higher Education Research and Development, Research in Higher Education, Journal of Marketing for Higher Education and the Chronicle of Higher Education.

A MARKETING MYTH AS A METAPHOR

There is continuing debate as to whether concepts derived from the business world can readily be transferred to public service organizations such as universities, hospitals, and libraries. It is argued that conventional organizations are funded differently, have different objectives, and operate in a different environment. But while in the past libraries might have been slow to respond to outside influence, they are now as active as their business counterparts in adopting a strategic marketing and commercial outlook.

Examples of this activity are the growing interest in marketing techniques, the revamping of services, and the production of corporate videos. At the same time, librarians are also more concerned about having a good reputation and a positive public image. Satisfying the customer is the primary concern in the marketing process. Users will only come back for more service if they are satisfied; if they are not, they will find a different resource. Thus, the ethos of the organization should value satisfying the customer, and everyone should have a role to play in rendering maximum satisfaction. A library has to have sufficient understanding of existing and potential users to create superior value for them. This value comes through increasing the benefits to the users. One way to do this is at a customer orientation, which requires that the library understand value to the customer as it is today and as it will evolve over time.

This makes marketing more than just finding customers for the available information sources, services, and technologies. It makes marketing a partnership with the user, who becomes a central part of the total service efforts. (Retrieved on February 19, 2008, also available from <http://www.sla.org/content/Shop/Information/infoonline/2002/nov02/whatsmarket.cfm>).

THE ROLE OF MARKETING IN 21ST CENTURY SOCIETY

In his landmark paper “Marketing Myopia” Theodore Levitt discussed what we call the shortfalls of traditional marketing today (Lewitt, 1960). Lewitt’s contemplating on classical approach to producers (regardless of goods or services) should concentrate on product and production process, and then everything else would fall into their places type of attitude was questionable then, and it’s absolutely unacceptable now. In fact, it is so much so that Harvard Business Review republished the landmark study again in 2004. Lewitt was arguing that how could this unbelievable lag behind consumers wants (please pay attention not to needs though) have been perpetuated for so long, and why did not research reveal consumer preferences before consumers’ buying decisions themselves revealed the facts.

This alone explains why firms concentrate on technical research and development continues to be oriented toward the product rather than the people who consume it. In 20th marketing which was tantalized with post-war era of mass production and consumption of goods and services has gradually giving a way to more ‘custom tailored’ goods (Schultz, 1993). This simple

strategy brings us to an age old discussion on ‘marketing mix’.The concept of the ‘marketing mix’ introduced us a new road map towards planning marketing efforts of any brand or product and service. Thus, in here we should briefly touch upon famous 4 P’s of Marketing:

Product: Product or service in some cases is the first step of a successful marketing plan.

- Price: Price is the second most important factor in consumer decision. Quality of product or service and price should be matching on a figure that consumer willing to pay for it.
- Place or distribution: It is the market where buyers and sellers meet. In old days, this was bazaars or community markets, now it means shopping centers and even internet shopping portals. The key is though place should be known to consumers and must be easily accessible by consumers as well.
- Promotions: This is the last element in the mix. One should conclude that after all three stages are organized and are intact, now producer and its marketer can safely proceed to promoting their product or services.

Note that, the 4 P’s of Marketing or widely known as ‘marketing mix’ is more than a road map, rather it is a paradigm that has been around for quite sometime. A paradigm that shaped the producers’ and marketers’ conceptions of the marketing discipline. It dictated an axiom of which states that any marketing effort, program or plan should start with making of the product first. What this legend model dictates to us is we as producers and marketers have sole rights on designing and packaging the final product. Thus we, producers and marketers, also have exclusive rights on which promotional tools and the contents of promotional materials. (Yilmaz, 2005)

In fact all promotional tool e.g., advertising, personal selling, public relations and others operates from ‘source to message’ linear communication model. A model of all marketing communication models, ‘Hierarchy of Effects Model’ (HEM) has been a life saver for advertising practitioners for decades (Lavidge and Steiner, 1961). The model hypothesizes that all persuasion methods of which includes promotional tools named above, operates from ‘attitude formation’ basis. Consumers or prospects form an attitude towards a product, brand or service; and only after all stages of this attitude formation have been completed once can conclude that this would result on purchasing

behavior. Note that, the main promise of the model is that consumers and prospects would have a reaction towards disseminated messages (stimuli). Because the final stage or aim of HEM is to create a purchasing behavior; then commercial messages and advertisements in particular should start with creating awareness. In advertising lingua, this means that teaser type of ads that aims to stimulate consumers' attention. The *awareness* stage is equivalent of *cognitive* element of attitude change paradigm. Once this stage is done, and then comes the *comprehension* stage. Comprehension stage too corresponds with cognitive stage. Such ads e.g., defining a product or service by frequently stating product name, and frequent use of jingles will eventually progress to liking stage. *Liking* stage lies between cognitive and affective stages of attitude changes. It is assumed that once liking stage is completed, then consumers may move towards preference stage. Preference also lies in affective stage of attitude change.

Last two stages are purchase intention and actual purchase of promoted product or service of which correspond to the behavioral stage of attitude change (Lavidge and Steiner, 1961).

Later, infamous models like AIDA are based on HEM, with an overwhelming assumption of consumers process information in a way we want them to process, therefore models leave only way out to consumers: purchasing advertised product. Does this really work for today's consumers?

More importantly, do these models applicable to specialty product or services such as educational products? Especially for consumers who are actively seeking higher educational programs are much more informed about alternatives, and can be hypothesized that they are capable enough to analyze their need. Naturally, they are neither going to be influenced with mainstream commercial messages that disseminate through mass media nor methods like personal selling or sales promotion would affect their decision.

However, PR has slight advantage over all other promotion mix tools. That is PR, if properly done and dosage can be influential over institutional reputation. Thus, role of PR out of its traditional context of media relations and if structured in a way to realize corporate

communication function of educational organizations would be of our concern. In analyzing IMC's role for promoting distance and online educational programs, a new role of IMC in corporate communications will be the pathway for this book.

MARKETING STRATEGY IS INTEGRATED MARKETING COMMUNICATIONS

A Brief Introduction of IMC

Integrated marketing communications has been around for quite some time. Nevertheless, debates and discussions on the concept are ongoing in practitioners as well as academic circles. This study will investigate how executives within Australian advertising and PR agencies perceive integrated marketing communications. The Australian market and marketers shows similar characteristics with US and the UK marketing communications sectors. Thus, expectations are that executives in the Australian Marketing communication sector should have digested and be practicing the integrated marketing communications no less than in those other markets. In order to assess how Advertising and PR practitioners perceive integrated marketing communications, a survey instrument was developed and 150 questionnaires were distributed via direct mail. Out of these 150 questionnaires, 100 were sent to advertising agencies, and 50 were sent to PR agencies.

The research findings indicate that advertising agency executives tend to view the concept as similar to process used to 'unify promotional messages'. On the other hand, PR agencies perceive integrated marketing communications as 'a strategic business processes.

The findings thus point to a major variance between the two groups. That is while advertising agencies view IMC as a tactical tool, for PR agencies IMC is a strategic pathway. This finding does have a comparative value. In a study which was done six years ago, 'one voice' emerged as a peculiar finding. Findings of this research over half a decade later indicate that perceptions of IMC have not been changed much amongst advertising and PR circles. Obviously, reasons behind these findings should be analyzed and can be a subject of another study. There may be several reason of this relatively static position. One possible reason would be of that IMC is in fact *different* based upon where it is viewed. However, a break through can be accomplished if Australian advertising and PR agencies would invest more in human

resources, training and above of all if they choose to have greater interaction with their counterparts in the UK and US.

IMC Literature

Integrated marketing communications as concept and as a field of praxis is has been around little more than a decade. However, neither scholars nor practitioners have reached an agreement on definition, measurement or on the implementation of the concept. According to Kitchen and Schultz (1999), there is a little progress towards understanding IMC beyond 'one voice, one look' perception. Another debate however has been on who should lead the integration process (Kliatchko 2005). Perhaps if there is one cohort that has been widely affected by these discussions are advertising and public relations agencies. It is a fact that, on tactical level clients expect integrity of a kind in their marketing communications efforts primarily from their agencies. Question remains, to what extend advertising and public relations agencies perceive, understand and (willing to) implement IMC on their clients' behalf.

Since early 1990's, scholars have been doing extensive research on IMC and its perception by advertising and public relations agencies throughout the world. Kitchen and Schultz (1999) stated that such research is valuable in order for establishing a basis for more 'robust' development of IMC. Besides, a longitudinal research effort over certain period of time would help scholars to overcome to criticism (Cornellisen and Lock 2000) that IMC is a 'management fad', and helps theory development (Swain 2004).

Today it is clear that IMC is not fuzzi. On the contrary, it is evolving to a paradigm. Nevertheless, one can conclude that its development stage varies by country or marketing culture where IMC cultivates (Kitchen et al. 2004). Kim et al. (2004) investigated perception of IMC as a concept in South Korea. Researchers further indicated that they also aimed to determine degree of diffusion of the IMC in a non-English speaking country. The research had three objectives:

- To explore the perception and implementation of the IMC concept amongst South Korean advertising agencies.
- To compare and contrast the perception and implementation of IMC between the advertising agencies.
- To compare and contrast the results of the South Korean study with the previous research results that had been obtained in English-speaking countries.

The researchers indicated that IMC had been arrived to South Korea and accepted as a 'new form of marketing communications strategy' (Kim et al. 2004). Further evidence suggested that both advertising agencies and clients were already implementing IMC. Lastly, research results revealed that there were some changes in IMC landscape just as has been happening in English-speaking countries.

Kallmeyer and Abratt (2001) conducted a similar research on perception of IMC amongst South African advertising agencies. Researchers found similarities between their study and American (Schultz and Kitchen 1997), and New Zealand (Eagle et al. 1999) studies. Scholars indicated that the differences were minor rather than substance between those three studies (Kallmeyer and Abratt 2000). Kitchen et al. (2004) in their study on perception of IMC derived from UK advertising and public relations executives revealed that agency practitioners know IMC. Further findings in the research indicated that consumers' needs became a driving force in IMC implementation. The researches also pointed out that major weakness of IMC was its measurement. This finding has been widely debated in IMC literature by various scholars.

Kitchen and Sever (2008) investigated the perception of IMC among Australian advertising and public relation circles. The research findings indicate that advertising agency executives tend to view the concept as similar to process used to 'unify promotional messages'. On the other hand, PR agencies perceive integrated marketing communications as 'a strategic business processes. The findings thus point to a major variance between the two groups. That is while advertising agencies view IMC as a tactical tool, for PR agencies IMC is a strategic pathway. This finding does have a comparative value. In a study which was done six years ago, 'one voice' emerged as a peculiar finding. Findings of this research over half a decade later indicate that perceptions of IMC have not been changed much amongst advertising and PR circles. Obviously, reasons behind this finding should be analysed and can be a subject of another study. There may be several reason of this relatively static position. One possible reason would be of that IMC is in fact *different* based upon where it is viewed. However, a break through can be accomplished if Australian advertising and PR agencies would invest more in human resources, training and above of all if they choose to have greater interaction with their counterparts in the UK and US.

Goal and Importance of IMC in Education Market

The education systems have been globally improving during the mid 90s, when the internet services were introduced and adopted information, communication and educational technologies for develop teaching and learning processes with an aim of providing world-class or an excellent 'on-click' education on demand to the learners. With the growth in the internet technologies, online delivery of programmes became more popular worldwide. Format of online delivery of programmes through the Internet is quite effective for learners placed geographically at distant places.

As with any other new phenomenon, this online communication for education brought new set of emotional, physical and psychological issues.

The teaching and learning through this new medium exposed the learning community to such experiences where the teacher and students normally do not see face to face each other. The electronic communication occurs through synchronous and asynchronous means like e-mail, discussion forums, list-serves, electronic chat, bulletin board systems, WebCT, web-based, internet-based etc. Thus the virtual classroom faces issues like humanizing, roles, norms, ethics, privacy and socio-psychological. Virtual Learning System has emerged an alternate the number of aspirants of education, specifically higher education, overloads delivery system of education as the conventional system. The numbers in virtual learning has also increased many folds over a short span of two decades. The emergence and developments in virtual learning methodologies has brought certain theoretical and pragmatic approaches to the field. (Demiray, 2007, p. 278)

Marketing strategies and distance learning are symbiotic. Since education is essentially a service and deals with human beings. Hence student enrollment and retention are very critical aspects for a college to consider.

Everything in the our cosmos today takes to be marketed well; even education, hence marketing strategies and distance learning move manus in manus. In order to create a lasting impact on the psyches of the mark audience, educational establishments offer distance learning programmes require being a cut above the residual. Education is a service and any service takes to be marketed well to be attractive to the consumer, who in this cause is an educatee Marketing strategies and distance learning are symbiotic, since education is essentially a service and business deals with human existences. Hence educatee enrollment and holding are very critical facets for a college

to see. The net is rife with dotcoms looking to do quick profit, which are posing a serious menace to the more serious academic establishments looking at providing quality educational experience to its pupils. Many universities have not only set out to offer online versions of their on-campus programmes, but are also working on creating a virtual campus for its online pupils. Today the educatee is out shopping for classes and establishments; he or she is tech understanding and enrolling in a particular course of study is just a click away for him or her. A good treat of colleges today are adopting different marketing strategies and distance learning has gone an especially volatile marketplace. Many colleges are using web founded advertisements and promotional materials aggressively for marketing their classes; the net being a relatively cheaper advertisement medium, has taken over the other traditional mediums like black and white and TV. Pop-up advertisements email and streamers are, however, mainly mass marketing tools and are largely ineffective. What education takes right now is human relationship marketing? Human-human relationship marketing is essentially establishing, developing and maintaining successful long term human relationships with pupils. Education being a service cannot espouse marketing strategies intended for a manufactured ware.

Marketing educational services is more about edifice trust and committedness, more about making pupils loyal graduate. Marketing strategies and distance learning are correlated because they treat with the creative activity of a ware that cannot be copied by anyone else, and with creating an ambiance of foster for pupils' right from the inquiry phase. For the educatee, any educational establishment is attractive if it has the right premix of pricing, academic experience, and credibility. If a college is able to furnish services beyond these three parameters, it has cleared the truenesses of any educatee enrolled with it. (http://www.journal-a-day.com/Culture_And_Society/307845-survival-of-the-fittest-marketing-strategies-and-distance-learning.html. Retrieved on February 16, 2008).

Integrated Marketing Communications (IMC), according to The American Marketing Association, is “a planning process designed to assure that all brand contacts received by a customer or prospect for a product, service, or organization are relevant to that person and consistent over time.” Marketing Power Dictionary Integrated marketing communication can be defined as a holistic approach to promote buying and selling in the digital economy. This concept includes many online and offline marketing channels. Online marketing channels include any e-marketing campaigns or programs, pay-

per-click, affiliate, email, banner to latest web related channels for webinar, blog, RSS, podcast, and Internet TV. Offline marketing channels are traditional print (newspaper, magazine), mail order, public relations, industry analyst relations billboard, radio, and television. A management concept that is designed to make all aspects of marketing communication such as advertising, sales promotion, public relations, and direct marketing work together as a unified force, rather than permitting each to work in isolation. In practice, the goal of IMC is to create and sustain a single look or message in all elements of a marketing campaign.

A successful integrated marketing communication plan will customize what is needed for the client based on time, budget and resources to reach target or goals. Small business can start an integrated marketing communication plan on a small budget using a website, email and SEO. Large Corporation can start an integrated marketing communication plan on a large budget using print, mail order, radio, TV plus many other online ad campaigns. Reasons for the growing Importance of IMC there have been many shifts in the advertising and media industry that have caused IMC to develop into a primary strategy for most advertisers. (Retrieved on February 19, 2008, http://en.wikipedia.org/wiki/Integrated_Marketing_Communications#Goal_of_Integrated_Marketing_Communications). These are:

- From media advertising to multiple forms of communication (including promotions, product placements, mailers...)
- From mass media to more specialized media, which are centered around/on specific target audiences?
- From a manufacturer-dominated market to a retailer-dominated market. The market control has transferred into the consumer's hands.
- From general-focus advertising and marketing to data-based marketing.
- From low agency accountability to greater agency accountability. Agencies now play a larger role in advertising than ever before.
- From traditional compensation to performance-based compensation. This encourages people to do better because they are rewarded for the increase in sales or benefits they cause to the company.
- From limited Internet access to widespread Internet availability.

The primary goal of IMC is to affect the perception of value and behavior through directed communication. The development and diffusion of IMC is closely associated with fast technological advancement and of a rapidly globalizing and deregulations of markets and individualization of consumption patterns. This has emphasized the need to adjust objectives and strategies to changing marketing and communication realities. From this point of view, communication has to move from tactics to strategy. In the rapidly changing and highly competitive world of the twenty-first century only strategically oriented IMC can help business to move forward. It is a matter of common interest for academics, professional schools and practitioners on strategic and tactical levels to close the gap in order to move IMC from tactics to strategy. This can be achieved by international research and reconsidering educational programs regarding management, marketing and marketing communications. (Holm, O., 2006)

Like all other organizations, universities face a classic dilemma when developing marketing strategy. On the one hand, operational cost efficiencies arise from providing a single, undifferentiated offering to all served. With the other, when the market served is heterogeneous (and it usually is) and higher costs accrue from a variety of offerings targeted to the unique needs of the various targeted segments, comes greater student satisfaction and enhanced market success. Consequently, a university must select a marketing strategy that maintains an appropriate balance between its ability to effectively meet the needs of specifically targeted students and its ability to operate efficiently. Again according to Lewison, D. M. & Jon M. H. (2007, p. 18-19) the diversity of undergraduate and graduate student markets has increased significantly over the last decade. This variation in student demographics, psychographics and behavioral characteristics has contributed to the “age of individualism” in which the “customers as individuals” theme has become a dominant force in defining the higher education marketplace.

Supported by new technologies, extensive globalization, more socialization, and a keen sense of entitlement, the notion of students as individuals has become a market trend that can only be harvested by carefully crafted marketing strategies and activities based on clearly delineated and profiled segments of the market. The evolution of market segmentation structures is clearly shown by the growth of the idea that consumers need to be viewed as separate, discrete and distinct entities, evidenced by the sequential segmentation of mass markets into market segments, market niches, micro markets, and individual markets. Clarity of market definition and strategy is

becoming more and more important in the emerging knowledge-based economy that defines the higher education industry. The intangible and perishable nature of the typical university offering adds to the need to have an identifiable target market and an actionable strategy to reach it. The suggested strategy-making processes incorporate many well-tested concepts and practices.

They focusing on mass marketing and the educational consumer market and target marketing and the educational consumer market for the selecting a marketing strategy and summarized that the future of marketing for educational institutions lies in the more analytical and creative realms of direct interactive multichannel marketing. And, emphasizing well-defined markets and carefully profiled customers encourage the use of database marketing strategies and tactics that speak directly to and interact with individual students. Highly customized and personalized marketing offers can best be tailored to the particular needs and preferences of selected student prospects by using multiple marketing channels of distribution that support direct contact with students. The new era of direct multi-channel marketing requires creating multiple touch points with each student prospect. Gaining access to and securing response from existing and prospective students via electronic (Internet and email), print (direct mail, magazines, newspapers), broadcast (television and radio), teleservices (inbound and outbound telemarketing), and personal (direct sales and retail outlets) channels are rapidly becoming the norm for successful student marketing within the market context of higher education. Attracting and retaining students requires developing and offering a unique value proposition; the only way one can know what constitutes a different value equation is to know and understand the market as individuals and meaningful groups of individuals. Well-defined marketing segmentation structures are a precursor to well-executed direct marketing programs

These procedures allow institutional marketers within the higher education setting to consider alternative ways of identifying target markets and selecting market coverage strategies. With clear understanding of their market structures, academic institutions can develop compelling themes that knit together otherwise independent activities, and focus the energies of their marketers on the university's desired position in the marketplace. Careful market delineation allows universities to excel in definite areas that set them apart from other institutions of higher learning, and therefore provide selected student populations a unique learning value.

In addition, the above market delineation process support two key marketing abilities: market sensing and customer linking. Market sensing capabilities help institutions to detect change amongst various student populations and provide better opportunities to anticipate possible changes. Customer linking is enhanced by careful market structure delineation, in that it enhances the ability of the university to establish close and collaborative relationships with both current students (higher retention), as well as prospective students (better recruitment). Strong student linkages allow the university to recognize and respond to changes in student needs and preferences.

The market segmentation process is a highly adaptable framework. In addition to student recruitment, it can be used to segment and classify: donors relative to fund rising; employers relatively to student placement; participants relative to trainings; and alumni relative to involvement. Building and maintaining relationships is greatly enhanced if the university has a strong program of market delineation, assessment and selection. The widely-regarded practice of relationship marketing has its roots in the customer sensing and linking activities of the market segmentation process of identifying target markets and selecting market strategies. In recent years marketing concept has been gaining importance in all sectors of service throughout the world. The responsible factors for this are self-support policies, increasing competitiveness in the marketplace, rising customer expectations, widening access to information etc. In order to survive in such an environment distance education institutions need to evaluate their activities with the external environment, get in touch with the users' need, and integrate this analysis into every day working of the distance education organization - in short to adopt the marketing concept. Educational institutions face marketing problems. Many face changing student needs and societal expectations, increasing competitions for scarce client and funding resources, and unlimited financial pressures. One result is that educators are often forced to take a hard look at marketing to see what this discipline might offer to keep their institutions viable and relevant. At the same time, many educators are approaching marketing with caution. Although educational administrators have readily adopted such business functions as finance, accounting, planning, and public relations, they have been more skeptical about marketing.

Marketing has the image of being primarily a function for profit making enterprises. Educational administrators worry that marketing is manipulative

and expensive, and that their boards will feel uncomfortable. Gupta is argued in his paper that anyone involved in marketing, particularly in marketing of distance education must understand that it is an organization-wide philosophy, which does not work unless everyone believes in it. Internal marketing is equally important and DE staff should have some marketing skills (Gupta, retrieved on 1st February, 2005, available from <http://www.ignou.ac.in/Theme-1/Dinesh%20K.%20Gupta.htm>)

Relationship Marketing Theories and Implementations:

From customer relationship management (CRM)

to student relationship management (SRM)

As the name implies, CRM is managing the long lasting relationship with customers often coupled with the use of information technology (IT). It is favorable to have an established relationship between companies and their clients increase chance of being the first choice if consumers want to have same or similar service or products again. This eventually leads to “brand loyalty”. A loyal customer is happy customer and such customer will be a voluntary ambassador of a brand. Thus, corporations are moving away from mass marketing to relationship building strategies and education institutions can benefit from this experience. (Shaik, N., 2005). In education, the primary use of technology-backed CRM in marketing and promotion is to field feedbacks from students who have learned of the educational institution through advertising, word-of-mouth referral, Internet search, or other means (Hitch & MacBrayne, 2003). Hitch, L. P., & MacBrayne, P. (2003). A model for effectively supporting e-learning. (Retrieved May 5, 2004, from <http://ts.mivu.org/default.asp?show=article&id=1016>)

CRM becomes even more important because as commonalities in degree and postgraduate programs increase allowing for qualifications to become portable worldwide, competition between suppliers of higher education is increasing. (Demiray and et. all, 2007, p.162). This could be a “unique selling proposition (USP)” for an educational program which substantially differentiates it from its global competitors. Imagine a prospective student asks this question to himself or herself: Why would I choose you? For a tertiary institution of which is equipped with educational version of CRM, student relationship management service (SRM), the answer is easy: “We do listen and alter the program according to what you need and really want. We always value your opinion and listen to you”. Perhaps this explains why many academic institutions started with extending the campus-based student services to online distance learners by implementing Student Relationship

Management (SRM) to provide services to improve student relationships. In general, higher education in distance and open education area in particular are going through a number of changes as a result of advancements in online and electronic technology and changes in the student profile.

Word-of-mouth in IMC

Despite WOM's reemerging role in marketing communications, and relatively sufficient number of books published on the subject; the academic researches and publications on WOM is still limited. The researchers have begun to investigate WOM and its effectiveness. As consequences of scholars' interest to WOM, scholarly papers have begun to appear on viral marketing, buzz or digital consumer networks (Sun, Youn, Wu, and Kuntaraporn, 2006). However, there is a growing effort from practitioners of researching different aspects of WOM. It is a fact that mass media is highly fragmented in today's world. Thus, traditional mass media advertising's function of disseminating messages over wider audiences is looming in the horizon. So much so that according to Nielsen's global survey, word-of-mouth or aka "buzz" accounted as the most powerful selling tool over the traditional advertising (http://www.nielsen.com/media/2007/pr_071001.html Retrieved on 21 May 2007).

In another study which is conducted by 'Doubleclick.com', reveals that consumers listen of whom they respect as "subject expert" and value their opinions when making a purchase decision. Interestingly, these "influencers" are widely refers to internet and they embrace emerging media. (http://www.doubleclick.com/insight/pdfs/dc_influencers_0612.pdf Retrieved on 3 June 2008). Furthermore, research findings indicate that even for a major purchase such as car, "influencers" rely much more on websites than dealerships. Growing number of formats and applications on the internet refers to number of online WOM vehicles, including but not limited to: e-mails, postings on public internet discussion boards and forums, usenet newsgroups and listservs, consumer rating websites or forums, blogs, video blogs, social networking and individual websites (Brooks, 2006). Consumers and prospects are often congregate in these platforms and share sheer amount of information and experiences they had on an issue or brand (http://www.nielsenbuzzmetrics.com/files/uploaded/whitepapers/nbzm_wp_CGM101.pdf Retrieved on 5 June 2008). This is called as 'consumer-generated media' or CGM. Companies which are envisioned of creative use of available internet tools use blogs as a launch pad for their new campaigns.

Nike's Art of Speed adverblog set a good example of such a utilization of emerging technologies Retrieved on 12 May 2008, also available from http://www.nielsenbuzzmetrics.com/files/uploaded/whitepapers/nbzm_wp_TrustMedia.pdf)

Niederhoffer et al., (2007) investigated the effect of consumer-generated media on new product launch. Their findings indicate that for the top 10 percent of new product launches, buzz was significant. Riegner (2007) investigated the impact of web 2.0 on consumer decision. The researcher aimed to reveal the possible effects of consumer-generated media and how this new form of consumer communication will affect and reshape the coming era of marketing. The researcher points that findings indicate web 2.0 will shake off old fashion internet advertising. The scholar also indicated that when newly emerging internet savvy generation of whom are now at 'social clicker' stage, enters adulthood stage internet will be much more vibrant environment. Smith et al., (2007) set out to understand the nature of the social networks and connecting with them in ways that encourage WOM messages movement and characteristics of effective individuals. Scholars reported that moderately and highly connected individuals love to tell people about something new they have learned were approximately equal. The researchers also reported that influencers tend to pass along information that they consider both unique and trusted. Casalo et al., (2007) in their study that investigates participation to brand communities on consumer trust and loyalty. Scholars reported that findings supports their axiom of consumer's or prospects' participation to brand communities enhance their loyalty to brand regardless of the nature of the information they gather out of such communities. The researchers findings can be grouped under three headings:

- Virtual brand communities can affect their members' behavior.
- Virtual brand communities may help to identify the needs and desires of particular individuals or groups.
- Active participation in virtual brand communities may favor higher levels of consumer loyalty to the brand around which the community is developed.

In a similar study on value of participation in virtual consumer communities, Shang et al., (2006) investigated the effects of consumer' lurking and posting behaviors in virtual consumer communities on specific brand loyalty. The researchers indicated that the causes and effects of lurking differed. Lurking contributed to brand loyalty more than posting did, and the primary purpose

of lurking was to look for information regarding product function or performance rather than satisfying consumers' affective needs. Graham and Havlena (2007) studied what they called "missing link" between traditional advertising and WOM in internet. Scholars' reports that brand should redouble their efforts in using advertising to grow brand advocacy through the integration of online and offline branded consumer contact points.

The literature on direction of effects of WOM has two streams. This is because scholars who studied the subject in large grouped under two main titles. The first stream approaches the WOM from negative effects perspective. Supporters of this perspective operate from conventional wisdom that "bad news travels fast." Perhaps abiding by this phrase, much of the WOM-effects literature has been intensified on this assumption (Argan and Sever, 2008; Richins, 1983; Anderson, 1998).

Bailey (2004) in his study investigated the effects of corporate complaint sites on consumers' attitude towards organizations. The research findings indicate that individuals shape their attitudes based on negative information they are exposed to in corporate complaints websites. The research results further indicate that organizations should not neglect the negative information that appears in such websites. Although there is a need that companies should respond to complaints that appear in consumer complaints website, they should do so by facilitating a communications in their official company websites.

The research findings also indicate a need for regular checking of consumer complaint websites as well. Coombs and Holladay (2007) point to the amplifying effect of negative WOM. Scholars added that it occurs during and after a crisis situation. However, researchers underline that low level crisis may have a limited effect on company reputation. Moreover, the ability of crisis response strategies to mitigate anger may be much more beneficial to organizations than their power to protect its reputation. In academic studies on WOM, the considerable amount of attention has been given to topics such as reasons and circumstances under which consumers spread negative WOM. Yet, the economic implications of negative word-of-mouth have not been investigated deeply. Goldenberg et al., (2007) studied the effects of negative word-of-mouth on firms' revenues. The researchers found that even the numbers of dissatisfied consumers are small; effect of negative WOM on firms' profit can be detrimental. In another study that compares positive and negative WOM, scholar reports and interesting finding. The researchers

found that number of people producing positive WOM is bigger than individuals who produce negative WOM, and the occurrence of positive and in some cases negative WOM is positively related to market share (East et al., 2007).

Academic research articles directly linked with WOM and movie preferences are even more limited. One of the early studies on the effect of the positive and negative WOM on movie appreciations reports that negative WOM has a significant effect on movie preference (Burzynski and Bayer, 1977). The researchers found that the negative WOM is so affective even in some cases respondents reported that they redeem their tickets immediately after being exposed to negative information on a movie. The studies on the source of negative information for movies skew toward movie critics in most cases. A study on critics and their effects on box office revenues found that negative WOM hurt box office performance more than positive one (Barusoy et al., 2003). A study on WOM for movies and its dynamics and impact on box office revenues revealed that the word-of-mouth activities are the most active during a movie's prerelease and opening week, and that WOM is more of a component to other information sources than a substitute. Another study on online movie reviews and their impact on movie sales revealed that online WOM has a great impact on movie preference. The study also revealed that not all WOM is equal. Consumers need to distinguish between "true" and "honest" opinions from all kind of false or misleading feedbacks on the web. Perhaps one may wonder how similar the online information is to occur in real life. The ample evidence suggests that the degree of similarity can be very high (Dellarocas et al., 2004).

Use of word of mouth in education has largely gone under-studied. However, some studies on how students do use WOM on their course choice are now getting into the scope of researchers. For instance, Sever (2009) indicated that WOM is important for course choices, yet students do not interested with instructor's background or abilities. Rather, they seek informat about assignments and grading policies in courses. They make their decisions based on such information, and they value physical WOM over virtual one. As for the source of information is concerned, senior students are the most valuable 'information source' followed by electronic information pieces.

Virtual advertising

There is a growing view that due to message clutter, old forms of 30 or 60 seconds commercial reels are quite likely to be replaced with a new form of

virtual advertising. In order to fully grasp reasons behind this wind of change, we need to refer to various definitions of the term. Perhaps the most down to earth definition of virtual advertising would be of “now you see it, now you don’t”. This may seem as rather a vague approach. In fact, it is not, because number of scholar did come up with “operational” definitions that are far from portraying the term in its context.

There is an ongoing debate on where virtual advertising should be placed. In other words, is it a new and innovative form of advertising? Or, is it a new way of using advertising media in a creative way? Carat North America’s chief executive David Verklin defines the virtual ads as “the Harry Houdini of the media business” (retrieved on 5 March 2008 available from <http://www.nytimes.com/library/tech/99/10/biztech/articles/01adco>).

There are other, yet more descriptive definitions of the term. Burgi (1997) defines the virtual advertising as “real time video insertions into television broadcast, and employs the same technology that was developed for the guidance system of smart bombs”. Lieber (1995) approaches virtual advertising from benefits sought point of view. Scholar defines the benefits of virtual advertising as an opportunity for having a permanent space that advertiser can have their logo or advertisements visible during telecast of a sports game.

Turner and Cusumano (2000) defines the term as a novelty advertising medium which presents a potential of telecasting a different signage message to every intended market at a premium price. Thus, sponsors will have a chance of earning enormous revenues. So far, definitions and views on virtual advertising given here may likely to help shape perception of which virtual advertising or signage is free from external assaults. Sponsors who are ready to pay extra fees to virtual forms of advertisements are mostly driven by a unique motive; that is despite other forms of sponsorship telecasting, virtual ads cannot be ambushed by their archenemies (Lefton 1997).

The sponsors, who are willing to pay this fee, try to gain some benefits. (Payne 1998). The benefits, which the sponsors want to obtain, can be given as follows; increasing the organization/brand awareness, strengthening the image, increasing the market share, increasing the sales volume and etc. (Argan 2004). In certain circumstances, million-dollar sponsorship activities can not be protected and become the victims of ambush marketers’ activities (Ettorre 1993).

Besides, non-sponsor and mostly the direct competitor firms engage pre-planned marketing activities. These kinds of marketing activities are known as ambush marketing.

Ambush marketing, a promotional strategy non-sponsors use to capitalize on the popularity or prestige of an event or property by giving the false impression that they are sponsors. Ambush marketing is becoming a threat to the very involvement of sponsors and is influencing their relationship with sport (Wolfe, Meenaghan and O'sullivan 1998). It has reached the point where some corporations now eschew almost all sponsorship invitations. Whereas once ambush marketing consisted merely of Olympic-themed advertisements or promotions, it now includes more insidious forms of advertising, such as corporate logos on athletes' bodies (Davidson and McDonald 2002) and virtual advertising. The aim of the ambush marketing is to gain some benefits with confusing the minds of the consumers. Another important subject is the impact dimension of the ambush marketing. Whether ambush marketing was an "immoral" or "illegal" practice, few researchers have actually debated this question. Predictably, event owners and official sponsors have regarded it as immoral because it threatens their ability to sell events or recouping investments made in these (Payne 1998; Crow and Hoek 2003).

The direct and indirect competitors of the official sponsors often employ the ambush marketing strategies. Among the several common ambush strategies, it is possible to see following techniques; sponsoring the broadcast of event (Meenaghan 1996; Doust 1997; Crow and Hoek 2003), sponsoring subcategories within sport events (Doust 1997; Kendal and Curthoys 2001), purchasing advertising time and place around sport events (Doust 1997; Lyberger and McCarthy 2001), engaging in major non-sponsorship promotions to coincide with sport events and other ambush marketing strategies (Meenaghan 1996; Doust 1997). A company other than the event sponsor sponsors the broadcast of the event, usually because the media audience for most events is much larger than the on-site audience; the "ambusher" is seeking a perfectly legitimate sponsorship opportunity in its own right.

The benefits of this approach are obvious when one considers that the media audience for most events is much larger than the on-site audience (Doust 1997). The Fuji versus Kodak case in the 1984 Los Angeles Olympics is

perhaps the most celebrated legal ambush. While Fuji was a worldwide sponsor of Olympics, its competitor, Kodak, became “sponsor” of ABC television’s broadcasts of the games and the “official film” supplier to the U.S. Track team (Meenaghan, 1996).

According to Meenaghan (1994) several strategies to counter ambushing can be identified: Among the counter strategies towards ambush marketing, these are the most known techniques; linking event and broadcast sponsorship, anticipating potential competitive promotions, exploiting the sponsorship rights secured and resorting legal action. Another aspect of virtual advertising in these days is ‘search engine advertising’. The term "search engine marketing" describes an ever-changing host of activities including site optimization, the management of paid listings, submitting sites to directories, and developing online marketing strategies for businesses, organizations and individuals – all tactics to increase page rankings on search engines (Search Marketing for Higher education, 2008). The most important point for search engine marketing is to know what students are looking for when they start searching a tertiary institution or a program. It is vital for institutions to understand keysearch criteria of their prospects, so that they align their pages on the web and give the right key search terms to their page carriers so if a potential ‘client’ surfs on the net he or she will be come across with their pages.

DISTANCE EDUCATION FOR MARKET AND MARKET FOR DISTANCE EDUCATION

Globalization and Strategy of Marketization

The phenomenon of globalization is considered as the most widespread trends in many countries. It has brought about the worldwide integration of economic and financial sectors.

In the context of a changing world, the central role played by education to favour social and professional integration appears to be largely reinforced. Thus, the aspirations or objectives of UNESCO and the world body of United Nations Organization are being propelled by the globalization on education. It is hope that policy planners, academicians and educators would develop a sound and effective education system for continuous development that would strengthen their skills and foster positive interest, attitudes and values to cope

with the opportunities and challenges posed by globalization and in particular e-learning methodology. However, there is a growing process of globalization as reported in e-readiness ranking in many developing countries. Thus globalization would entail the restructuring processes especially of distance and online education system. The impact of globalization on the economy, financial institutions, communication, information and technology could be considerable. Thus, knowledge is becoming an increasingly important factor of production as most positions in industry and management are technology driven and the demand for computer literacy is an in-built job requirement. Without being computer literate you cannot secure some management or corporate positions. According to Prasad (1997) the communication technologies have made it possible to compress the space-time dimension and help in breaking the barriers of national, regional and international boundaries. This has resulted in the emergence of a set of new learning environments particularly in distance and online education which is mostly mediated by new technologies. By the use of satellite communications and internet it is becoming possible for distance and online education Institutions/Centres around the world to reach any individual or location anywhere in the globe.

Globalization and strategy of marketization presents the ubiquitous influences of Globalization, or in particular, market forces on higher education transformation. The principle of “Marketization” has also been extended beyond the economy into education. Distance and online education has transformed from public institution into market enterprise which is seen as an active and spontaneous response to the impact of globalization. Here it will examine that the strategies of the marketing on higher education, especially on distance and online education, covering teaching, research, and training. Particular attention will be on educational policies, changes and the implications of this changings. The emergence of private institution, the prominence of cost-sharing, and the measures of extra revenue generation by the institutions are seen as key strategies of marketization. The main purpose of this title is to see how the distance and online education experienced in the light of global practices on marketization.

Competition between institutions and countries together with the drive for profitability will promote innovation in education offerings. The proactive stratification of education as a marketing tool recognizes that students are from multiple and often contradictory social locations which provide possibilities and constraints in the education process. To deliberately

recognize some of these possibilities empowers the student learning process by providing more choice in a competitive higher education market. As the number of for profit private higher education institutions continues to increase so marketing niches will develop (Demiray and et.al, 2007, p. 12).

MARKET FORCES DRIVE THE DEVELOPMENT OF ONLINE AND DISTANCE EDUCATION

Distance and online education in the world is set to face tremendous challenges, in the sense, that the phenomenon of globalization and information technology revolution has major implications for societies all over the world.

The underlying global trends will have far-reaching consequences for the distance and online education system in the developing countries unless the complex issues are tackled on a top priority basis. In developing countries, what is required is to opt for peaceful but revolutionary changes in the existing archaic system of distance and online education. Knowledge acquisition in the developed countries is expanding in an exponential fashion within the framework of scientific and technological societies of the future. Information Technology is the motivating force driving distance education institutions to offer new and exciting courses, delivery and support service system in frontier areas of knowledge. The gap between the distance and online education system in the developed countries and developing countries, in general, and Turkey in particular, is widening and the only way out is to make a quantum jump by reforming and reorienting our system of distance education. The scope of this title is to explore the opportunities for educational development and the new challenges faced by distance education institutions in the world, meanwhile in the context of globalization process. Title focuses on the opportunities, the challenges and the desirable response to globalization of distance and online education.

Both Western Europe and North America have witnessed an enormous growth in their clientele for distance education. While several decades ago it was still an issue of discussion whether learning via the distance education mode could be as effective, and cost-effective, as learning through the face-to-face mode, that question has sometimes been answered in favor of distance education and sometimes not. More importantly, it has largely become irrelevant for large groups of potential users of these services for whom distance education provides the best way – or at times the only way –

of meeting their learning needs. Increasing numbers of the population of the two continents have become knowledgeable consumers of the services of diverse providers.

They make their choices in accordance with their needs, the perceived quality of the provider, their financial capability and willingness to invest in their education, and the appeal of a variety of attributes of the providing institution and its products. On the other hand, distance education providers – as well as other providers of educational opportunities– have become aware of the economic necessity to be continually responsive to demand. More than at any time before has the solution of learning needs by choosing from alternative structured learning opportunities become part of a process in which supply and demand mutually seek to maintain a dynamic equilibrium. Distance education has in no small way contributed to this development. The above is to say that market forces have become responsible for what happens in at least a significant portion of the learning environment at large. In an economic sense, that market is huge. The “EU distance education market could be worth one billion ECU” is the title of a starter document for the Project on the Development of Knowledge in the Field of Vocational Training at a Distance in the European Union (Retrieved on February 19, 2008, <http://www.learndev.org/dl/LearnTec2001.PDF>).

The same document estimates that 2.5 million people are studying at a distance for vocational purposes in the European Union. That figure excludes those who engage in in house training (likely another very significant number) and students of hobby-type courses.

The total enrolment in six European open universities (Spain [two], Germany, The Netherlands, Portugal and the United Kingdom) is quoted as 450,000 with at least another 150,000 distance learners enrolled with conventional universities (mainly in Finland, France, Sweden and the UK). An additional 1.2 to 2 million distance learners are thought to be more or less evenly divided between government and proprietary providers in the non-university sector. Figures that can be found for the US market are at least as striking. A document refers to estimates by the Distance Education and Training Council (DETC), founded more than 70 years ago, that “100 million Americans have taken distance study courses in the last hundred years.” The same source speaks about “five million people [who] are getting an education through some type of distance learning medium.” It also quotes “projections of up to 10 million students by the year 2000 and 20 million by 2005”.

Eduventures estimates that the number of students enrolled in fully online distance-education programs grew nearly 34% in 2004, to approximately 937,000 students. Further, Eduventures anticipates continued growth in 2005, with the number of students enrolled growing more than 28% to more than 1.2 million. In *Online Distance Education Market Update 2005: Growth in the Age of Competition*, Eduventures estimates that, by late 2005, 7% of all students enrolled in degree-granting postsecondary institutions will be enrolled in an online program. This percentage is expected to jump to 10% by early 2008. The report examines online distance-education growth in both for-profit and non-profit institutions, and provides an analysis of the nature of competition in this market. (Chao, E. L., & et.al, 2007, p.11). Retrieved March 3, 2008 and in addition you can visit the page is addressed here <http://www.outsellinc.com/services/products/642>). The above data indicate another link with market forces. Not only is the provision of educational opportunities an economically viable activity, increasingly the intervening technological infrastructure is also a considerable economic factor, which is being pushed by early exposure to the technology.

The free play of market forces work well to support the organic integration among different portions of the learning environment at large. However, a caution is in order. While there is no doubt about the extent to which market forces drive the development of structured learning opportunities in Western Europe and North America, it is important to recognize that the overall purposes of education and the related meanings of learning have to do with much more than economic factors and economic development. The reasons why we learn are multiple. They should not be held to be restricted to those things, like the acquisition of particular skills or pieces of knowledge, for which there are short-term economic benefits. UNESCO has been in the forefront to draw attention to key global issues (such as related to the environment, sustainable development, eradication of poverty, our ability to live together in harmony and to foster a culture of peace) that are intimately related to how we learn and the conditions that societies put in place to promote and facilitate learning.

Distance education is an increasingly important part of these conditions. Yet, there is strikingly little debate in the field of distance education about its role vis-à-vis the purposes of education and the meaning of learning in a sense that goes beyond immediate economic benefit. It is high time that such a debate should start (Visser, 2001, p. 3-4). The market for electronically-

delivered corporate education and training is growing. Right now less than 20% of corporate training is delivered electronically; by 2000 that percentage is projected to grow to 50%. Universities, nonprofits, corporations, and public private partnerships are beginning to beam corporate education and training almost everywhere. Some examples:

- Executive Education Network. Provides education and training for companies via real-time satellite TV to the work site. Plans to go international.
- Jones Education Company. Provides education and training for companies via satellite, cable, video and Internet-based technologies to home or work site on flexible time schedule. Operates internationally.
- National Technological University. Provides satellite-delivered education and training to the work site on flexible time schedules. Operates Internationally.
- Europace. Provides satellite-delivered training to the work site. Operates internationally.
- Ford Motor Company. Provides satellite and Internet-delivered training to Ford work sites and dealerships in North America and, soon, internationally

Distance education will continue to grow and be recognized as an effecting form of delivering education to the masses. With the increase in cost associated with site-based education, distance study should be able to provide educational value to prospective students. Credit acceptance from institution to institution will always be a concern. It is sure there will be a shift in broader regulations for credit transfer as the government steps in to protect the individual from losing their monetary investments on credits obtained. I think the outlook for expansion of markets is excellent. It is increasing amount of competition from traditional not-for-profit universities in the online area which presents a great challenge. I see credit and public acceptance increasing.

The demand for e-learning will continue to grow; and the market will become more competitive. We anticipate using new technology for more interactive studying. Distance education is continuing to grow and grow. Any school that doesn't recognize that is missing an opportunity. There will always be a need for instructor-led, but the same can be said for distance study. As more of the traditional colleges implement distance education

programs, distance education should become more widely accepted by the public. With public acceptance and more individuals taking advantage of distance education, the public will also become more demanding for transfer of credit, thereby forcing traditional institutions to change transfer requirements. As it becomes more difficult for state regulatory agencies to regulate distance education institutions more emphasis will be placed on accreditation. Due to the immense, ever increasing popularity and interactivity of Internet communication at large, public acceptance of distance education will no doubt increase. As advancing technology aids the further development of educational tools, schools will have more flexibility, and will be able to respond to this increasing demand.

Market forces are likely to drive change in transfer credit acceptance. As more and more students enjoy the flexibility and benefits of distance education, they will expect traditional colleges to accept credits from nationally accredited schools. As highlighted by recent events with the Higher Education Act Reauthorization, federal regulators are listening to student concerns about the negative effect discriminatory credit acceptance has on students. State regulatory bodies will continue the trend of revising statutes and regulations to encompass the evolving distance education sector. Increased use of the Internet for distance education enrollments and course delivery will require states that have tried to regulate education institutions engaged in interstate commerce to reevaluate their positions. (Distance Education Survey, 2007, p. 8-9)

SIZE AND SCOPE OF GLOBAL ONLINE AND DISTANCE EDUCATION MARKET

Today, higher education faces strenuous pressure. In our so-called global village, modernity and postmodernity opened the door for major advances in technological communication between peoples across national and cultural boundaries. Educational systems around the world are under increasing pressure to use the Information and Communication Technology (ICT) to teach students the knowledge and skills they need in the 21st Century. Organizations today are looking beyond the automation of traditional training models to new approaches to knowledge transfer and performance support that are better aligned with business goals and deliver measurable results. By focusing on the specific business objective, rather than the learning technology, an opportunity exists to fundamentally re-think how we design and deliver learning programs.

Online Distance Education Gaining Credibility in the World

The online distance education market is heating up; with enrollment exceed 1 million students in 2005, representing a market of more than \$6 billion, according to a recent report by Eduventures, an independent research firm. More than 70 countries are offering educational programs through Open and Distance Learning today. The Financial Times published a special supplement on online learning and business education. The supplement was headed "Distance learning boosted by downturn." It seems in all the doom and gloom of the credit crunch that the e-learning market could be a major beneficiary. (<http://www.kineo.com/elearning-market/e-learning-market-update-march-2008.html> Retrieved December 17, 2008)

These trends include: blurring of the line between public and private education, development of innovation in education through privatization, competition among private educational institutions to improve quality continuously, and the fluidity of development of private educational institutions in different Middle-East and especially Arab countries. Throughout the Arab World, private education is a necessary consequence of the inability of public education to meet the volume of demand for higher education in the Arab World and a realization that monopolization of higher education by the state runs contrary to national interest. Many Universities are an advocacy of cooperation, even partnership, between private and public universities in the Middle East and Arab World. Outlining some priorities of strategies are reform that requires collaborative approaches between universities, colleges, department, and ministries in order to enhance the quality assurance of higher education at Arab countries. Such as University of Westminster, McGill University in Montreal, Canada etc. Successful collaborative efforts in the educational sphere should effectively address contemporary multi-faceted challenges of building capacity in countries characterized by sharp variations in level of development. Insight into how to manage effective, collaborative, interdisciplinary education is provided with particular reference to the Middle East. The stronger the market pressures, the greater the demand will be for quality assurance of higher education in Middle-East and Arab countries.

In recent decades, globalization has given rise to a new economy driven by factor mobility, skills development and knowledge creation. No longer are capital and labour alone have become sufficient for promoting global competitiveness; knowledge-creation and new product development vital.

The new knowledge-based economy underscores the importance of information and knowledge driven by labour market flexibility and investment in modern ICTs. To this end, deepening integration in global markets and cultivating the benefits of globalization will require highly-skilled and well-trained manpower capable of making managerial and organizational decisions. In the new economy, the role of universities has become vital for building knowledge capacity and enhancing the quality of human capital needed for accelerating economic growth and increasing global linkages. Management of globalization underscores the importance of labour market flexibility through skills development and on-the-job training. Similarly, competitiveness requires the invention of new production techniques and the creation of new products. In this regard, the university has become critical for building knowledge societies by designing research programs and offering special courses that satisfy labour market requirements. Labour flexibility enhances the ability of the economy to take advantage of globalization through investing in human capital and increasing the stock of knowledge. In the Middle East, labour flexibility is subject to the constraints of market imperfections, inadequate public policies, institutional problems and absence of gender empowerment. Under such circumstances, radical reform and greater access to education are vital to increase labour flexibility and deepen globalization. (ICHE, 2007)

Former Iron Curtain countries i.e. Bulgaria, Letonia, Estonia, Poland, Slovenia and Slovakia offer great potential. Similarly, Turkic states i.e., Turkmenistan, Ozbekistan, Kazakistan, Kirgizistan as well as Arabian Golf states are now a major question mark for the discussion.

However, increasing number of distance education service providers will no doubt focus on these markets. This list can be extended by adding Magrib countries i.e. Tunisia, Libya, and Morocco. Online and distance service providers at regional and global scale should include these countries in their next “target markets” lists.

The study, *Online Distance Education Market Update: A Nascent Market Matures* examined the development of the online distance education market. Sean Gallagher, senior analyst for Eduventures and a prominent author of the report indicates that the focus in online distance learning will shift to quality over the next few years, and new brands, institutions and types of programs will emerge. "Overall, online education is helping integrate lifelong learning into people's lives," Gallagher said. "That's the primary driver the economic

and social needs for education. And, I think this is a vehicle that allows working adults in particular to access higher education, whether it's something short, like a certificate or a continuing education or professional development course, or whether it's a full degree program, from the bachelor's level to the doctoral level." <http://www.Online Higher-Education Market to Exceed B in 2005 - Technology - RedOrbit.mht>)

Online Distance Education Gaining Credibility In Middle-East and Arab Countries

Despite the fact that the majority of studies on online and distance education has been concentrated on its application in developed world, the vast area of developing countries are remained virtually untouched. If India is put aside which has a sophisticated open and distance education program, former Iran, Turkey, Turkic states i.e., Turkmenistan, Uzbekistan, Kazakhstan, Kirgizistan, Arabian Gulf States were not targeted by distance education providers. This list can be extended by adding Magrib countries i.e. Tunisia, Libya, and Morocco.

Both academic and non-academic institutions such as businesses have increasingly been interested in the use of information and communication technologies (ICT) to support learning, otherwise termed e-learning. This interest has been fuelled by the new developments in ICT such as multimedia and the Internet with its world wide web. Other incentives have been the expected reduction of the cost of education and the expansion of education to tap into a growing market that cannot be reached by traditional delivery. Especially, Middle-East with higher education (HE), the issue of quality is raised leading to both anecdotal and empirical evidence of ways to maintain quality while deriving the benefits of e-learning. By the way here is too very important that the trends in private educational institutions in the Middle East and especially for Arab World with a view to pinpointing major challenges besetting privatization.

Successful collaborative efforts in the educational sphere should effectively address contemporary multi-faceted challenges of building capacity in countries characterized by sharp variations in level of development. Insight into how to manage effective, collaborative, interdisciplinary education is provided with particular reference to the Middle East. The stronger the market pressures, the greater the demand will be for quality assurance of higher education in Middle-East and Arab countries.

The e-learning market in the United Arab Emirates (UAE) alone is currently estimated at \$14 million and is expected to increase to \$56 million by 2008. In the Arab Gulf (Saudi Arabia, UAE, Kuwait, Bahrain, Qatar, and Oman, in decreasing order of edu-economic importance) total spending on e-learning was estimated at \$72 million in 2004. This figure is well below the average in the much of the world, but it's growing at a 27 percent compound average rate.

Online education spending in the Arab Gulf region will thus reach \$240 million by the end of 2009, with Saudi Arabia and the UAE representing about 80 percent of the total. With its large student population, Saudi Arabia dominates in academic e-learning; while the UAE leads in business e-learning services. E-learning now receives more attention in the Arab world than ever before (Guessoum, 2006)

Online distance education has been gaining in credibility in recent years. Many people -both students and their employers- were skeptical of the quality of distance learning when it first bit the Web. Gallagher explains the situation as: In the past, it was more on the fringe or on the leading edge of innovation in higher education programs.

But as the report highlights, it's now really being recognized as something that's more credible and viable. The reason behind of this hunger for education is the need for easy access to quality higher education programs, a growing acceptance of technology and the development of new technologies that can process more information at higher speeds.

A MARKETING CASE OF TURKISH DISTANCE AND ONLINE EDUCATION SYSTEM

The geography where Turkey is located has the potential to attract prospective students from both the East (Middle East, Turkic Republics in Asia, etc.) and the West (European countries). Turkey has strong ties with many Middle East and Asian countries. Religion and similar cultural aspects create a bond among the countries mentioned and Turkey. Creating programs solely designed for these countries will attract many students. On the other hand, interest for Turkey increased in European countries within the context of possible EU membership. On the other hand, dense Turkish population living in Europe (such as Germany, Belgium, France, Austria, and

Netherlands) denotes a lucrative market. Over the years, those people created a distinct culture that has its own characteristics and needs.

The purpose of higher education is to raise the students in line with their interests, capabilities and skills according to the human force necessity of the society at higher level and various stages and science policy of the country, to conduct research in scientific areas, to make publications illustrating the research and investigation results and promoting science and technology, to provide opinion on researches and investigations requested by the Government, to disclose the scientific data that shall raise the general level of Turkish society and enlighten the public opinion and to provide non-formal education services. Higher education institutions are such as Universities, Faculties, Institutes, Higher Schools, Vocational Higher Schools, Conservatories, Research and Application Centers (Türkiye Eğitim İstatistikleri, 2006).

The University system consists of nearly 100 universities (25 of them established by foundations and private sector) and non-university institutions of higher education including police and military academies and college too (<http://web.deu.edu.tr/buca/fenbil/cogtech/education/turkey/system.html> retrieved March 2, 2008).

The Web-based distance education activities carried out by Anadolu-OEF, other than ODTU and MNE are transmitted to the students by various universities by means of certificate and diploma programs. Besides, in recent years, some courses are given on internet and the sources are shared by means of distance education at various universities. In 1996, a video-conference system was established at Bilkent University and by making cooperation with the New York University; some courses are carried out interactively.

Similarly, Firat University started to broadcast education-purposed programs by means of the local television on October 2, 1992 and the Elazığ public highly appreciated this system. Since 1993, distance education studies have been carried out by means of television programs that teach computer use and programming languages.

In 1999, the course under name of “Robotic” was transmitted to the Web medium by Firat University and given to the students of Kahramanmaraş Sutcu Imam University and Sakarya University under the frame of distance

education. After 1998, a videoconference system was established between the universities in the East Anatolian Region and distance education has been carried out by means of television, radio, camera, satellite and other new technologies. In 1998, Selcuk University started the radio and television broadcastings in similar type with Firat University and it still continues its broadcastings today.

In 2000, Bilgi University, a foundation university, started its web-base MBA program and continues it successfully. Since 2000, distance education has been made between Istanbul University and Harran University by means of videoconference and broadcasting. Istanbul Technical University also provides teaching in different campuses by means of videoconference system (Ruzgar, 2004, p.25-26).

Mainly, three primary forms of distance education are the Open Education Faculty (OEF) at Anadolu University in Eskisehir, the Open High School (OHS) and Open Primary School (OPS) through the Ministry of National Education have been operating by deliver at undergraduate degree programs and other programs to Turks throughout Turkey, Europe, and the Turkish Republic of Northern Cyprus. The OHS is a widespread secondary education program, which has been operating since 1992 and Open Primary School (OPS) 1998. The purpose of the OHS is to allow traditional and non-traditional students, who for one reason or another have not completed secondary school, with an opportunity to earn a high school diploma. The OHS curriculum is the same as for traditional high school students.

Anadolu University is one of the national universities in Turkey which locates in Eskisehir. The university has established in November 6, 1958 and started distance education service in 1982. They house 12 faculties, 7 schools, 4 vocational schools, 9 institutes (4 graduate schools, 5 institutes) and 28 research centers and units and hold with approximately 1,075,200 students. Distance Education System of Anadolu University has 3 faculties with 1,050, 000 students. 40% of students who attend their education are those who attend Anadolu University, and now, Anadolu University is considered one of the ten mega-universities of the world which provide the distance education system.

Anadolu University of Turkey is one of so called ‘mega universities’, with more than one million enrolled students. Even though the university has been involving international projects so far, there seems to be much more potentials ahead in the international educational context. The University,

with 25 years of experience in open and distance education, can easily take part in international collaborations to provide online learning through innovative programs.

From the production of printed materials to broadcasting TV programs, from videoconferencing to online programs and student services, from providing academic counseling across the country to organizing exam sessions over the weekends for millions of students, all various kind of activities provided Anadolu University with priceless knowledge and skills as an education provider.

The Distance Education Service of Anadolu University has begun to fill the gap between increasing demands for higher education and the shortage of supply. Their purpose of distance education was to solve educational problem in Turkey and raise educational levels of Turkish citizen.

This vision is passed down to now and will be passed in the future. Thus, the distance education system of Anadolu University targets to those people who could not continue their educations by the traditional way. Distance education is expanding as facing the life-long learning society. The Council of Higher Education in Turkey shows the clear direction and vision for higher education and distance education. It defines Distance Education as providing all people with chances to keep learning through the lifetime. Behind this vision of life-long learning society, one can see the contemplation of Turkey--- for being the member country of EU. It appears that Turkey is now making efforts to go along with EU, in the ideological level. Since the Council of Higher education governs all of the national universities, Anadolu University, with no exception, pose their Distance Education System along this line. Anadolu University raise the Distance Education as the means for providing all people with educational chances---- for self-development, self-actualization, vocational developments throughout the lifetime.

Among courses offered by Distance Education System in Anadolu University (OEF), courses for teacher' preparation is significantly important. After establishing the Basic Education Law (Law No. 1739), it is the national goal to enhance the access to primly education, updating curriculum and teachers training. As seen in the report by the World Bank (2007), the disproportional availability of skilled teachers is serious problems in Turkey primarily and second Education. Anadolu University has opened courses for the purpose of

teacher training in response to this national demand. Thus, Anadolu University has the significant role of Education in Turkey, both for citizens and the nation. Even though other universities also provide some distance educational programs, Anadolu University is posed as the center of Distance Education and is expected to lead distance and open education filed. Anadolu University is only a university which has fully autonomy to implement the distance education and collaboration with other universities.

Anadolu University, pursuing the mission of providing universal education, has been involving several international projects. For instance, the University has been vigorously signing bilateral agreements with individual universities in Europe towards student and faculty exchange, as being an active participant in European Union Education and Youth Programs.

The University is a member of the Erasmus Project, which aims to enable students to take courses in different universities of member countries. Today, the University has agreements with over 30 European universities. The University to effectively engaged in student and faculty Exchange since the inception of the Erasmus project in the University. The University has joint projects and programs not only with Turkish universities but also various universities around the world.

Such projects and programs include cooperation in science, arts, and culture as well as student and faculty exchange, other than Erasmus project. The MBA program in Cologne University is a joint program where faculty members of both Anadolu University and Cologne University conduct courses. Anadolu University and Empire State College, State University of New York (SUNY), dual degree e-MBA program is designed for working professionals. The program is modeled after Empire State College's competency-based MBA, teaching both the functional subject matter of the MBA as well as the competencies required to put that functional knowledge to effective use. This program provides students with an opportunity to earn both an Anadolu University and an Empire State College e-MBA. The total program consists of 15 courses, eight taught online by Anadolu University faculty and seven taught with a mix of online and residency activities by faculty from the Empire State College, SUNY. Professors in this program utilize a wide and innovative mix of textbooks, problems, tests, research and discussion papers, online discussions and debates, case analyses, role playing and skill building in their courses. In Turkish Republic of Northern Cyprus, Anadolu University offers an MA program in Business Management to

Cypriot and Turkish citizens. The courses are conducted by the faculty members of Anadolu University. SUNY-Cortland offers an undergraduate diploma in English Language Teaching in cooperation with the Faculty of Education at Anadolu University, and an undergraduate diploma in Business Administration together with the Faculty of Economics and Administrative Sciences at Anadolu University. Students in this program take first and fourth year courses at Anadolu University and second and third year courses at SUNY-Cortland. Graduates of this program receive a dual diploma from both Anadolu University and SUNY-Cortland.

According to Ulukan's article it can be summarized for the reason that the article explains developments in ICTs, increases in computer ownership, affordable communication fees, and globalization altogether have made online learning very popular on a global level in detail detailed with Turkey too (Ulukan, 2000).

Today, more and more people now can access to educational opportunities through online programs, even if they do not have these opportunities in their countries. Thousands of various types of degree, certificate or credit courses offered by various organizations are available via the Web. Such circumstances created a very competitive educational market. To keep up the current changes, higher education institutions should adapt to the new conditions by taking proper measures. Otherwise, they are going to lose their students year by year to the new players, emerged short time ago. Opening the university doors to international education market becomes very crucial.

International activities take various shapes from student and faculty mobility to establish degree programs and courses to anyone in the world, who wish to enroll. The latter seems to be very attractive with possibility of huge amount of money incoming to the institution. However, such an initiative requires large investments into infrastructure and human resources that many universities cannot handle alone. Instead, forming strategic alliances like joint ventures and collaboration would be wiser to actively engage in international activities. This is the case with Anadolu University. That's why, for such a possible cooperation, the university should be ready by carefully evaluating what it has and what it does not. International activities, regardless of their scale and scope, require an institutional commitment from the top management. Supporting and motivating personnel toward this end, investment in infrastructure, development of the staff capabilities, etc. are among the usual functions of the top management of the university. All these

provide the faculty and technical people encouragement needed for international contacts.

On the other hand, the university is known for its ambition to attempt the first initiatives among Turkish universities, such as distance education and civil aviation. In this sense, the university is always willing to take risks associated with new initiatives.

Anadolu University has in hand to present in a joint effort, some challenges also should be taken into consideration. Like most of the educational institutions in the world, higher education providers in Turkey are going through a transformation, such as tightened budgets, lessening income levels of the academics, increased voices for accountability and transparency, possible legislation change plans of the central government, and so on. Anadolu University is no exception. Certain countries, such as Australia, Canada, USA, have a national or sector level initiatives with regard to the internationalization. Yet in Turkey, only institutional level initiatives are taken by various universities. Regarding the issues that Anadolu University deal with, Latchem et al. (2006) points out that ‘there are still many issues to consider; how to prepare the learners for self-managed, collaborative, technology-based learning; how to train faculty in the new technologies, methodologies and research practices; how to persuade politicians and administrators to write legislation and bills that will support open education; how to improve the technological infrastructure and services’.

CONCLUSION

Technology has become the backbone of the online and distance education programs. Like in all service needs, students shop around alternative education service providers. So much said on service nature of education, though as in any service, it has components that are unique to it. Comparing a bank and a university would set a good example, and will underline why education is rather different than any other service.

In a bank, customers’ ultimate goal is to get the best interest rate at a lowest possible charge. If we agree that this is the core of the service that a retailer bank provides to its customers; we should as well mention about peripheral service components of which many of the bank customers would be happy and satisfied, if such services are delivered to them. No bank customer

would say no to free investment advice, honestly managed pension funds or perhaps free safety vault service for their precious items.

Wire transfer service accompanied with a reasonable charge or low interest rate credit card with lost and theft replacement attached to it is welcomed by customers. We should take a moment and contemplate that what else can make us a 'happy customer'. Honest and sincere customer service delivered in a timely fashion. It would be nice to have access to bank manager at different when necessary. Last but not least, privacy and water tight security of our investments are among our demands from a bank.

In a university, on the other hand, students want to have a reputable certificate, diploma or a degree that will help them to settle into their dream job. This is the core concept of tertiary education. As for peripheral services, students look for programs that suits to their personal needs and wants. For instance, the expectations of sociology and medical students are not quite similar as in bank example. For sociology students, socializing and issues related to societal subjects would be more relevant. Naturally sociology students would require funds so that they can utilize the society as a laboratory. For medical students, advanced laboratories with latest tools and technologies would be the priority. After all, the pillars of reputation for a university are built upon quality of academic knowledge they produce. The most prominent difference between these two services is that in the bank we demand money as form of interest payments. In the university education, we pay money in the form of tuition and fee at various proportions depending upon the university.

Similar relationship between the client and service provider can be seen in health care and consultancy services. All three of these services require a fee as a result of the service provided to customer. The commonality of these three is -universities, health care and consultancies- are all of the three of these sectors require higher education attained at degree level, sophistication of knowledge and certain degree of intellectual capacity of the service provider. Of course, universities are the crème de la crème of all services, and that's what makes university a distinct service with unique characteristics. Such a highly valued 'micro service' in a society can not be treated like a regular product. Nor it can be promoted in a same way as in many services. However, similar communication tools can be used, but in much sophisticated fashion. This requires distinct 'positioning' strategy for

each university. Perhaps this is the point where universities can come close to promotion of regular products or services.

Overall, regardless of method of delivery, whether it is face to face or via online and distance education systems the most important service an education institution can deliver is quality of its programs. But there is an important point that no educational institutions should turn away from it. That is the perception of prospective students. In other words, how prospect perceive a particular institution or a program will determine the faith of institutions. Because it is the perception will alter how students express their view on a particular program. The elements of the perception of students will circulate in the form of WOM messages.

In addition to that, prospective students will do their search, mostly online, based on what they hear or read or observe.

Consequently, managing the communication of an education institution is managing its daily communication routine as well as managing and enhancing its reputation.

REFERENCES

Anderson, E. (1998). "Customer Dissatisfaction and Word of Mouth", *Journal of Services Research*. Vol. 1,

Argan, M. (2004). *Spor Sponsorluğu Yönetimi [Sports sponsorship management]*. Detay Yayıncılık, Ankara, Turkey

Argan, M. and Sever. S. N. (2008). "Attitudes Towards Moving Picture Posters and Their Effects on Movie Seeing Behavior: A Case Study in Turkey", *The Business Review Cambridge*. Vol. 9, No: 2, USA.

Bailey, A. A. (2004). "Thiscompanysucks.com: the Use of the Internet in Negative Consumer to Consumer Articulations", *Journal of Marketing Communications*, Vol. 10.

Barusoy, S., Chatterjee, S. & Ravid, A. (2003). "How Critical are Critical Reviews? The Box Office Effects of Film Critics, Star Power, and Budgets", *Journal of Marketing*, Vol. 67.

Birkok, M. C. (2000). "A Conceptual Analysis of Distance Educational Functions and Perspectives in Sociology". *Turkish Online Journal of Distance Education-TOJDE*. July 2000 ISSN 1302-6488. Volume: 1 Number: 2 Article No: 5, Anadolu University, Eskisehir, Turkey.

Boyaci, A. (2000). "Distance Education As A Challenging Concept In Sociology". *Turkish Online Journal of Distance Education*. July 2000 ISSN 1302-6488 Volume: 1 Number: 2 Article No: 4. Anadolu University, Eskisehir, Turkey.

Burgi, M. (1997). "TV Exec. Sees Virtual Signs", *Mediaweek*, Vol.7, No: 6.

Burzynski, M. H. & Bayer, D. (1977). "The Effect of Positive and Negative Prior Information on Motion Picture Appreciation", *The Journal of Social Psychology*, Vol. 101.

Casalo, L., Flavio, C. & Guinal M. (2007). "The Impact of Participation in Virtual Brand Communities on Consumer Trust and Loyalty: The Case of Free Software", *Online Information Review*, Vol. 31.

Chao, E. L., DeRocco, E. S. & Flynn, M. K. (March 2007). Adult Learners in Higher Education: Barriers to Success and Strategies to Improve Results. *Employment and Training Administration Occasional Paper 2007-03*, Development and Research, A report was prepared for the U.S., Department of Labor, Employment and Training Administration, USA.

Coombs, W. T. & Holladay, S. (2007). "The Negative Communication Dynamic: Exploring the Impact of Stakeholder Affect on Behavioral Intentions", *Journal of Communication Management*, Vol. 11.

Cornellisen, J. P. and Lock, A. (2000). "Theoretical Concept or Management Fashion: Examining the Significance of Imc", *Journal of Advertising Research* (September/October).

Crow, D. and Hoek, J. (2003). "Ambush Marketing: A Critical Review and Some Practical Advice", *Marketing Bulletin*, Vol. 14.

Davidson, J., and McDonald, J. (2002). "Avoiding Surprise Results at the Olympic Games", *Managing Intellectual Property*, Vol. 115.

Dellarocas, C., Awad, N. F. and Zhang, X. M. (2004), "Exploring the value of online reviews to organizations: implications for revenue forecasting and planning", *Working Paper*

Demiray, U. (1995). *Close Encounters to the Fourt Kind: Distance Education Versus Classroom*. (Edited by Ugur Demiray), Turkuaz Publishing, Eskisehir, Turkey.

Demiray, U. and et al. (2007). "Strategies for Marketing of Higher Education With Comparative Contextual References Between Australia And Turkey", *Turkish Online Journal of Distance Education-TOJDE*. July 2007 ISSN 1302-6488 Volume: 8 Number: 2 Article No: 14. Eskisehir, Turkey.

Demiray, U. (2007). "Orchestrating Ethics for Distance Education and Online", in *Online Learning Communities*, (Edited by Rocci Luppicini), Chapter 16, IAP, and ISBN-10: 1.593.116.780, pp. 277-285, USA,

Distance Education Survey. (2007). A Report on Course Structure and Educational Services in Distance Education and Training Council Member Institutions p. 8-9.

Doust, D. (1997). "The Ethics of Ambush Marketing", *Cyber-Journal of Sport Marketing*, Vol. 1, No: 3.

Eagle, L.C., Hyde, K.F., Fourie, W.A., Padiseti, M.V., Kitchen, P.J. (1999), "Perceptions of integrated marketing communications among marketers and ad agency executives in New Zealand", *International Journal of Advertising*, Vol. 18 No.1, pp.89-120.

East, R., Hammond, K. & Wright, M. (2007). "The Relative Incidence of Positive and Negative Word-of-Mouth: A Multi-Category Study", *International Journal of Research in Marketing*, Vol. 24.

Ettorre, B. (1993). "Ambush Marketing: Heading Them off at the Pass". *Management Review*, Vol. 82, No: 3.

Goldenberg, J., Libai, B., Moldovan, S. & Muller, E. (2007). "The NPV of Bad News". *International Journal of Research in Marketing*, Vol. 24.

Guessoum, N. (2006). Online Learning in the Arab World, *eLearn Magazine*, Volume 2006, Number 10, October 2006 Retrieved January 19, 2009, available from <http://www.elearning.org>.

Guruz, K. (2003). Higher Education in the Global Knowledge Economy, Prepared for presentation at the Convocation, October 8, 2003, Binghamton, New York and at the CMU Assembly, November 20-22, 2003. Bari, Italy.

Hitch, L. P., & MacBrayne, P. (2003). A model for effectively supporting e-learning. Retrieved May 5, 2007, also available from <http://ts.mivu.org/default.asp?show=article&id=1016>

Holm, O. (2006). "Integrated Marketing Communication: from tactics to strategy", *An International Journal* Volume 11 Number 1 2006, pp. 23–33. Retrieved on February 16, 2008, also available from <http://www.emeraldinsight.com/Insight/ViewContentServlet?Filename=Published/EmeraldFullTextArticle/Articles/1680110103.html>.

ICHE (2007). International Conference on Higher Education in the 21st Century, June 3-4, 2007, Manama, Kingdom of Bahreyn. <http://ahliauniversity.edu.bh/ICHE.pdf> Retrieved on January 3, 2009.

Jary, D. and J. Jary. (1991). *Sociology of Education*, The Harper Collins Dictionary of Sociology, Harper Perennial, USA.

Kallmeyer, J. and Abratt, R. (2001). "Perceptions of Imc and Organisational Change Among Agencies in South Africa". *International Journal of Advertising*, Vol. 20.

Kendal, C. and Curthoys, J. (2001). "Ambush Marketing and the Sydney 2000 Games (Indicia and Images) Protection Act: A Retrospective". *E Law-Murdoch University Electronic Journal of Law*, Vol. 8, No: 2.

Kenway, J. (1996). "The Information Superhighway and Post-Modernity: The Social Promise and the Social Price". *Comparative Education*, Vol. 32, No. 2, Special Number (18): Comparative Education and Post-Modernity (June 1996), pp. 217–231.

Kim, S. S., Lee, C.K. & Klenosky, D. B. (2003). "The Influence Push and Pull Factors at Korean National Parks". *Tourism Management*, Vol. 24.

Kitchen, P., D. E. Schultz, I. Kim, D. Han, T. Li (2004). "Will Agencies Ever Get (or Understand) IMC". *European Journal of Marketing*, Vol. 38, No: 11/12.

Kitchen. P. J., and Sever. S. N. (2008). "Australian Advertising and PR Agency Perspectives on Integrated Marketing Communications", *Corporate and Marketing Communications as a Strategic Resource; Response to Contemporary Use, Challenges and Criticism. International Conference on Corporate and Marketing Communications*, ISBN: 978-961-235-322-3, pp. 16-21.

Kliatchko, J. (2005). "Towards a New Definition of Integrated Marketing Communicatios (IMC)". *International journal of Advertising*, Vol:24, No:1.

Kuanr, J. (2007). "Attainment of Excellence Through Higher Education". *Orissa Review*, Vol. LXIII No. 7 & 8 February-March-2007, Published by Information & Public Relations Department, Government of Orissa, Bhubaneswar, India.

Latchem, C., Ozkul, A. E., Aydin, C. H. & Mutlu, M. E. (2006). The Open Education System, Anadolu University, Turkey: e-transformation in a mega university. *Open Learning*, Vol. 21, No. 3, pp. 221-235.

Lavidge, R. J., and G. Steiner. (1961). "A Model for Predictive Measurement of Effectiveness", *Journal of Marketing*, Vol. 25, No. 4.

Lefton, T. (1997). "The New Sign Age". *Brandweek*, Vol. 38, No:4.

Lewison, D. M. & Jon, M. H. (2007). "Student Target Marketing Strategies for Universities". Summer 2007 *Journal Of College Admission*. Available from <http://www.Nacacnet.Org> 196 (14–19). Retrieved on February 16, 2008.

Lieber, R. B. (1995). "Here Comes the TV Commercial No Remote Control Can Zap". *Fortune*, Vol.132, No: 8.

Lyberger, M. R. and McCarthy, L. (2001). "An Assessment of Consumer Knowledge of, Interest in, and Perception of Ambush Marketing Strategies". *Sport Marketing Quarterly*, Vol. 10, No: 2.

Marginson, S. & Considine. (2000). *The Enterprise University. Power, Governance and Reinvention in Australia*. Cambridge, UK: Cambridge University Press.

Meenaghan, T. (1996). "Ambush Marketing: A Threat to Corporate Sponsorship?" *Sloan Management Review*, Vol.38, No: 1.

Niederhoffer, K., Mooth, R., Wiesenfeld, D. & Gordon, J. (2007). "The Origin and Impact of CPG New-Product Buzz: Emerging Trends and Implications". *Journal of Advertising Research*, Vol. 47.

Parker, L. D. (2005). Corporate Governance Crisis Down Under: Post-Enron Accounting Education and Research Inertia, *European Accounting Review*, 14 (2).

Pavlova, M. (2005). Social Change: How Should Technology Education Respond?. *International Journal of Technology and Design Education*, 15, 199-215. (Quoted by Russell, 2007) "Globalization, Distance Education & Hegemonic Futures", *Turkish Online Journal of Distance Education-TOJDE*, April 2005 ISSN 1302-6488 Volume: 8 Number: 4. Article No: 1, Anadolu University, Eskisehir, Turkey.

Prasad, V. S. (1997). Distance Education in developing countries: Globalization and New Challenges, available from the page <http://www.inn.02.htm> Retrieved March 4, 2008. (online).

Richins, M., L. (1983). "Negative Word of Mouth by Dissatisfied Consumers: A Pilot Study". *Journal of Marketing*, Vol. 47.

Riegner, C. (2007). "Word of Mouth on the Web: The Impact of Web 2.0 on Consumer Purchase Decision". *Journal of Advertising Research*, Vol. 47.

Russell, G. (2007). "Globalization, Distance Education & Hegemonic Futures", *Turkish Online Journal of Distance Education-TOJDE*, April 2005 ISSN 1302-6488 Volume: 8 Number: 4. Article No: 1, Anadolu University, Eskisehir, Turkey.

Ruzgar, S. N. (2004), "Distance Education in Turkey". *Turkish Online Journal of Distance Education-TOJDE*, ISSN 1302-6488 Volume: 5 Number: 2, Anadolu University, Eskisehir, Turkey.

Payne, M. (1998). "Ambush Marketing: The Undeserved Advantage". *Psychology & Marketing*, Vol. 15, No: 4.

Schutz, D., E, and Philip J. Kitchen (1997). "Integrated Communications in U.S. Advertising". *Journal of Advertising Research*, Vol. 37, No: 5.

Schultz, Don, E, Stanley I. Tannenbaum, and Robert F. Lauterborn (1993). *Integrated Marketing Communications*, Chicago: NTC Business Books.

Sever, N. S. (2009). The Effectiveness of Online And Off Line Word of Mouth Messages on Traditional Course Choice At Tertiary Level, *Turkish Online Journal of Distance Education-TOJDE*, January 2009, ISSN 1302-6488 Volume: 10 Number: 1 Article: 12, Anadolu University, Eskisehir, Turkey.

Shaik, N. (2005). "Marketing Distance Learning Programs and Courses: A Relationship Marketing Strategy". *Online Journal of Distance Learning Administration*, Vol. VIII, Number II, Summer 2005, University of West Georgia, Distance Education Center, USA.

Shaik, N. (2008). Join Sloan-C in our online workshop- Support Services and Emerging Technologies - January 9 to 18th. Naj Shaik, University of Illinois Urbana-Champaign and Karen Vignare, Michigan State University will host.). Retrieved february 18, 2008, available from <http://www.sloan-c.org/publications/view/v7n1/viewv7n1.htm>

Smith, T., Coyle, J., R., Lightfoot, E. & Scott, A. (2007). "Reconsidering the Models of Influence: The Relationship Between Consumer Social Networks and Word of Mouth Effectiveness" *Journal of Advertising Research*, Vol. 47.

Swain, W. N. (2004). "Perceptions of Imc After a Decade of Development: Whos' at the Wheel, and How Can We Measure Success". *Journal of Advertising Research (March)*.

Torres, C. A. (2002). "Globalization, Education, and Citizenship: Solidarity Versus Markets?". *American Educational Research Journal-AERJ*, Vol. 39, No. 2, 363-378, Retrieved on February 19, 2008, available from <http://aer.sagepub.com/cgi/content/abstract/39/2/363>.

The World Bank (2006) "Turkey: Education Sector Study (2006) Sustainable Pathways to an Effective, Equitable, and Efficient Education System for Preschool through Secondary Schooleducation", Retrieved on March 3, 2008, <http://www.worldbank.org.tr/WBSITE/EXTERNAL/COUNTRIES/ECAEXT/TURKEYEXTN/0,,contentMDK:20848223~pagePK:141137~piPK:141127~theSitePK:361712,00.html>.

Turner, P., and Cusumano, S. (2000). "Virtual Advertising: Legal Implications for Sport". *Sports Management Review*, Vol. 3.

Türkiye Eğitim İstatistikleri 2005-2006 [Education Statistics of Turkey 2005-2006], ISBN 975 -11-2704-1, prepared under the agreement of the Ministry of Education and Turkish Statistic Institution, Ankara.

Ulukan, C. (2007). Making a Mega University More International: Opportunities and Challenges", Conference *Proceedings, EADTU's 20th Anniversary Conference*, November 8-9, 2007, Lisbon, Porgual.

Visser, J. (2001). Distance Learning as Seen from the North and the West: Points to Ponder for the World at Large, Paper prepared for the "*UNESCO Learning Workshop" on Distance Learning, held within the framework of LEARNTEC 2001*, 30 January through 2 February 2001

Yilmaz, R. A. (2005). "Using of Marketing Communication for Distance Education Institutions", *Turkish Online Journal of Distance Education-TOJDE*, April 2005 ISSN 1302-6488 Volume: 6, Number: 2. Anadolu University, Eskisehir, Turkey.

Wolfe, R., Meenaghan, T. and O'Sullivan, P. (1998). "Sport, Media and Sponsor: The Shifting Balance of Power in the Sports Network". *Irish Marketing Review*, Vol. 10, No: 2.

Worlock, K. (2008). "Market Size and Share Rankings: Preliminary 2007 Results", etrieved March 3, 2008, also available from <http://www.outsellinc.com/store/products/546>

WEBLIOGRAPY

<http://www.articlesfair.com/articles/8625/1/The-New-Door-of-Online-Universities/Page1.html> Retrieved on February 28, 2008.

http://www.doubleclick.com/insight/pdfs/dc_influencers_0612.pdf
<http://eduventures.com/lc/online-higher-education> Retrieved March 3, 2008
http://en.wikipedia.org/wiki/History_of_education. Retrieved on February 13, 2008.
<http://en.wikipedia.org/wiki/Education>. Retrieved on February 13, 2008.
http://en.wikipedia.org/wiki/Integrated_Marketing_Communications#Goal_of_Integrated_Marketing_Communications. Retrieved on February 16, 2008.
http://www.journal-a-day.com/Culture_And_Society/307845-survival-of-the-fittest-marketing-strategies-and-distance-learning.html. Retrieved on February 16, 2008.
<http://www.guide-to-distance-learning.com/marketing-strategies-and-distance-learning.html>. Retrieved on February 17, 2008.
<http://www.ignou.ac.in/Theme-1/Dinesh%20K.%20Gupta.htm> , Retrieved on 1st February 2008
<http://www.kineo.com/elearning-market/e-learning-market-update-march-2008.html> Retrieved on 1st February 2008
www.learndev.org/dl/LearnTec2001.PDF. Retrieved on February 19, 2008.
http://www.nielsenbuzzmetrics.com/files/uploaded/whitepapers/nbzm_wp_CGM101.pdf Retrieved on 1st February 2008
http://www.nytimes.com/library/tech/99/10/biztech/articles/01adcohttp://www.Online_Higher-Education_Market_to_Exceed_B_in_2005_-_Technology_-_RedOrbit.mht Retrieved on 1st February 2008
<http://www.outsellinc.com/store/products/546> Retrieved March 3, 2008.
<http://www.outsellinc.com/services/products/642> Retrieved March 3, 2008
<http://www.pdhre.org/rights/education.html>. Retrieved on February 13, 2008.
<http://web.deu.edu.tr/buca/fenbil/cogtech/education/turkey/system.html> Retrieved March 2, 2008.
<http://www.sla.org/content/Shop/Information/infoonline/2002/nov02/whatsmarket.cfm>. Retrieved on February 19, 2008

ADDITIONAL READINGS

A. W. (Tony) B. and José G. (1997) Crossing Boundaries: Making Global Distance Education a Reality, *Journal of Distance Education*, Vol. XII, No. 1–2.

Bok, D. (2003). *Universities in the marketplace: The commercialization of higher education*. Princeton, NJ : Princeton University Press.

Butcher, A. (2005). Review of David Kaye's "Marketing Distance Education. American Studies center of the Salzburg Seminar, <http://www.salzburgseminar.org/ASC/csac/progs/disted/dedemo/review>

Buttle, F. (2005). Word of Mouth: Understanding And Managing Referral Marketing, *Journal of Strategic Marketing*, (6) 241–254.

Galbraith, K. (2003). Towards Quality Private Education in Central and Eastern Europe, *Higher Education in Europe*, XXVIII, (4) pp. 539-558.

Garrison, D. R. Anderson, T. (2003). *E-Learning in the 21st Century*, Routledge-Falmer, London.

Gupta, D., K. (2005) Marketing in Distance Education: Towards Developing A Conceptual. *Harward Business Review* July. August. Visited 1st February, 2005. <http://www.ignou.ac.in/Theme-1/Dinesh%20K.%20Gupta.htm>

Hayes, T. (1991). “Perceptions Toward Marketing Higher Education: Do Academic Disciplines make a Difference?” in Ronald Taylor and John R. Darling. *New Strategies in Higer Education Marketing*. The Haworth Press.

Kotler, P. & Karen F.A. Fox (1985). *Strategic Marketing for Educational Institutions*. NJ: Prentice Hall, Englewood Cliffs.

Lindsay, N. K. L, M.S, Williams, P. B., M.S., & Howel, S. L. (2000) “Thirty-two Trends Affecting Distance Education: An Informed Foundation for Strategic Planning”, *Online Journal of Distance Learning Administration*, Fall (6) 3, Visited on February 11, 2005. <http://www.westga.edu/~distance/ojdla/fall63/howell63>.

Montomery, L., M. & Canaan, J. E. (2004). Conceptualizing higher education students as social actors in a globalizing world: a special issue, *International Journal of Qualitative Studies in Education*, 17 (6), 739-748.

Nagy, J. (2008). Market forces in higher education: cheating and the student-centred learning paradigm, chapter XV, pp. 249-267, in Ugur Demiray, U. & Ramesh C. Sharma -Eds.-(2008). *Ethical Practices And Implications In Distance Learning*. Information Science Reference (IGI Global), Hershey PA, USA ISBN 978–1–59904–867–3

Newman, F., Couturier, L., & Scurry, J. (2004). *The future of higher education: Rhetoric, reality, and the risks of the market*. San Francisco : Jossey-Bass.

Pardey, D. (1991). *Marketing for Schools*, London: Kogan Page. UK.

Picton, D. & A. Broderick (2001). *Integrated Marketing Communications*, Prentice Hall.

Redding, P. (2005). “The evolving interpretations of customers in higher education: empowering the elusive”, *International Journal of Consumer Studies*, 29 (5), 409-417.

Sudalaimuthu, S. (nd). Marketing of Distance Education Programmes
<http://www.ignou.ac.in/Theme-1/S.%20Sudalaimuthu.htm>.

Shumur, W. (2004). Global pressures, local reactions: higher education and neo-liberal economic policies, *International Journal of Qualitative Studies in Education*, 17 (6), 823--839.

Yilmaz, R. A. (2005). Using of Marketing Communication for Distance Education Institutions, *Turkish Online Journal of Distance Education-TOJDE*, April, 2005, 6 (2). Anadolu University, Eskisehir, Turkey,

BIODATA and CONTACT ADDRESSES of AUTHOR

Prof. Dr. Ugur Demiray, Anadolu University, Turkey.



Uğur Demiray

Dr. Demiray was born in 1955, in Turkey. He holds Undergraduate (B.A.) in the area media Studies at Anadolu University, Faculty of Communication Sciences, Eskisehir-Turkey, 1981. The same year he became a research assistant, received his PhD. degree in 1986. He became an associate professor in 1989 and Professor in 1995. His studies are focused on D E field and scholarly online journalism especially on DE.

Prof. Dr. Ugur Demiray
Anadolu University Yunusemre Campus 26470-Eskisehir TURKEY
Tel: +90 222 335 0581 ext. 2521 or Direct: +90 222 2491094
GSM: +90 542 232 21 167, Fax: +90 222 320 4520
Emails: udemiray@anadolu.edu.tr or ugdemiray@hotmail.com
Web page: <http://ugurdemiray.com>

Assist. Prof. Dr. N. Serdar Sever, Anadolu University, Turkey.



N. Serdar SEVER is an Assistant Professor of Marketing Communications department at Anadolu University, Turkey. His study areas of research include integrated marketing communications, social networking, ambush marketing, word of mouth. He published books and international based articles about marketing, marketing communications and presented various works at a range of international and national conferences.

Assist. Prof.Dr. Necip Serdar SEVER
Anadolu University, Communication Science Faculty
Yunus Emre Kampus, Eskisehir, TURKEY
Tel: +0090.222 3350580 Fax: +0090.222.3204520
E-mail: nssever@anadolu.edu.tr

CHAPTER II

Strategic Framework for Sustainable Development of Open and Distance Learning Programs in India: Marketing Perspective

Dr. Purnendu TRIPATHI
Indira Gandhi National Open University, INDIA

Dr. Siran MUKERJI
Indira Gandhi National Open University, INDIA

ABSTRACT

Sustainable development of country largely depends on education which is one of the most important dimensions of development. Open and distance learning (ODL) is working towards achieving sustainability in human development by providing educational opportunity to the people across length and breadth of country. Many significant measures have been initiated by the government in the direction of taking the education to the people of all segments of the society.

The ODL institutions need to have a competitive strategy so as to provide quality education at an affordable cost. This makes India as a special case of investigation wherein a network of over 10 open universities and 104 institutes of open and distance education (IODE) are providing access and equity to education. Challenge and competition in the education sector have presented a new situation where institutions are now viewed as conglomerates and educational programs as educational products. To ascertain sustainable and quality oriented education in open and distance learning mode, the present paper attempts to make an analysis of IGNOU, the premier national open university of India by Academic Program Life Cycle (APLC) and SWOC and suggest strategies for improving the

continuance and survival of academic programs and quality assurance in support services.

INTRODUCTION

Education is one of the most important dimensions responsible for inducing sustainable development in a country. It is in fact the tool which not only enables the people to earn their livelihood but also makes them aware of their surroundings thus helping them to lead a more meaningful and healthy life. India with its population of more than one billion has been continuously making efforts to provide the people with adequate opportunities for attaining education and gaining expertise in various disciplines so that they can contribute in the overall development of the nation. Many significant measures have been initiated by the government in the direction of taking the education to the people of all segments of the society.

A result of these efforts has been growth in the number of literates in the country. Since independence, there has been a phenomenal growth in the literacy rate moving from merely 18.33% in 1951 to 64.84% in 2001. This has led to growth in the number of students at all levels including at higher education level. In the last 20 years, development in infrastructure of education and its related fields has also positively impacted on students who are more and more opting for higher education. So the number of educational institutions setup catering to all spheres of society has been rapidly increasing with this rise in number of students enrolled. As is evident from Table: 1, the enrollment in these institutions of both the modes i.e. conventional and distance education has been increasing continuously, 2003 being the exception for Distance Education Institutions (DEIs). The table also demonstrates that this growth rate in the number of students is more in distance education mode as compared to conventional mode. As seen here, it is 6.16% for conventional mode universities whereas it is 11.74% for distance mode institutions in 2003. If we further analyze the percentage share of enrollment of Distance Education Institutions then we find that in 1999, total enrollment in Distance Education mode was 13.29% of enrollment in conventional mode and it increased to 15.48% in 2003. The above analysis clearly indicates the growing acceptance and reliability of distance education mode in India towards providing education which is affordable and convenient for the learner.

Annexure 1
Enrollment Trend for Programmes under Analysis

Year	BPP	CIC	GFN	CIG	GTE	CTPM	BA	BCA	BCOM	BED	BLS	BSC	BTS	MFP	MCA	M.L.S	MEG	MTM	PGDDE	PGDHE	PGJMC	PGDRD	PGDMCH	DECE	DNHE
1987														3424					1104						
1988	9474													5224					1092						
1989	16920		2548				9534							6530					1140						
1990	13149		2122				11642							6639					1229						
1991	11217		2919				10246				1872			7617					825						
1992	7664		5655				10262	3632			1461	1210		7350					484	862		2998			
1993	11872		5957	1081			9889	2274			1473	1465		8368					485	938		2370			
1994	9772		3376	801			10440	3625			1280	1917		10597					445	396		1733			
1995	8881		2865	782			9379	3342			1246	2100		12812					444	506		1525			189
1996	7461	7381	2432	628			9816	4018			1249	2358	1280	17610		746			516	494	1257	1777			348
1997	12657	20507	1391	511	328		12922	12265	4144		1222	2045	1882	37899	329	693			339	329	1254	1436			359
1998	10392	23462	757	367	437		12813	14709	4236		1205	2727	1515	16422	4435	477			321	379	1040	1427	559		500
1999	10793	26405	722	518	553		13048	16633	3925		1578	2348	1058	15777	8540	453			516	561	1220	2343	616		738
2000	10049	28960	530	507	669		12638	18492	3497	2208	2243	2334	1954	12007	16678	605			856	530	1031	2183	666		626
2001	17456	51281	879	860	842	30	24037	30906	5622	2955	3613	3970	2559	11169	20245	902			606	523	1631	2827	633		1061
2002	16771	27263	859	1071	1070	1357	24339	26539	5419	3331	3000	4396	2609	7359	19965	766			471	474	1604	2707	626		1149
2003	17168	13558	912	1180	1172	1274	29710	13215	6095	5912	3774	5235	2725	11615	15267	967			454	531	2204	3580	656		2014
2004	25930	13153	1162	3018	3527	2963	23961	9021	4757	6865	3701	4678	2811	16710	8233	932			422	417	2115	2765	554		2318
2005	23189	10571	1083	6022	3159	5170	33358	11718	6637	8739	3500	6029	3692	15464	6247	873			331	345	1758	2918	438		2326

Source: IGNOU. (1999-2005). *IGNOU Vice-Chancellor's reports, 1999-2005*. New Delhi: Author (from 2000 onwards)
Reddy Lakshmi, M.V. (2002). Students' pass rates: A case study of Indira Gandhi National Open University programmes. *Indian Journal of Open Learning*, 11(1), 117-121. (for enrollment up to 1999)

Moreover this also reflects that distance education mode is being more and more accepted as an alternative to conventional mode of education.

THE GROWTH SO FAR

At present Indira Gandhi National Open University (IGNOU) and ten state open universities along with 104 other institutes of distance education are also offering a portfolio of academic programmes and courses in distance mode (DEC, 2004).

IGNOU, being the national open university having national jurisdiction, has been entrusted with the responsibility to promote, coordinate and regulate the standards of education offered through open and distance learning in the country. Presently with the enrollment of 366161 and 101 programmes, it is the leading educational institution in India (IGNOU, 2005). The growth in student enrollment at IGNOU which admitted its first batch of learners in 1987 with total enrollment of 4528 has been phenomenal. The University has registered growth rate of 7986% in a span of 18 years i.e. average growth rate of 443% per year.

The growth in student enrollment has been commensurated with the expansion of the network of learner support centers and the support services have also expanded in equal magnitude from 1987 to 2004, as for instance, with 77 learner support centers in 1987, it rose to 1098 in 2004 demonstrating a growth rate of 6000% and average students per learner support center being 58.81 in 1987 to 304.57 in 2004. This clearly denotes the quantum of work that has increased at each of these learner support centers. The magnitude of this tremendous increase in work and responsibility of support centers can be judged by analysing the various aspects of learner support services wherein these centers are involved in tandem with the headquarters.

These support services include a whole range of services in order to facilitate in their learning process and to create a more friendly and quality learning environment. Face to face counseling is one such service at the learner support centers that is managed by part time academic counselors empanelled by the University. As evident from Table: 2, there were a total of 10668 academic counselors in 1993 that has risen to 30745 in 2004.

This growth in the number of academic counselors is not commensurate with the enrolment growth trend because in 1993, average number of students per academic counselor was 7.09 which have increased to 10.88 in a span of 11 years.

Table 2

Year	Enrol.	% Growth	Exam Centers	% Growth	TE Registration	Average no of students per TEE Center	% Growth	Answer books processed	% Growth	Assignment evaluated#	% Growth	SLM printed (in lakhs)	SLM despatched (in Lakhs)	Audio Prog**	Video Prog**	No. of SCPSC	Average No of Students per SC	Academic Counselors	Average No of Students per Academic Counselor	Regional Centers
1987	4528		31		1484	47.87										77	58.81			8
1988	16811	271.27	80	158.1	4889	61.11	229.45									111	151.45			12
1989	42324	151.76	115	43.75	25260	219.65	416.67			146243		16.35				132	320.64			13
1990	48281	14.07	124	7.83	23303	187.93	-7.75			236070	61.42	25.85				164	294.4			16
1991	52376	8.48	134	8.06	37342	278.67	60.25			295023	24.97	37				173	302.75			16
1992	62375	19.09	156	16.42	69189	443.52	85.28	107711		401202	35.99	40	2.69			212	294.22			16
1993	75666	21.31	184	17.95	70953	385.61	2.55	138796	28.86	460315	14.73	59.2	2.96	538	396	220	343.94	10668	7.09	16
1994	84180	11.25	204	10.87	81808	401.02	15.3	177764	28.08	566179	23	42.1	2.65	573	476	229	367.6	12774	6.59	16
1995	91398	8.57	223	9.31	99258	445.1	21.33	221143	24.4	623000	10.04	40	3	605	512	247	370.03	13457	6.79	16
1996	130228	42.48	249	11.66	156845	629.9	58.02	292244	32.15	788781	26.61	70.33	3.19	645	554	254	512.71	14542	8.96	17
1997	163307	25.4	241	-3.21	221091	917.39	40.96	404435	38.39	926817	17.5	60	4.02	659	606	315	518.43	16325	10	19
1998	163394	0.05	279	15.77	261078	935.76	18.09	536938	32.76	953866	2.92	56.2	4.62	768	729	367	445.22	17711	9.23	20
1999	172550	5.6	317	13.62	319004	1006.32	22.19	698010	30	1356043	42.16	73.6	5.33	834	863	376	458.91	18991	9.09	21
2000	196650	13.97	370	16.72	370187	1000.51	16.04	847389	21.4	1631539	20.32	102.04	6.5	1012	1011	504	390.18	20000	9.83	26
2001	291360	48.16	437	18.11	507395	1161.09	37.06	1295163	52.84	2148829	31.71	67.15	8.8	1246	1109	626	465.43	20364	14.31	44
2002	301724	3.56	687	57.21	508541	740.23	0.23	1371519	5.9	2017301	-6.12	88.64	10.5	1175	1445	765	394.41	20500	14.72	46
2003	316547	4.91	903	31.44	527683	584.37	3.76	1321012	-3.68	2992942	48.36	94.22	9	1248	1589	1081	292.83	25500	12.41	48
2004	334415	5.64	1006	11.41	510814	507.77	-3.2	1354000	2.5	-	-	76.5	13.01	1293	1792	1098	304.57	30745	10.88	48

Source: IGNOU (2003). RSD Information Base 2003. New Delhi (for RC, SC/PSC and academic counsellor up to 1998).
 IGNOU (1999-2004). Vice Chancellor's Report 1999-2004. New Delhi.
 IGNOU (2004). IGNOU Annual Report 2002-2003. New Delhi

Similarly, to decentralize learner support services, democratize education and ensure wider reach of the University across the country, IGNOU established regional centers which coordinate among student, study center and headquarters. As the Table shows, the average number of study center / programme study center per regional center was 6.41 in 1987 which is now 22.87 in 2004.

Yet another dimension of student support services is self learning material and the continuous evaluation of learners' performance. Since self learning material is one of the main pillars of distance education system in India, the University has not compromised on it and there has been a continuous growth in the number of self learning material prepared. As per Table 2, with 16.35 lakhs in 1989, it has risen to 76.5 lakhs in 2004. This increase is just not confined to material production; the university has made equal efforts to ensure timely dispatch of these materials to the students. The tremendous growth in enrolment has been accompanied by an equal growth in the dispatch of number of study material packets to the distance learners, the volume being 2.69 lakh packets in 1992 to 13.01 lakh packets in 2004 showing an overall growth rate of 383%.

Continuous evaluation of performance of students and provision of feedback to the learners are also important quality dimensions of student support services. As Table 3 shows, the University has been undertaking significant effort in this direction also. The total number of assignments evaluated in 1989 was 146243 which increased to 2992942 in 2003 showing a growth rate of 1946.5% which is commensurate to number of academic programmes offered by IGNOU. The number of academic programmes was only two in 1987 whereas in 2005, it has risen to 101.

Besides continuous evaluation, the performance of students is also assessed with the help of term-end evaluation conducted by University twice a year i.e. in June and December every year. Conduct of month long examination twice a year at more than 1000 examination centers and processing of answer books thereupon, tells about the gigantic task undertaken by the University biannually. As the number of students increased, so has been the increase in number of examination centers with 31 in 1987 to 1006 in 2004. The processing of answer books and timely declaration of results also contributes to the quality aspect of support services. With 107711 answer books processed in 1992, it is now 1354000 in 2004.

Audio-visual aids supplement the face to face counseling in distance education mode for which IGNOU has been developing audio-visual programmes from time to time. With 538 and 396 audio and visual programmes in 1993, they increased to 1293 and 1792 respectively in 2004. The analysis given here enlightens us about the continuous multi-faceted expansion of this Open University. However there is yet another side of this success story that would arouse a lot of thinking. Though there has been phenomenal expansion in the learner support services network yet when the focus is shifted to the number of learners enrolled in each programme per year and number of students successfully passing the programme in that respective year, the picture that emerges is quite thought provoking. As seen in table (annexure 2) the drop out rate of each of the 23 programmes is quite amazing. This has been calculated for MCA, MEG, MLIS, MTM, BCA, BA, BCOM, BSC, BED, BLIS, BTS, PGDDE, PGDHE, PGDMCH, PGDRD, PGJMC, DECE, DNHE, CIC, CFN, CIG, CTPM and CTE. These programmes have been selected for the analysis due to their substantial percentage share in the total enrollment and longevity. For computing the dropout rate of students in a particular academic year, first the number of learners were identified who successfully completed the programme in that year and then the number of students who had enrolled in the relevant academic year was determined, finally this data was utilized for the calculation of dropout rate. As for instance, the dropout rate for BA in year 2001 was found to be 85.47. In 2001 1877 students were awarded BA degree and the number of students enrolled in the relevant year i.e. 1997 was 12922. Thus the dropout rate was calculated.

The analysis shows that there is an increase or decrease in dropout rate over the span of ten years (1996 to 2005) depending on the type of programme. It is seen that in most of the programmes the drop out rate is more than 50% barring a few such as BED (2003, 04, 05), CIC, PGDMCH (2001). This shows that half of the student enrolled in the programme in the particular year are not able to complete the programme with in the minimum duration of study. It is also observed that the drop out rate varies with the kind of programme. It is more in case of traditional academic programmes whereas it shows a decline in socially relevant employment oriented professional programmes.

The analysis of wide network of support services and the drop out rate of students prompts towards making an in depth study of aforesaid important academic programmes in terms of their life cycle, strengths and weaknesses

so that adequate measures could be suggested for reducing this drop out rate and making the programmes more learner friendly and attractive. Thus the concept of APLC and competitive strategy tool SWOC is being applied here for this purpose.

ANALYSIS OF ACADEMIC PROGRAMMES

Analysis of the programmes offered by the university have been done by two ways, firstly with the help of academic programme life cycle (APLC) and secondly by doing SWOC (strengths, weaknesses, opportunity and challenges) analysis.

Life Cycle Analysis

With so many institutions offering varied nature of academic programmes through distance education mode, there is a lot of competition, compelling the distance education institutions to rethink their strategies for ensuring adequate reach and greater acceptability of their academic programmes amongst the masses. It is perceived here that the education sector as a whole needs to be considered as a complex market where academic programmes are its educational products, students are its end users or customers, and distance education institutions are the conglomerates.

Every educational programme, like any consumer product, has its product life cycle (PLC) spanned in four stages, beginning with introduction, followed by growth, maturity, and decline stage, and each stage has its different marketing strategy. This life cycle meant for the academic programmes could be termed as Academic Programme Life Cycle. Four items are meant when we say that an academic programme has a life cycle. These are:

- any program has a limited life;
- the popularity of a programme passes through distinct stages, each posing different challenges to the odl institution;
- the fee collection rises and falls at varying stages of the plc; and
- programmes require varying marketing, financial resources, developmental processes, design services, and personnel strategies.

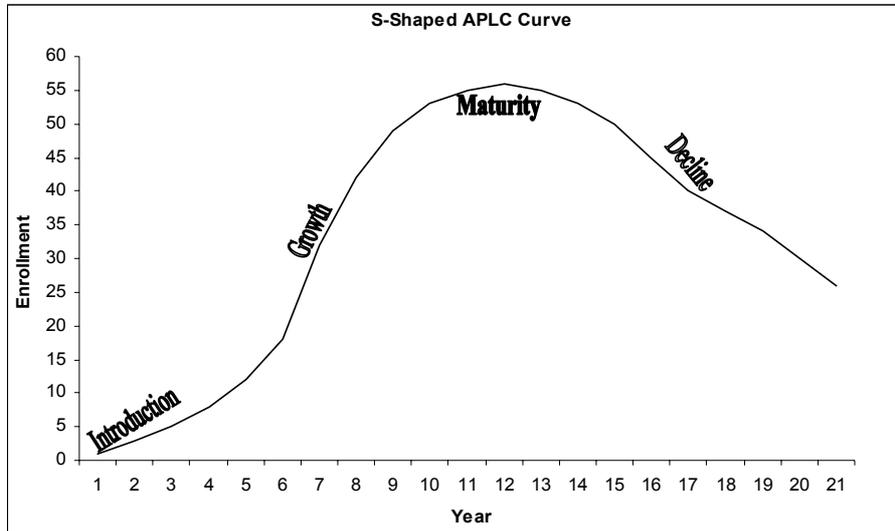


Figure: 1

Basically, the shape of the curve in APLC is like the letter S consisting of four stages, namely, introduction, growth, maturity and decline.

The first stage of this cycle i.e. the introduction stage is characterized by a period of slow enrolment growth as the academic programme is introduced into society by the distance education institution.

This is followed by the growth stage which is a period of rapid acceptance of the programme in society.

The third stage is maturity wherein there is a slowdown in enrolment growth because the programme has achieved acceptance in society. And the last stage is the decline stage in which the enrolment shows a strong downward drift.

However, the PLC may vary from an academic programme to another depending on the popularity and longevity of the programme. Most of the educational programmes pass through these four stages as determined by their level of enrolment.

An analysis of academic programmes of IGNOU is made here with the help of APLC by selecting 24 popular academic programmes (degree, diploma and certificate level) based on their high fresh enrollment and longevity.

These include six programmes under certificate level (BPP, CIC, CFN, CIG, CTE and CTPM), 12 degree level programmes (BA, BCA, BCOM, BED, BLS, BSC, BTS, MP, MCA, MLS, MEG and MTM) and seven diploma level programmes (PGDDE, PGDHE, PGJMC, PGDRD, PGDMCH, DECE and DNHE).

These academic programmes were selected for this analysis because the composite share of enrollment of these programmes in total fresh enrollment is in the range of 44-66% (from 1999 to 2005). Individually when these sets of programmes are taken, then degree programmes account for 27-37% of total enrollment from 1999 to 2005.

Similarly the diploma level programmes account for 2.7-4% while certificate level programmes account for 11-24%. These programmes have been also selected keeping in view their popularity and longevity. The CFN, MP, BPP, BA, BCOM and PGDDE programmes started in the late 1980s and are still popular with the target group, whereas other programmes such as CIG, BLS, BSC, PGDHE and PGDRD were launched by the university in the early 1990s and have occupied a considerable proportion of the total enrollment compared with other categories of academic programmes.

In the mid and late 90s, CIC, CTE, BCA, BTS, MCA, MLS, PGJMC, PGDMCH, DECE and DNHE were launched whereas the rest of the programmes under consideration were launched in early 2000. The above-mentioned academic programmes are analyzed here with the help of their PLC charts and their enrollment from the year of their inception to date.

APLC of Programmes With Low Enrollment

The APLC of these programmes (CTE, PGJMC, BLS, PGDRD and BTS) were designed considering two variables, that is, year of enrollment on the X-axis and total enrollment in this programme in the corresponding year on Y-axis. As can be seen from Figure 2, the shape of the curve for PGJMC, PGDRD and BTS is like a Cycle-Recycle Curve in which after one cycle there is again hump in enrollment and another cycle of renewed interest is formed. Similarly CTE has a typical S-shaped curve wherein it has acquired maturity stage and at present it is moving towards decline stage. BLS is a unique example of combination of two types of curves i.e. S-shaped and Cycle-Recycle curves. As is evident from the figure, BLS curve takes a typical S-shaped, reaches its pinnacle and then declines, again with increase in the enrollment gives another recycle

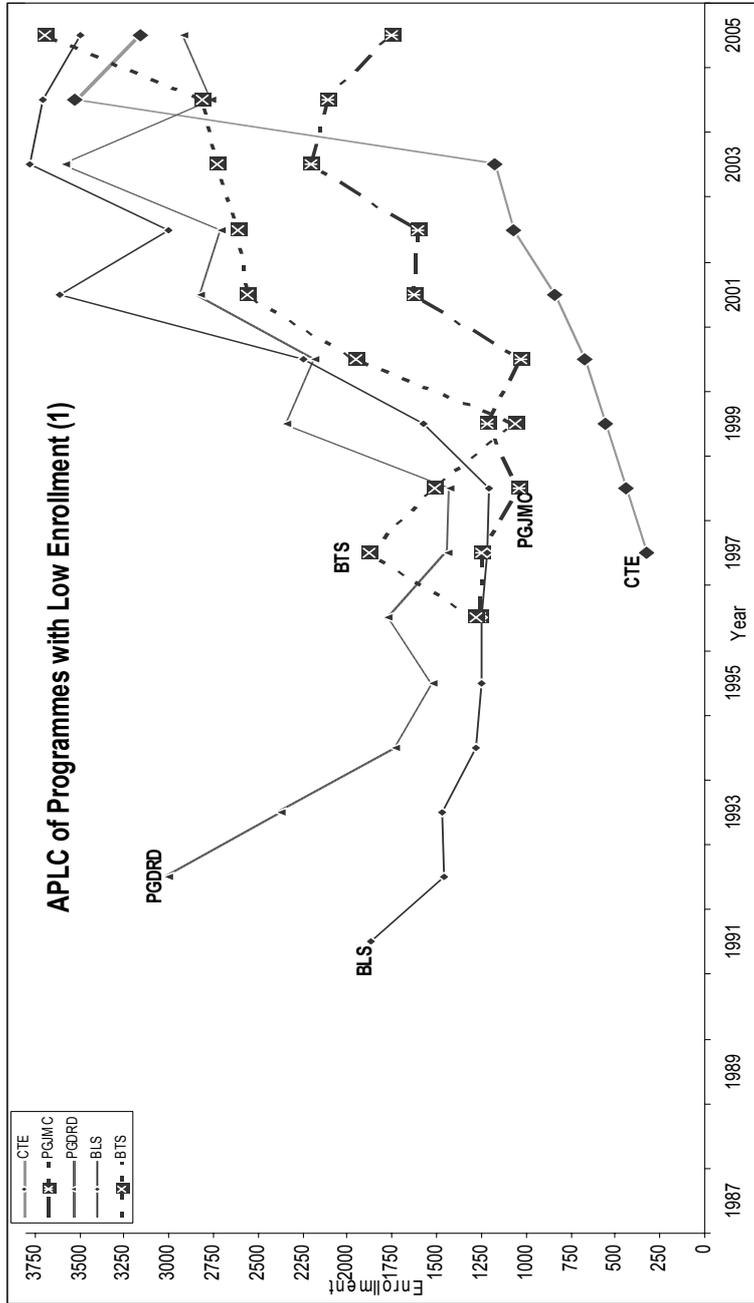


Figure: 2

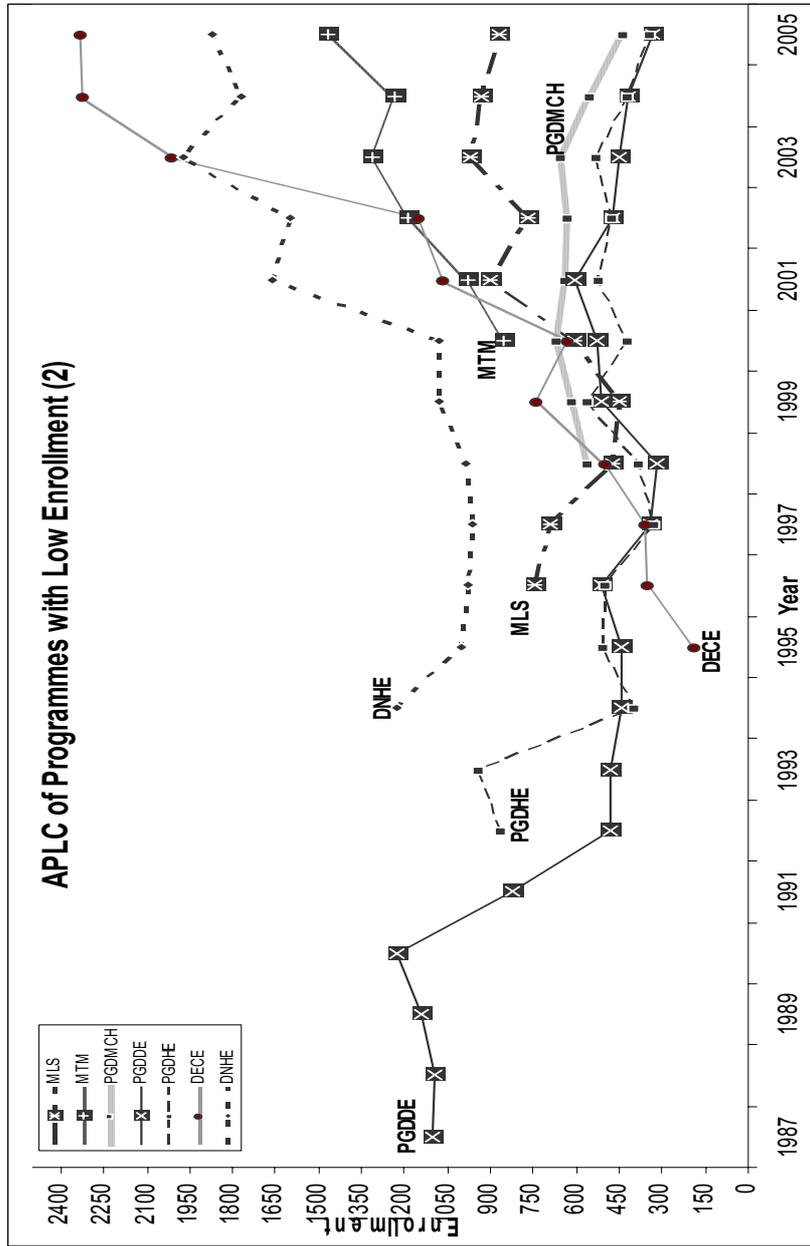


Figure: 3

In Figure: 3, seven academic programmes with low enrollment have been analyzed and these are MLS, MTM, PGDMCH, PGDDE, PGDHE, DECE and DNHE.

On seeing the graph it is apparent that programmes such that PGDHE and PGDDE have style pattern of curve in which a style exhibits a cycle showing several periods of renewed interests.

Looking at the enrollemnt trend of PGDDE it started with 1104 in 1987 after that increasing and decreasing trend in enrollment is observed, giving a graph similar to style curve.

Same observation is also found in enrollment trend of PGDHE. Similarly shape of DECE curve is a more or less “S” wherein there is low and steady growth in the enrollment and reaching at its pinnacle in 2004 and then starts showing slow rate of growth marking the entry in to maturity stage.

The PGDMCH curve initially shows sign of S shape wherein continous growth is observed up to year 2000 and then decline trend is observed and again starts showing growth in enrollment depicting renewed interest similar to style curve.

Three academic programmes in the Figure: 3 namely MLS, MTM and DNHE follow cycle-recycle pattern characterized by rise and fall in enrollment shown by small humps in the cycle.

APLC of Programmes With Moderate Enrollment

Six programmes i.e MEG, BCOM, BSC, BED, CFN, CTPM are being identified under this category which have moderate enrollment having their peak value ranging in between 3774 to 8739.

Their life cycle is shown in Figure: 4. As evident from the figure, BED and CTPM are showing S shape curve because they are new academic programmes operationalised in year 2000 and 2001 respectively and both of them are in their growth stage showing continuous growth in the enrollment.

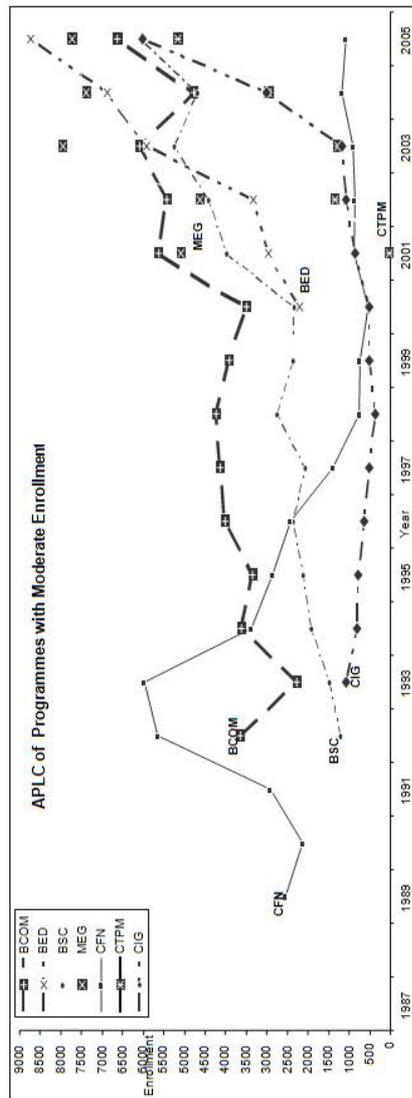


Figure: 4

The cycle-recycle pattern is observed in the case of MEG, BCOM and BSC in which after one cycle there is again quantum jump in enrollment and another cycle of renewed interest is formed. Finally the CFN programme follows Style pattern of curve.

APLC of Programmes With Higher Enrollment

In these category six academic programmes i.e. BA, BCA, MCA, MP, CIC, BPP with high enrollment share is being considered for analysis. The peak value of their enrollment varies in between 20245 and 51281. The life cycle of these programmes is shown in figure 5.

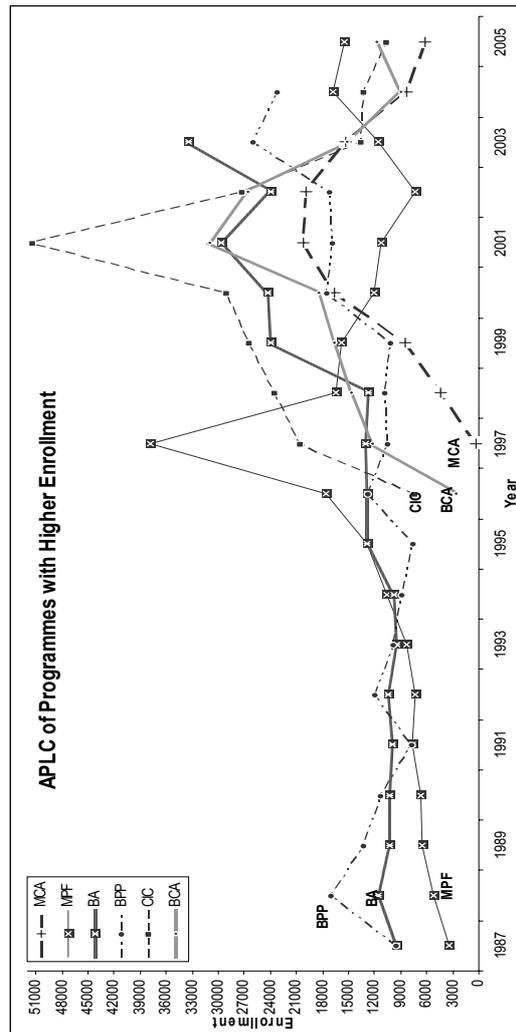


Figure: 5

Figure: 5 show that initially when the Management programme was started in 1987, portfolio of this programme had only one diploma programme of six-month duration.

Gradually other postgraduate diplomas were introduced with specialization in, marketing, finance, and human resources in 1990 and operations in 1993. In 1991 a full-fledged Master in Business Management (MBA) was launched in the same portfolio, which aroused the interest of the target group and led to a peak in enrollment in these management programmes (37,899 in 1997) while passing through the growth stage.

Gradually the enrollment declined and reached a steady state in the past nine years, that is, 7,359 in 2002. From 2003 onward the programme shows a renewed interest of the target group with an increase in enrollment to 13464 in 2005. Thus the shape of the graph is similar to the Style curve.

The APLC of BPP is not a typical S-shaped curve because it follows a different life cycle pattern characterized by a rise and fall of enrollment showing the *cycle-recycle* pattern with the recycle normally having a smaller magnitude and duration than the primary cycle.

The second hump in the enrollment is caused by an upward push in the decline stage. The first intake of learners admitted to the BA programme in 1989 numbered 9,534.

The enrollment pattern of this academic programme shows that this programme follows a combination of S-shape and cycle-recycle APLC curve.

The analysis of CIC curve shows that since its inception it had an enrollment of 7,381, and thereafter enrollment continually rose, reaching a pinnacle in 1991 when it reached 51,281.

This has been followed by a sharp decline, with the enrollment dipping to 10571 in 2005.

These figures demonstrate that this programme also is following the S-shaped pattern of life cycle and currently is in the decline stage as shown in Figure: 5.

The BCA curve shows that the initial launch stage enrollment was 2,661, which gradually increased year by year and reached a high of 30,906 in 2001.

However, subsequent enrollments started showing a downward turn, and in 2004 it was 9021, in the subsequent year it again showed sign of rejuvenation with enhancement in enrollment as 11718. Up to 2004 the shape of curve was S shaped with the only exception of year 2005.

Since its inception in 1997, the MCA programme had only 329 students. From then on the enrollment increased, and finally reached to all time high in 2001 with enrollment strength as 20245.

Thereafter, the programme started showing signs of decline, and in 2005 it touched a low of 6247. Undoubtedly the life cycle of this programme is also in its decline stage, and the enrollment trend shows that the curve in this case is also S-shaped as shown in Figure: 5.

From the analysis presented here it can be said that the APLC concept could be a useful tool for devising adequate and effective rejuvenation strategies for academic programmes that are in various stages of the life cycle.

SWOC Analysis

Another method commonly utilised for analysis of educational programme and devising the strategies is the SWOC (Strengths, Weaknesses, Opportunities and Challenges).

The programmes under consideration here have been analysed and the result is illustrated in Table: 3. On the basis of the above analysis of the programmes, the opportunities are many from which a lot of advantage can be taken.

Besides the inherent strengths could also be adequately utilized and converted in to opportunities for future growth and development of the university, however due focus needs to be given to the weaknesses and timely measures needs to be devised for mitigation of these limitations so that necessary improvements could be implemented in the system and the threats posed by ever increasing competition could be substantially overcome.

Strengths	Weaknesses
<ol style="list-style-type: none"> 1. Educational programmes of Central university of India and duly recognized by UGC/AICTE/AIU 2. Content contribution by eminent experts of their respective field. 3. Quality Self instructional study material at the door step of the learners. 4. A wide array of academic programme ranging from six monthly certificate programmes to PhD level. 5. Flexibility of completing the programme in maximum duration as per convenience of the individual. 6. Entry to some of the UG programmes through BPP for non 10+2. 7. Support services for learners along the length and breadth of the country. 8. No entry barrier for the advancing to next year of the programme even with out appearing in the term end examination 9. Infrastructure for teaching is drawn from conventional and reputed institutes through out India. 10. Simultaneous study of IGNOU programmes along with conventional study. 11. Internal continuous evaluation of the students, enabling the learners to acquire knowledge and prepare of term end examination. 12. Job oriented , professional, skill enhancement and target group oriented programmes. 13. Learning support through multimodal approach (IRC,TC, EDUSAT, A/V lessons etc) 	<ol style="list-style-type: none"> 1. Conservative approach of promoting and awareness generation for academic programmes relying on advertisements in print media 2. Lack of mass appeal towards academic programmes. 3. Information centers/ preadmission counseling centers concentrated only up to district headquarters and still unreached to block/ tehsil level. 4. Long communication gap in between the applying for admission and confirmation of admission from the university. 5. Moderately adequate literature and measures for creating awareness about the DE system for the new learners. 6. Learning centres only up to cities/ district headquarters and access to education in far flung areas is still to be achieved. 7. Concept of counseling (clarification of doubts in the learning session) is still unclear to students as well as counsellors 8. Lack of peer group interaction and seriousness amongst the students towards the academic programmes. 9. Delay / incomplete set of study material to learners 10. Cumbersome continuous internal evaluation of the learners and Procedural delay in evaluation process of the same. 11. Entirely dependent over conventional system for the delivery of the academic programme 12. Large time gap between the conduct of examination and declaration of result. 13. Inaccessible for the disadvantaged group such visually impaired and orthopaedically handicapped learners. 14. Lack of coherence in content of study material and its applicability in practical situation. 15. Mismatch of standard of SLM vis-à-vis delivery system.

<p>Opportunities</p> <ol style="list-style-type: none"> 1. The country being large with substantial population with limited educational facilities, distance education academic programmes have ample potential to development of vast human resource of the country. 2. Conventional system is yet to fulfill the educational needs and cater to the requirements of the people of the country and hence DE system is a viable and reliable mode for delivery of education. 3. The younger generation being more aware of their career aspirations and with more interest towards gaining knowledge and additional expertise that could provide them better opportunities, the university has tremendous potential of tapping this segment with its programmes. 4. With programmes like BTS/MTM/CTS, the university can provide excellent platform for human resources in the tourism industry since the country has rich heritage with vast and diverse places for global tourist interest. 5. Some sectors/ fields are yet to be opened for conventional mode wherein distance education programmes can be viable for training the human resources such as entrepreneurship, vocational training, agriculture and food processing, sericulture, mushroom cultivation etc. 6. With the help of EDUSAT dream of democratization of education can be realized. 7. The socio-economic profile of the 	<p>Challenges</p> <ol style="list-style-type: none"> 1. Influx of large number of distance education institutions and gradual development of their network and greater professionalism is reducing the market share of IGNOU. 2. Establishment of substantial number of private affiliated institutions offering professional courses such MBA, MCA, BCA, PGDCA Engineering, B. Ed. 3. More and more conventional institutions offering programmes through distance mode thus posing major challenge for IGNOU. 4. Many universities offering professional programmes in regional languages tend to take away a large chunk of prospective students of IGNOU. 5. Reform in evaluation procedure with the incorporation of online and just in time assessment technology for performance evaluation of the students. 6. On demand Education i.e. IGNOU should be able to provide education according to the need of the nation. 7. Maintaining the growing trend of enrollment irrespective the rise in the number of competing institutions. 8. Development and delivery of online educational programmes. 9. Quick and timely redressal of learner grievance and maintaining high standard of quality in content and delivery of academic programmes. 10. Quantity should be Commensurate with the quality.
---	---

<p>country prompts towards the need for enlightening and empowering the disadvantaged groups including the women and the disabled groups. So IGNOU can fill the gap by offering more of socially relevant programs in addition to CWED, CWDL and SAVINI.</p> <p>8. Specific learner based programs for the artisans and the craftsmen of the nation particularly in the textile, carpet weaving, handicrafts, handloom, woodwork, embroidery, fashion designing , accessory designing etc.</p> <p>9. Considering its apex position in the country the university can introduce exchange programmes with other countries wherein other countries could offer their programme through IGNOU in India and vice versa</p>	
---	--

Table 3
SWOC Analysis of Academic Programmes

What follows are the strategies for further perfection in certain programmes and revival in others.

STRATEGIES: WHAT NEEDS TO BE DONE?

Strategies for Enhancing Sustainability of Academic Programmes

The above study reveals that although six programmes have S-shaped APLC and they are in different stages of life cycle, four have cycle-recycle APLC and three programmes have Style-patterned APLC. For some academic programmes a combination of two type of PLCs is being observed.

Two programmes follow a combination of style and cycle-recycle while one academic programme has combination of S shape and cycle-recycle. Since these programmes fall in different stages of life cycles, there is a need to formulate and adopt varying innovative marketing and sustaining strategies in order to have a competitive edge over other ODL institutions.

Strategies For Programmes In The Decline Stage

The strategies in decline stage are proposed with two objectives: (a) to reduce the further decline in enrollment and maintain a constant rate of enrollment in these academic programmes; (b) to convert the S-shaped curve to a cycle-recycle curve, that is, to introduce value added features that would help to develop renewed interest in potential learners. These strategies could be as follows. 1. If enrollment is too low, student support services for the respective academic programme should be restructured; for example, improve the quality of support service, revise the content of programme so that it can adjust with the demand of the environment and as a whole programme should look attractive to the potential students for the programme. 2. Restructure the fees for the programme, that is, increase or reduce the programme fees according to its popularity. 3. Gradually deactivate the programme from all study centers or programme study centers where either the enrollment is low or there is no enrollment, that is, phase out selectively. 4. Value additions, that is, revise and update the programme curriculum according to the requirements of changing employment markets and industry requirements so that learners can successfully face the job challenges. 5. Improve the learner support services and highlight these improved services in programme information booklets. 6.

Another survival strategy can be offering these academic programmes with popular academic programmes under a packaged solution i.e. Pay One Get Two i.e. with in the framework of programme fee of one academic programme a learner will have option of studying two academic programmes at the cost of one academic programme.

Strategies For Programmes In The Maturity Stage

The maturity stage for academic programmes can be divided into three phases. In the first, growth maturity, the enrollment growth rate starts to decline, in the second phase i.e. stable maturity, most potential learners have completed the programme, and future enrollment is governed by the growing need of the population for knowledge upgrading. In the third phase, decaying maturity, in which the absolute level of enrollment starts to decline, and the students start moving towards other programmes and substitutes. The survival strategies accordingly could be as follows.

1. The university should try to advertise achievements of pass out students to potential students in order to generate a favourable image of the programme.

2. Institutions could enter new geographic and demographic segments by studying the behavior of the target population.
3. Modify the programme characteristics so as to attract potential candidates according to the requirements of the target groups.
4. Re-launch of the academic programme by value addition.
5. Restructure the fees to match or beat the competitors.
7. Highlight the benefits and competitive advantages of these programmes as compared to similar programmes of other DEIs and build strong student support service differentiation that can generate a better image of the university and the programme in the minds of the target group and thus secure a better market position.

Strategies For Programmes Following The Cycle-Recycle Pattern

The programme whose life cycle shows the cycle-recycle prototype requires a promotional push to end the decline stage of the primary cycle and start with a growth stage in recycles. The promotional means for an educational programme in this situation may be as follows.

1. Redesigning the support services by adding the latest advancements in the field of information and communication technology (ICT), Video Conferencing and EDUSAT based learning environment.
2. Revising the syllabus of the academic programme to make it more student- friendly and at par with the latest market demand.
3. Changing the fee structure. The initial fee for the first year or first semester (for the programme of more than one year of academic calendar) may be less, and fees for subsequent semesters can be increased so that overall total fees remain the same.
4. Programme differentiation. The university should devise their publicity/ awareness generation activities to show that their programme is different from the academic programmes of other institutions. The significant features that are lacking in the programmes of other institutions should be highlighted to attract new/potential students and retain on roll students.

Strategies for programmes following the Style pattern

The Style pattern shows the current trend in demand in the market. Hence the education programme falling into this pattern should be revived and

redesigned with modifications to make it draw the attention of the target group. In our analysis the management programme shows the Style pattern, hence suggestive strategies for the programme would be as follows.

1. Revise the course content to match the standards of management programmes offered by other leading B-schools.
2. Change the profile of support services for management programmes. More emphasis on case study based teaching group discussions, panel discussions, and seminar presentations would enrich the academic programme.
3. The university-industry linkage should be activated.

The success of the management programme depends on the placement of students in industry. Efforts for placement of students of the management programme should be initiated.

The strategy for management programme could also be useful for computer programmes such as BCA/MCA wherein university-industry linkage and tie-ups are very deciding factor for the potential students to choose institutions for study.

Strategies for Mitigating the Limitations

With the passage of time, more and more educational institutions are expected to follow and provide academic programme through distance education mode so the distance education market environment will shift from monopoly to monopolistic competition wherein university will have to strive hard for developing academic programme differentiation along with value added features to maintain the lead in the distance education scenario.

A set of strategies are planned here which could be useful in facing the competition and challenges from the competing institutions.

- The potential of distance education is immense in rural, remote and underdeveloped areas. The university should make effort to tap this potential in these areas by offering educational programmes in the rural belt. An approach other than present support service will have to be considered for providing education in these areas. Dynamic Study Centre (DSC) can be a viable media for these areas. An automobile with downlink facilities, internet kiosks, and support services material can be

more viable and cost effective medium as compared to the static regular study centres. Here is a point to remember that we have to approach and tap the potential learners and not the old concept of learner approaching the university.

- University should adopt multimedia approach in advertising rather than relying on print media. A combination of electronic media (Doordarshan, private infotainment channels, internet based advertising in tie-ups with internet service providers), print media (advertisement in widely read magazines such as India Today in English and popular magazines of regional languages in the form of Supplement) could be winning formula for having better edge. Think National and Act Local is the key word for advertising nowadays. With keeping national perspective in our mind we have to adopt awareness strategy in local and regional languages.
- It is also observed that a large chunk of population is not aware yet with the advantages of distance education and they try to draw similarity between correspondence education and distance education. It is still one of the biggest challenges to popularize the merits and innovative features of distance education and its competitive edge over conventional mode of education and ensure greater acceptability of this mode.
- On Demand Service and round the clock assistance is the buzz word in the service sector industries and we also fall in the same domain. A system of call centres with toll free number and 24 hour assistance on the queries, grievances and problems of the present and prospective students can be adopted centrally at the headquarter.
- Evaluation and timely declaration of result is the area wherein a lot of effort needs to be put together. Efforts should be made to minimize delay and time gap in between the conduct of examination and declaration of result. We can think of on line examination of those academic programmes wherein objective type questions are being asked in the examination. Similarly computer marked assignments can be considered an essential assignment component and its speedy and timely evaluation can be ensured by either OMR sheets evaluation or online evaluation.
- Short duration academic programmes with innovative features can be introduced which will have the potential to generate

interest of large chunk of population who are employed but are eager to advance their qualification. Certificate level programmes only with programming content can be a good example. The university should consider developing certificate level programmes in Java, C++, HTML and other popular languages in tie ups with leading computer educational institutions such as NIIT and others.

- Similar to the on going practice of providing CDs with text books, user friendly ready- reckoner CDs could be attached as a supplement with the self learning material. This would enhance the attractiveness of the study material besides making the programme more learner friendly and enhancing the mass appeal for the programme.
- There is a need for setting up of more information centres /booths for dissemination of relevant, adequate and timely information about the programmes of the university.
- It is imminent to be more self reliant and reduce the dependence on conventional system for infrastructure.
- User friendly study material and help line is very much required for visually impaired learners who have the urge for learning and proving themselves in the society.
- Finally with the onset of internet as a medium of communication in the country, due stress needs to be laid on launching online programmes.

IGNOU with its large network of learner support centres and varied nature of academic programmes available so far needs to further consolidate and ameliorate its level of programmes, means of reaching the un-reached, improve its support services and endeavour to make efforts towards providing enriched and better standard programmes in tune with the latest development in the respective areas.

REFERENCES

IGNOU. (1999-2005). *IGNOU Vice-Chancellor's reports 1999-2005*. New Delhi: Author.

IGNOU. (1998-2005). *IGNOU profiles-1998 to 2005*. New Delhi: Author.
Kotler, P. (2002). *Marketing management: Analysis, planning and control*. New Delhi: Prentice Hall of India.

Reddy L., M. V. (2002). Students' pass rates: A case study of Indira Gandhi National Open University programmes. *Indian Journal of Open Learning*, 11(1), 117-121.

Shostack, G. L. (1971). Breaking free from product marketing. *Journal of Marketing*, 41(2), 76-77.

Mukerji, S and Purnendu T. (2004). Academic Program Life Cycle: A Redefined Approach to Understanding Market Demands. *Journal of Distance Education*, 19(2), 14-27

Mukerji, S. and Purnendu T (2005). Quality Education in India: A Mission Revisited for Distance Education Institutions. *AAOU Journal*, 1(1), 45-51

IGNOU. (2003). *Regional Services Division Information Base 2003*. New Delhi: Author

UGC. (2004). *UGC Annual Report 2003-2004*. New Delhi: Author.

DEC, IGNOU. (2004). *Information Base on Distance Higher Education in India*. New Delhi: Author.

Department of Education, Ministry of HRD (2003). Selected Educational Statistics 2002-2003, www.education.nic.in/htmlweb/edusta.htm. 16 August 2003.

ADDITIONAL READINGS

Bowling, C. J. 2001). Using the Program Life Cycle Can Increase Your Return on Time Invested, *Journal of Extension*, 39(3), available at <http://joe.org/joe/2001june/a2.html>.

Brennan, L. and Bennington, L. (1999). Concepts in Conflict: Students and Customers-An Australian Perspective. *Journal of Marketing for Higher Education*, 9(2), 19 – 40.

Chung, E., McLarney, C. (2000). The Classroom as a Service Encounter: Suggestions for Value Creation. *Journal of Management Education*, 24(4), 484 - 500.

Clayson, D. E. & Haley, D. A. (2005). Marketing Models in Education: Students as Customers, Products, or Partners. *Marketing Education Review*, 15 (1), 1 – 10.

Delucchi, M. & Smith, W. L. (1997). Satisfied Customers versus Pedagogic Responsibility: Further Thoughts on Student Consumerism. *Teaching Sociology*, 25(4), 336-337

Driscoll, C. & Wicks, D. (1998). The Customer-Driven Approach in business Education: A Possible Danger? *Journal of Education for Business*, 74 (1), 58 – 61.

Sirvanci, M. (1996). Are Students The True Customers Of Higher Education? *Quality Progress*, 29 (10), 99-102.

Stafford, T.F. (1994). Consumption Values and the Choice of Marketing Electives: Treating Students Like Customers. *Journal of Marketing Education*, 16(2), 26-33.

BIODATA and CONTACT ADDRESSES of AUTHORS

Dr. Purnendu Tripathi, IGNOU, India



Dr. Purnendu TRIPATHI is Ph.D. in Management and Masters in Marketing Management and Distance Education. He has contributed articles in standard national and international journals and also presented papers in national and international conferences. His current research interest are Academic Program Life Cycle (APLC) management, Educational communication, marketing of educational programs and education through social marketing. Presently he is on international research fellowship with Open University Business School (OUBS), OU UK and with teaching assignment in Department of Business Administration, Arab Open University Saudi Arabia Branch, Riyadh. Prior to this assignment he is working as Assistant Regional Director, Indira Gandhi national Open University, IGNOU, and New Delhi, India. He can be contacted at purnendutripathi@gmail.com

Dr. Siran Mukerji, IGNOU, India



Dr. Siran MUKERJI is Jawahar Lal Nehru scholar, doctorate in Social Sciences and Masters in Distance Education. She has contributed articles in standard national and international journals and also presented papers in national and international conferences. Her current research interests are Performance management, knowledge management and HRM in open and distance learning institutions. Presently she is on international research fellowship with Open University Business School (OUBS), OU UK and with teaching assignment in Department of Business Administration, Arab Open University Saudi Arabia Branch, Riyadh. Prior to this assignment she is working as Assistant regional Director, Indira Gandhi national Open University, IGNOU, New Delhi. She can be contacted at siranmukerji@gmail.com

CHAPTER III

Strategies for the Marketing of Higher Education with Comparative Contextual References Between Australia and Turkey

Ugur DEMIRAY
Anadolu University, TURKEY

Judy NAGY
Deakin University, AUSTRALIA

R. Ayhan YILMAZ
Anadolu University, TURKEY

ABSTRACT

Education is now a global product with institutions worldwide competing for students and finding ever more creative ways to satisfy student needs and preferences. With the continuing rise in the preference for flexible distance learning, educational institutions are finding that when students and faculty have significantly different cultural backgrounds and learning styles that the expectations of the learning experience can be unfulfilled. In Australia, international students have made education Australia's third largest service export, earning \$5.8 billion. This means that student populations have moved from being homogenous and captive to domestic constraints and expectations, to being multi-cultural, dispersed and subject to a plethora of constraints and expectations. Today in Turkey, education is the responsibility of government however, in recent years, the private sector has entered the market providing educational services at all levels. In particular, after the 1990s, private higher education institutions (HEIs) with a commercial focus have mushroomed.

In 2007, there are 25 private universities in Turkey with more than 2.000.000 students enrolled in these universities. Of these students, more than 1.000.000 are registered in distance education faculties. With such large

student numbers competition between private universities for students has intensified particularly over the last 15 years. As a consequence the need to develop strategies for attracting students has become more important. Marketing strategies in Turkey have tended to concentrate on three distinct categories: strategies between governmental HEIs, private HEIs and distance education HEIs. The contribution of technologies to education processes has been immense with students and faculty each learning to adapt to an environment of continuous change and opportunities. This paper seeks to explore the notion that a competitive advantage in marketing of higher education can be attained by customizing learning experiences for particular student cohorts in a pro-active and constructive way.

INTRODUCTION

The fast competition that is taking place in the current global market has affected the educational sector. In Australia, international students have made education Australia's third largest service export, earning \$5.8 billion. This means that student populations have moved from being homogenous and captive to domestic constraints and expectations, to being multi-cultural, dispersed and subject to a plethora of constraints and expectations. In Turkey nowadays, when the education is taken for granted not only the state institutions providing conventional education are prevailed. Starting from 1990's higher education is provided by private universities or other private initiates either conventionally or extensively. The increase in the products and services that are provided by different parties has affected the educational institutions and the power of marketing communications is utilized in order to pull more buyers (customers) both by private and state institutions. In Turkey although there has been existed a grand examination for gaining an access to higher education every university intends to be the primary choice of the students who will pass this nationwide examination.

The marketing of education is a controversial issue. Although the opinions on the signification of the educational institution as a product and the students as the customers still remains arguable the transformation of the instruction process as a student-based model requires the utilization of the marketing opportunities are used. Teaching has been increasingly developed as a learner-centered model, shaping the process as a life-long learners experience to match their existing knowledge and skills is crucial. At distance education institution-DEI level being market oriented means adapting a client-centered perspective and managing the school in a way that

matches the needs of primary and secondary clients. This student-based model is not much different than the client-based utilization of marketing strategy.

In the marketing approach the needs and desires of the customers are given a primary and major importance so they are treated as “kings”. When this strategy is employed in distant education the course programs and materials are observed to be shaped in accordance with the needs and desires of the students and multimedia use are also observed to be very common with these are presented within the most appropriate channels to the students. The customer “king” transforms into the student “king”. Marketing is about achieving organizational goals and these are determined by the values of the organization (its “culture”) and shape its decision-making. Marketing helps the DEIs to make them achieve to be identified with those clients for whom they offer an appropriate range of learning opportunities.

The objective of this study is to discuss the notions like advertisement, public relations, personal sales and fairs that make the marketing communication strategies possible in a nationwide manner and compare the higher education institutions both in Turkey and Australia based on the competition that is widespread today.

A STRATEGY FOR MARKETING

It is the explicit recognition of the tensions between old and new learning styles which our paper seeks to highlight as the basis for attaining a marketing advantage. To allow students to learn in styles that commence with recognition of diverse foundations provides an environment where students are given greater opportunity for academic success. The view that all students can be blended into one learning environment as though one stylized type of pedagogy would be suitable for all students in a mixed cohort, presumes that a standardized approach to learning is indeed appropriate.

The concept of ‘one size fits all’ education may have been appropriate in old economies where students represented a homogenous group from the same cultural group with a known entry level skill set. Where students do not fit this form of stereotyping it makes sense to approach the task of designing an appropriate learning environment which suits the majority of learners. Eisner also claims that;

(c)ommunication and multiple intelligence literature suggest that effective teaching involves reaching students, and that reaching students involves taking their frames of reference into account. Knowing where our students are coming from and meeting them there may increase the chance that students will absorb the information we seek to teach (Eisner 2003, 34-5).

Indeed, the arrival of technologies to supplement, enable, enrich and mediate learning experiences challenges traditional education pedagogies.

To actively respond to such pressures in a way that is positive can contribute to academic outcomes.

Businesses and governments have called into question the relevance and quality of the education that has been provided by post-secondary institutions as well as their continued ability to deliver education in a manner that the new forces of the globalizing marketplace would deem efficient (Montgomery and Canaan, 2004, p. 740).

Nagy (forthcoming 2007) demonstrated via a case study that student outcomes could be dramatically improved by specifically recognizing the needs of the cohort and tailoring assessment tasks to suit the cohort. This style of customization is a reaction to market needs in a proactive way to ensure that student success is achieved without variation in the quality or content of course design. To take this analysis one step further, for a chosen unit of study where it is known that the student population incorporates variable educational foundations within the student population, a university could recognize this variation and provide 2 streams of learning for the same material using alternative pedagogies to achieve outcomes.

One alternative could embrace student centered learning and the other teacher centered learning. Each of the alternatives may then employ the best practice pedagogies appropriate to the identified style of learning, and utilize different assessment strategies. Students are then free to choose which alternative learning environment best suits their learning foundations and preferences, at the commencement of the subject. This approach has the potential to promote a more confident attitude to learning with less alienation from the learning environment, greater student self esteem and improved learning outcomes.

The term learning styles is used as a description of the attitudes and behaviors which determine an individual's preferred way of learning. Some students tend to focus on facts. Some respond strongly to visual forms of information; others are able to learn more from verbal forms-written and spoken explanations. Some prefer to learn actively and interactively; others function more introspectively and individually. No one learning style is better than another; it is simply that people learn in different ways. The best learning style is the one that works for an individual in a particular situation.

Those universities with sufficiently large and diverse student cohorts may be able to further refine a process of variable pedagogies. Costs would not be significantly different and yet the provision of alternative learning experience can be employed for both on campus and distance education institutions representing a way of marketing subjects that may entice particular students to particular universities.

The marketing strategy we have suggested is another form of product differentiation in the very active market for higher education. Redding (2005) highlights that students already have many choices. He claims that

(i)n most education systems, students can express their preferences through their choice of universities, choice of courses within the university or perhaps even their combination of modules within a degree. The bone of contention, however, is the assumption that having made that choice, the students should defer to the expertise of the deliverer (Redding 2005, p. 411).

Our suggestion places the emphasis back on the student; with the student selecting the mode of learning best suited to their personal learning style. These choices made available to students can thus be regarded as part of a suite of marketing tools that universities can make use of. Generally, action must be taken to develop a complete marketing program to reach consumers (life-long learners) by using a combination of factors which can be referred to as the 4P's. The 4 P approach to marketing includes product, price, place and promotion are illustrated as follows:

- Product: It is a good, service or idea is the consumer's needs for satisfying. Physical product can be described in terms of its physical characteristics and is what most people actually think of as the product (Pardey, 1991, p. 124). Some authors suggest that education is a product. For example; Kaye suggests

looking at distance education as a product instead of a tool for distributing education. He says that in order to most efficiently use our resources, the needs of the student/consumer should be assessed. By doing so, we can learn from the students and then apply that knowledge to attract future students while meeting the needs and improving upon the services offered to the current students (Yilmaz, 2005, p. 12). The products have a different name, logo, color and physical attributes. We can say that DE institution is a brand and a brand is a way of differentiating one product from another; the greater the perceived similarity of products, the more important the brand in establishing the differences. Some schools will clearly feel that they are different from others, or that the market perceives differences, which makes it less important for them to establish their corporate identity (Pardey, 1991, p. 132).

- Price: This concept embodies more than a value that someone will pay for it. The meaning associated with price changes is contextual. Institutions have different pricing policies and all institutions compete against each other to increase their application and enrollment rates. Pricing policies will impact student choice between institutions.
- Place: It is a means of getting the product into the consumer's hands. The personality of the place sends messages to the target audience. The vehicle which is used to reach the students can be a physical location or a virtual space where the connection speed of internet used, e-mail, can serve as a differentiating mechanism.
- Promotion: Promotion is a means of communication between the seller and buyer. It includes advertising, public relations, personal selling, publicity, and sales promotions. If one higher education institution wants to enroll more students than other, it will need to use corporate advertising or engage in activities that create a liaison between the students and the institutions. Publicity provides media coverage to the institutions and visibility can create confidence about an institutions reputation and quality perceptions.

The first private university to use promotional material in Turkey was Bilkent University. Students who attained higher scores than others in the university entrance exam were sent brochures and were invited to be the

students of Bilkent. Today, the number of private universities is 25 with all universities routinely engaged in use of marketing communication to enroll new students. Marketing initiatives include print based products and internet-based advertisements, brochures, and word-of-mouth (WOM) communication.

According to Buttle (1998: p. 242) WOM has been shown to influence a variety of conditions: awareness, expectations, perceptions, attitudes, behavioral intentions and behaviour. Because of these factors positive WOM may affect the awareness of the private university and this awareness can turn the behavioral intentions of students. Fairs are also benefited to communicate with the students.

Every year education fairs are organized and all universities are represented. In Australia it is also common for higher education institutions to routinely engage in advertising and promotion of particular universities by attending promotional events around the world, and by having a strong internet presence. Where the cost of registration is same between universities, the image of the university plays an important role in the process of selecting that university. The image consists of two criteria. One of it is tangible criteria like, academic staff, profile of the graduated, facility of the university, curriculum, and opportunity for internship etc. Intangible criteria are good or bad experiences about university, negative or positive WOM.

GLOBAL CONTEXTS – BORDERLESS EDUCATION

As education increasing becomes borderless, universities compete for students in the same market, the global market. How universities have individually embraced this phenomenon have implications for their ability to attract certain segments of the education market. Those that continue to rely on ‘traditional learning’ in relation to the pre technology savvy students in the ‘old economy’ have a fixed view of the place for education in society. Such views are culturally defined and perceptions of knowledge have tended to be ordered and open to control.

Traditional learning has been about imparting traditional knowledge using accepted methods with the expectation that learners would comply with and accept imparted facts. Traditional universities had captive markets based on a mixture of geographical proximity, barriers to market entry based on

language, accreditation, culturally defined learning styles, and cost. This style of old economy, based on old perceptions of knowledge and old learning, is a thing of the past (University of Sydney 2003).

The socio-political changes coupled with and, to a large extent, also driven by the ICT revolution, have made it possible for people to become aware of and informed about events and developments in other parts of the world. The proportion of countries practicing some form of democratic governance rose from 40 percent in 1988 to 61 percent in 1998.

Macro-economic policies predicated upon privatization rather than central-planning and export-competitiveness rather than import-substitution, are policies that have started to rapidly unify world markets and radically transformed the world economy. This process referred to as Economic globalization is deeply intertwined with technological transformations. New tools of ICT make world's financial and scientific resources more accessible and unify markets into a single market place, aptly called the global market, where intense competition in all conceivable fields, including not only goods, but also services such as education and medical care, further drives scientific technological and socio-economic progress.

The convergent and mutually reinforcing impacts of globalization and the ICT revolution have radically changed not only the methods and structures of production, but also the relative importance of factors of production along with the profile of the workforce.

The transformation of industrial societies to knowledge societies and a global knowledge economy is characterized by the increased importance of knowledge, both technical knowledge (know-how), and knowledge about attributes (information and awareness) (Guruz, 2003, p. 2-3). The new economy embraces new knowledge, using new knowledge transfer mechanisms (technologies) in flexible contexts with few barriers preventing participation. Notions of lifelong learning and a knowledge society coupled with the revolution in digital technologies have enabled education and education processes in ways previously unimagined. The harnessing of technologies for learning has also fostered greater transparency in education processes in accord with the "market" perspective supporting a standardized (Marginson & Considine, 2000, p. 177), non-discriminatory approach to education which can meet professional requirements and is offered to all qualifying students on the same basis (Parker 2005). It is not our intention to

contribute to the debate concerning whether it is appropriate to regard students as customers, or whether education can or should be regarded as a product. We acknowledge that this debate is the subject of much contention.

However, higher education has evolved with the ‘new economy’ and warrants being considered within a competitive framework. As commonalities in degree and postgraduate programs increase allowing for qualifications to become portable worldwide, competition between suppliers of higher education is increasing. Before considering a marketing strategy which can be applied to both contexts, we will make comparisons between a mature higher education market with limited local growth potential, Australia, and a country with a rapidly expanding market and significant growth opportunities, Turkey.

The rapidly changing countries of central, eastern and southern Europe provide examples of changing growth markets with significant opportunities for innovation in higher education. The most significant development has been the rise in private universities which did not exist prior to the 1990’s. These private institutions filled a vacuum when the state resources could not fulfill the upsurge in demand emerging from the value placed on education in economies that were increasingly adopting market economics principles. The recognition that

“(a) strong system of education is vital to the prosperity of any modern state” (Galbraith 2003, p.539),

came quickly in the emerging economies with private institutions stepping in to meet demand in many European countries. Galbraith also points out that the private provision of higher education is relatively rare worldwide (with the exceptions of United States of America and Japan), and sharply contrast with the experience of Western Europe where education is overwhelmingly public in nature. Higher education, too, was viewed by many as a purely public service, but has now evolved as a semi-public service, with an associated cost, a social and a personal return. Coupled with fiscal constraints and shrinking public resources allocated to tertiary education worldwide, this new view of higher education has led to the introduction and rise of market forces in tertiary education. Privatization and attempts to establish quasi-market structures have been key elements in

formulating and implementing higher education policies, not only in developed countries, but also in the Asia-Pacific region, Latin America and Eastern European countries in transition. These consist of introduction of real tuition fees, revenue diversification through sales of goods and services produced by institutions and an increased share of private institutions of various types, both non-profit and for-profit (Guruz, 2003, p. 29).

In Turkey, since 1990s, the private sector has entered the market providing educational services at all levels and effectively changing the landscape of higher education in country. It is not coincidental that foreign capital has been attracted to higher education opportunities in Europe where demand has exceeded supply over the last 2 decades. However profit motivations do not always support an environment of quality and equity with these issues continuing to be problematic.

In recent times there are increasing calls for fragmented, disparate systems between countries to become more understandable and comparable as the importance and need of a mobile and flexible workforce in knowledge based economies continues to rise. The most recent significant moves in Europe to increase standardization in higher education have emerged as a consequence of the European Bologna Process, a plan to integrate the higher education frameworks of 45 European countries by 2010.

With origins commencing in meetings held in Bologna in 1999 relating to 29 countries that subsequently expanded to include many more countries as a result of the most recent meetings in Bergen, in 2005. The Australian Minister for Education, Science and Training, Julie Bishop, suggests that the Bologna Process:

is about mobility for students and graduates—about bringing together a disparate array of systems and working towards a consensus model that enables students, and institutions and employers to more readily understand and translate qualifications across national borders ... to improve Europe's international position in higher education (Bologna National Seminar 2006, Bishop, p. 2).

The quality of Australian higher education is already well regarded internationally. However, with a small population of 21 million people and a

shrinking domestic market Australia needs to be attune to developments overseas which will influence the market for international students, its main source of growth opportunities. The minister for education has made it clear that:

(t)he Bologna Process and the increased incidence of teaching in English at European institutions, will help those institutions challenge our traditional markets in Asia. As the competition for students intensifies both at home and overseas, the pressures will intensify on universities to distinguish themselves yet still offer students a high quality education experience (Bologna National Seminar 2006, Bishop, p. 3).

This viewpoint is based on perceptions that the European Union (EU) is, or has been, regarded as an economic and political force without perceived “prestige of institutions, labour market acceptance of qualifications and innovation capacity of institutions” (Bologna National Seminar 2006, Richard, p.12). Efforts to raise the international profile of European higher education, clearly has implications for the Australian higher education market.

While Australia resides outside the immediate influence of the Bologna Process, Turkey is more directly affected. After a call for contributions by the EU, in June 2004, the Turkish National Agency established a National Team of 12 Bologna Promoters. In less than six-months the team prepared a working plan that generally contributed to the implementation and understanding of the Bologna process in Turkey.

The activities concerning the European Credit Transfer System-ECTS and Diploma Supplement implementations in Turkey have been carried out by the universities under the supervision of the Council of Higher Education (YOK). Universities have been participating in mobility schemes within the context of EU education, training and youth programmes under the coordination of the National Agency. By law, it is the responsibility of the Council of Higher Education and the Interuniversity Council to see to it that a national system of quality assurance with a structure and function comparable to its transnational counterparts is established and implemented. In their last meeting, both the Council and the Board have expressed their willingness to establish a national quality assurance system and re-acknowledged that the establishment of this action has top priority in their agenda after being briefed about the existing practices by some higher

education institutes in Turkey. It is expected that there will not be any need for a legislative change and, hence, the process will be completed before the 2007 ministerial meeting.

Evidence of Turkey's rising quality comparability in global contexts is evident in specific areas. For example, the pioneering higher education institutions in search of international recognition of some of their programmes, sought accreditation with ABET (Accreditation Board for Engineering and Technology-USA) in the first half 1990's. Most of the engineering programmes of 4 universities were evaluated by ABET at different times and received "substantial equivalence" from ABET (ABET's only accreditation for countries outside the USA). These universities have since then been co-operating with ABET for quality assurance of the engineering programmes and more higher education institutions followed them afterwards. This co-operation has also motivated all the engineering faculties to establish a national system of quality assurance for engineering programs.

The meetings and the workshops of the deans of all the engineering faculties, which started in late 1990's, gave birth to a national accreditation system of engineering programmes-MUDEK-, similar to ABET2000. Although MUDEK does not yet have any official recognition by the responsible bodies, it stands a good chance of being a part of the national system for engineering programmes after some revisions with due regard to the requirements of the Bologna process (e.g.: international peers in the governing body); since it is already a partner in EUR-ACE (European Accreditation Programme for Engineering, an ongoing Socrates programme) and since Turkish universities have already been well received.

Among other international quality assessments exercised by the higher education institutions in Turkey are several reviews by EUA through its Institutional Review Program (IRP) and the accreditation process of Joint Commission of International Accreditation for hospitals (for the case of university hospitals). Three universities participated in the first phase of the Quality Culture Project conducted by EUA, in 2002-2003. For the second phase of the Quality Culture Project, which took place in 2003-2004, one Turkish university was chosen as one of the 45 participants from 24 European countries that were selected. Two universities were selected for the third phase of the above-mentioned project that will be carried out in 2005.

The reviews concluded that, there is a need felt by the government, society, the employment sector and the Council of Higher Education (YOK) to promote and secure Turkish universities' reputation internationally, particularly, within other OECD and EU countries". The 2001 regulations for quality assurance accepted by the Interuniversity Board, the practices and the pilot project mentioned above now provide a solid background to establish a national system, including all the desired elements in it, like international participation, co-operation and networking (Bolonya Sureci Kapsaminda..., Kucukyavuz, S. & et al., 2005).

Free mobility is of the most importance to the Turkish universities. In general, universities encourage the mobility of academic staff and students. Many universities organize exchange programmes, workshops and summer schools in co-operation with universities abroad. The major problem for the mobility is funding, so far composed of limited university resources. Most of the universities have established their International Offices and have connections with the National Agency responsible from all EU programmes concerning mobility. The National Agency Turkey was established in January 2002 to carry out required activities to enable Turkey's participation in EU education & Culture Programs. Turkey is now preparing for participation in Socrates programmes with some training and promotional activities as well as some promising pilot projects. The aim of the Student mobility project is 'learning by-doing' experience; and also to monitor the implementation process and outcomes concerning this project.

Life Long Learning there is no regulated requirement on life long learning. But public training centers and continuing education centers of universities serve also as life long learning centers. And, pen Education Faculty of Anadolu University, Eskisehir is organize LLL. (Higher Education in urkey: Implementing..., www.bologna-berlin2003.de/pdf/Turkey.pdf, retrieved 19.03.2007)

Anadolu University is aware that the success of the mobility programmes depends on an organised international relations body inside the institution. For this purpose, after the agreement between Turkey and the European Union to enter the LLP II Programme and the Framework Project FP6 in 2002, the efforts have been concentrated on the establishment of an international office in order to organize the four existing units, which are SocLeoYouth (LLP-Leonardo-Youth), FP6, European Documentation

Centre and Non-European International Affairs. (retrieved 28.03.2007, <http://www.uib.anadolu.edu.tr/index.html>)

As a result, the Office for International Affairs has been established in mid 2003. In order to undertake the LLP/Erasmus Programme, an Institutional Coordinator has been appointed and the deans of all the faculties have appointed their respective Departmental Coordinators. Anadolu University considers its European Policy as a major aspect of its wider international policy, especially after 2001 when Turkey became a candidate to become a member of the European Union. As we are willing to cooperate with European universities and eager to be a part of all sorts of European educational programmes, we have already started making the necessary adjustments in all units of the university to be more transparent and more open to international cooperation. Seminars have been implemented throughout the university in order to inform the academic staff and the students about the LLP/Erasmus scheme, and ECTS credits have already been assigned in most of the departments. Works on the Diploma Supplement have recently been completed.

The EU and many other countries have already made significant progress in building strengths in higher education by mobilizing the new technologies and flexible modes of education provision. This has spawned the creation of 'corporate, virtual and for profit universities with for profit universities being the most aggressive at expanding their activities into the domestic markets of other countries. In doing so there is a presumption that a standard education product can be used for students enrolled from anywhere around the world. While the new economy and new learners are embracing many new modes and methods, the movement from the old to new learning paradigms has not been without creative, financial and cultural tensions.

As those seeking to take part in the new knowledge revolution bring embedded learning foundations and abilities based on the old paradigms, learners in the new learning environment struggle to adapt. Montgomery and Cnaan (2004) confirm a need for

the development of ethnographies of higher education that consider how local, national and global structures interpenetrate and interact to shape and stratify student's educational choices and experiences ... as a consequence of the ways in which informal and formal

curricula and student learning during primary and secondary school has been structured (Montgomery and Canaan, 2004, p. 739).

The recognition that increasing similarities in higher education, which theoretically allows the 'education product' to become more standardized does little to recognize that student groups are becoming less homogenous.

THE TURKISH CONTEXT

There are 53 state and 25 foundation (private non-profit) universities in Turkey which are all governed by the same Higher Education Law no. 2547 enacted on November 4, 1981. At present, enrolment in the foundation universities accounts for only 5.7 % of the total and, it is rather unlikely that enrolment in Foundation universities will near those in the state universities in a foreseeable future. According to OSYM statistics at academic year of 2005-2006, all Turkish universities have 2.342.898 student in HE system. 992,235 of who are female and 1.350.663 were male. 810.705 of whom were registered to the tradition HE institutions, and 1.532.193 of who were registered to the distance education institutions and 1.100.000 are active student and nearly more than 400.000 of them passive students who are not re-registration in this academic year. In this academic year totally 15.481 foreign students were registered to the Turkish HE institutions from all over the world. 5.152 of them female and 10.329 are male.

Most of them come from Turkic Republics, North Cyprus Turkish Republic, or Europe. Even, at in this academic year 29 Australian students registered Turkish HE institutions that 19 are female and 10 are male. (OSYM, 2005-2006 Academic year Statistics of academic year, also the report can be <http://www.osym.gov.tr/BelgeGoster.aspx?F6E10F8892433CFF7A2395174CFB32E174B6113DA2B1A6EC>)

Foreign students who wish to pursue their undergraduate study in Turkey must have completed their secondary education in a high school/secondary school or a similar institution in which the education is equivalent to that of a Turkish high school. Secondly, they must take the Entrance Examination for Foreign Students (YOS). The YOS consists of two tests. The first test is the Basic Learning Skills Test which assesses abstract reasoning. The questions have a minimal dependence on language but explanations are given in English and Turkish. The second test is the Turkish Language

Proficiency Test which assesses the candidates' comprehension of written Turkish. The YOS is usually administered in June by the Student Selection and Placement Centre (OSYM).

Language courses are organized for the international students at the universities where the medium of instruction is Turkish. The fees for national students in institutions of higher education are fixed and announced by the Council of Higher Education, taking into consideration the character and duration of the period of study in various disciplines and also the nature of the individual higher education institutions.

The portion of these fees to be paid by the State is determined each year by the Council of Ministers and allocated to the budget of the institution concerned on a per-student basis. The remaining portion of the fees is paid by the student.

The portion paid by the State is to be a minimum of 50%. Foreign students pay the tuition fee three times more than the Turkish students.

The tuition fee must be paid in a single sum and in the foreign currency to be determined in accordance with the current exchange rate (Summarized from Bolonya Sureci Kapsaminda..., Kucukyavuz, S. & et al., 2005).

THE AUSTRALIAN CONTEXT

Australia has 37 public universities, 2 private universities and approximately 130 other higher education providers, the latter generally offering vocational and technical education qualifications in smaller specific disciplines catering to specific markets. In 2005 there were 665,526 undergraduate students and 263,504 post graduate students with international students making up 25% of total enrolments. The most favored areas of study for international students are management, accounting and information systems making up 60% of enrolments. Because of structural issues and funding of higher education by government, private universities have not yet attained a strong presence in Australia. This does not mean that the need for economy and efficiency usually characterized in for profit contexts, does not play a part in university administrative and policy decisions.

In the last three decades government has transformed the public sector by imposing market-based models as a means of inducing efficiency and economy for the public purse. These changes have impacted tertiary

education by introducing diversity in offerings, in participation and in operational structures. As a consequence, Universities are increasingly 'customer-focused' as they compete with each other and, in addition, with emerging industry-based alternative suppliers of tertiary education. Depending on the faculty of study Australian students are most commonly subsidized by government funding and can pay from \$490-\$1021 (and higher in the fields of medicine and more prestigious programs) per subject for undergraduate subjects where a typical degree is composed of 24 subjects. International students are not subsidized by the government and pay much higher costs for their education. The costs can vary between universities and can range from \$1875–3,313 per subject for a typical undergraduate degree (<http://www.deakin.edu.au/fees>, accessed 28/03/07). English proficiency must also be demonstrated via testing using a range of options recognized by the Australian Government for tertiary studies. The future viability of higher education is significantly impacted by Australia's ability to provide a quality international higher education experience with overseas markets continuing to be the source for sector growth.

The Australian academic landscape, in comparison with Turkey, is small and to a significant degree mature, with limited opportunities for expansion in the domestic market. 80% of Australia's international students come from Asia and China where the quality reputation of universities is well regarded.

However, like the current European initiatives, Asian countries are increasingly building their own capabilities meaning that competition will become an even greater issue with the need for positions of marketing strength to be created. The growth in the Australian international student market over the last 10 years has benefited from the quality and equity policies common to large public universities in Australia. Students that meet entrance requirements are able to enjoy the same quality of education as domestic students. At Deakin University, equity policies ensure that all student groups receive the same learning experience within a standardized framework. The framework is founded upon presumptions concerning generic skills held on entry and expectations of skills that graduates will develop during their studies.

To differentiate between student cohorts in Australia is met with condemnation on the grounds of equity and culturally defined best practice pedagogy. The old style differentiation of students by physical location based on whether that were distance and face-to-face does not exist.

All students receive the same resources, access to university systems and staff and pay the same fees. Discriminatory practices and processes are unacceptable with a “one size fits all” approach resulting in learning environments that regard students as they were a homogenous group. From an ethical viewpoint, it can be argued that the promise of a western style education based on an English standard is what students that enroll at Australian institutions expect. However, this viewpoint is difficult to sustain when evidence indicates that by showing greater flexibility in teaching styles students can achieve better outcomes (Nagy 2006).

Asian students often represent the majority in certain post-graduate business programs. There is much research to support the notion that Asian learning styles are very different to Western style learning paradigms with students preferring a teacher centered rather than student centered learning paradigm (Garrison and Anderson 2003). This reflects the foundations acquired from primary and secondary school education which are culturally bounded and impact the types of generic skills which students bring to university studies.

LIMITATIONS

The offering of alternative learning environments using the same course materials may be viewed as a discriminatory practice which marginalizes one form of learning experience over another. It is possible that students preferring a teacher centered learning experience may be criticized for perhaps not acquiring skills during the learning process which are consistent with the acquisition of lifelong learning skills. However these are defined, it can be argued that such skills can be acquired in different contexts without the need to foster them in every unit of study at a university. It may be sufficient that the skills associated with any perceived shortcomings of a particular learning paradigm are sufficiently covered elsewhere in other subjects. Or, alternatively, can more appropriately be fostered with a specific subject of study rather than as part of a body of knowledge.

Another important limitation of this article is the Australian and Turkish HE contexts are not sufficiently similar in their student markets. Whilst this may have been true of the past, competitive forces are becoming more global and, as the Bologna initiatives have shown, decisions made in one part of the world have ripple effects in more distant markets.

CONCLUSIONS

As indicated in this paper the higher education systems of the two countries illustrated are not so similar. In Turkey, most of the universities are state based and privates are non-profit foundation based. However, private universities charge much more than government universities. Average students fee of private universities start from \$5.000 up to \$15.000 per year.

The fees vary according to the field of study and the prestige or popularity of the university. The cost of state based university students is approximately \$100-\$1,000 and is generally the same at each university.

The two types of universities compete with each other; however there is more competition between private universities. State based universities are more limited in their ability to engage in marketing activities because of budget constraints.

For Turkey in particular, marketing in the area of distance education has significant implications for traditional universities'. As an illustration Anadolu University's Open Education Faculty has many more students than that of the traditional universities.

The Open Education Faculty students pay small fees of approximately \$100-\$150 per year. But since the year 2000 other institutions have commenced offerings distance education and Anadolu University needs to review its marketing activities, in the traditional and Open & Distance Education fields, in response to the increased competition.

It can be said that the importance of understanding marketing applications by university administrators is rising rapidly in the Turkish HE system. Though existing in different markets Australia in a mature market with limited domestic growth opportunities, and Turkey in a rapidly expanding market with emerging new a market entrant, the path ahead for universities in both countries is undoubtedly one of greater competition.

The standard laws of supply and demand continue to infiltrate higher education institutions. Competition between institutions and countries together with the drive for profitability will promote innovation in education offerings.

The proactive stratification of education as a marketing tool recognizes that students are from multiple and often contradictory social locations which provide possibilities and constraints in the education process.

To deliberately recognize some of these possibilities empowers the student learning process by providing more choice in a competitive higher education market. As the number of for profit private higher education institutions continues to increase so marketing niches will develop.

Autors note: This chapter is published version with the same title in *Turkish Online Journal of Distance Education-TOJDE*, April 2007 ISSN 1302-6488, Volume: 8 Number: 2 Article: 14, Anadolu University, Eskisehir, Turkey. Authors desired to share their article's and knowledge once more with the readers via this book.

REFERENCES

Bologna National Seminar, September 2006, Australian National University, Presentations as follows:

Minister for DEST, Bishop, J.

Richard, J. H. Charge d/Affaires, Delegation of the European Commission, The Bologna Process.

Bennett, S. Manager, International Cooperation Branch, DEST

Adam, S. Professor from the University of Westminster, the United Kingdom; The Bologna Process: Progress, recent developments and Implications for Australia.

Young, I. Professor and Vice-Chancellor, Swinburne University of Technology, Opportunities and Challenges.

Bolonya Sureci Kapsaminda Yuksekogretim Kurulu Baskanligi Tarafindan Hazirlanan 2005 Yılı Turkiye Ulusal Raporu [Towards The European Higher Education Area Bologna Process: Template For National Reports 2004-2005], prepared by Kucukyavuz, S. & et al., on 11. 01. 2005, Turkey. <http://www.yok.gov.tr/egitim/raporlar/raporlar.htm>, retrieved 19. 03. 2007

Responsible member of the BFUG: Prof. Dr. Aybar ERTEPINAR
Official position: Vice-President of the Council of Higher Education
Contributors of the report:

Prof.Dr. Savaş Küçükayavuz, Vice-President The Council of Higher Education, Prof.Dr. Engin Ataç, Rector of Anadolu University

Prof.Dr. Nezih Güven, Member of Bologna Promoters National Team,
Assistant to the Rector Middle East Technical University
Ms Deniz Ateş, Expert EU and ENIC/NARIC Office The Council of
Higher Education, Ms Dilek Batmaz, Expert EU and ENIC/NARIC
Office The Council of Higher Education

Butcher, A. (2005) Review of David Kaye's "Marketing Distance Education.
American Studies center of the Salzburg Seminar, and retrieved February 15,
2007 <http://www.salzburgseminar.org/ASC/csac/progs/disted/dedemo/review>

Buttle, F. (2005). Word of Mouth: Understanding And Managing Referral
Marketing, *Journal of Strategic Marketing*, (6) 241–254.

Department of Education, Science and Training (DEST), Australian
Government, January 2007, Higher Education Report 2005.

DEST. (June 2000). Corporate Universities, Higher Education and the
Future: Emerging Policy Issues, Presentation by Head of the Higher
Education Division, Gallagher, M.

Eisner, S. P. (2004). The Class Talk Show: A Pedagogical Tool, *SAM
Advanced Management Journal*, Winter 2003, 34 - 49.

Galbraith, K. (2003). Towards Quality Private Education in Central and
Eastern Europe, *Higher Education in Europe*, XXVIII, (4) pp. 539-558.

Garrison, D. R. Anderson, T. (2003). *E-Learning in the 21st Century*,
Routledge-Falmer, London.

Guruz, K. (2003). Higher Education in the Global Knowledge Economy,
Prepared for presentation at the Convocation , October 8, 2003, Binghamton,
New York and at the CMU Assembly, November 20-22, 2003. Bari, Italy.

**HIGHER EDUCATION IN TURKEY: Implementing the Assumptions of
the Bologna Declaration in 2001-2002**, <http://www.bologna-berlin2003.de/pdf/Turkey.pdf> retrieved 19.03.2007.

[Http://www.uib.anadolu.edu.tr/index.html](http://www.uib.anadolu.edu.tr/index.html), retrieved 28.03.2007

Jarvis, P. (ed) (2001). *The Age of Learning: Education and the Knowledge Society*, Kogan Page, London.

Marginson, S. & Considine. (2000). *The enterprise university. Power, governance and reinvention in Australia*. Cambridge, UK: Cambridge University Press.

Montgomery, L., M. & Canaan, J., E. (2004). Conceptualizing higher education students as social actors in a globalizing world: a special issue, *International Journal of Qualitative Studies in Education*, 17 (6), 739-748.

Nagy, J. (2008). (forthcoming) Market forces in higher education: cheating and the student-centred learning paradigm, chapter XV, pp. 249-267, in Ugur Demiray & Ramesh C. Sharma -Eds.-(2008). *Ethical Practices And Implications In Distance Learning*. Information Science Reference (IGI Global), Hershey PA, USA ISBN 978-1-59904-867-3.

Nagy, J. (2006). Adapting to market conditions: plagiarism, cheating and strategies for cohort customization, *Studies in Learning, Evaluation and Innovation*, 3(2), pp. 37-47. October 2006.

OSYM, 2005-2006 Statistics, retrieved 20.03.2007, in Turkish/English and <http://www.osym.gov.tr/BelgeGoster.aspx?F6E10F8892433CFF7A2395174CFB32E174B6113DA2B1A6EC>.

Pardey, D. (1991). *Marketing for Schools*, London: Kogan Page. UK.

Parker, L. D. (2005). Corporate Governance Crisis Down Under: Post-Enron Accounting Education and Research Inertia, *European Accounting Review*, 14 (2).

Redding, P. (2005). The evolving interpretations of customers in higher education: empowering the elusive, *International Journal of Consumer Studies*, 29 (5), 409-417.

Shumur, W. (2004). Global pressures, local reactions: higher education and neo-liberal economic policies, *International Journal of Qualitative Studies in Education*, 17 (6), 823--839.

Turkiye’de Universiteler ve Web Sayfalari [Universities in Turkey and Their Web Pages], retrieved 19.03.2007, and also available from http://www.yok.gov.tr/universiteler/uni_web.htm

University of Sydney, (2003). Submission to the Committee for the Review of Teaching and Teacher Education, Submission number RTTE189, May 2003.

Yilmaz, R. A. (2005). Using of Marketing Communication for Distance Education Institutions, *Turkish Online Journal of Distance Education-TOJDE*, 6 (2). Anadolu University, Eskisehir, Turkey,

Yilmaz, R. A. (2005). Using of Marketing Communication for Distance Education Institutions, *Turkish Online Journal of Distance Education-TOJDE*, 6 (2). Anadolu University, Eskisehir, Turkey, quoted from Butcher, retrieved 15th February, 2005, also available from <http://www.salzburgseminar.org/ASC/csac/progs/disted/dedemo/review.htm>

ADDITIONAL READINGS

A. W. (Tony) Bates and José Gpe (1997) Crossing Boundaries: Making Global Distance Education a Reality, *Journal of Distance Education*, Vol. XII, No. 1–2.

Beesley, A. D. And Doyle L. C. Marketing Distance Learning with an Ad Agency, *Online Journal of Distance Learning Administration*, Volume V, Number II, Summer 2002, USA.

Butcher, A. (1987). Review of David Kaye's "Marketing Distance Education, *American Studies Center of the Salzburg Seminar*, workshop from April 9-18, USA.

Cody, J. (2008). Why Online Learning Education is More Popular Today, *Internet Marketing*, published on October 25, 2008 and retrieved December 18, 2008, <http://www.articlesbase.com/internet-marketing-articles/why-online-learning-education-is-more-popular-today-616536.html>

Demiray, U. (2007). “Orchestrating Ethics for Distance Education and Online”, in *Online Learning Communities*, (Edited by Rocci Luppigini), Chapter 16, Information Age Publishing, and ISBN–10: 1.593.116.780 and ISBN–13: 978–1.593.116.781, pp. 277–285, USA, July 2007.

Dublin, Lance. (2004). The Nine Myths of E-Learning Implementation: Ensuring The Real Return On Your E-Learning Investment, *Industrial and Commercial Training*, Volume: 36, Issue: 7, pp. 291 – 294, 2004, ISSN: 0019-7858, Publisher: Emerald Group Publishing Limited DOI: 10.1108/00197850410563939,

Ettinger, A, V. H. and E. B. (2006). E-learner experiences: a lesson on in-house branding, *Industrial and Commercial Training*, Volume: 38, Issue: 1, pp. 33 – 36, ISSN: 0019-7858, DOI: 10.1108/00197850610646025, Emerald Group Publishing Limited, 2006.

Granitz, N. and C. Scott G. Applying E-Marketing Strategies to Online Distance Learning, *Journal of Marketing Education*, Vol. 25, No. 1, pp. 16-30, 2003.

Gupta, D. K. (2005). Marketing in Distance Education: Towards Developing A Conceptual Framework, *Harvard Business Review*, July. August. (n.d). In addition paper presented *ICDE 2005 Conference*, November 19-23 2005, New Delhi, India.

Heller, N. & Associates. (2000). “Market The Key Word In World Education Market's Approach”, *Heller Report on Educational Technology Markets*, October 01, 1999. Retrieved December 02, 2008, http://www.accessmylibrary.com/coms2/browse_JJ_H027_901_975

Holm, O. (2006). “Integrated Marketing Communication: from tactics to strategy”. *An International Journal* Volume 11 Number 1 2006, pp. 23–33. <http://www.emeraldinsight.com/Insight/ViewContentServlet?Filename=Published/EmeraldFullTextArticle/Articles/1680110103.html>. Retrieved on February 16, 2008.

Hunter, I. and D. B. (1992). Marketing Open and Flexible Learning...The Direct Mail Approach, ERIC #:ED353950, 1992, *NATFHE Open Learning Section*, c/o 4, The Mall, Dunstable, Beds LU5 4HW, England, United Kingdom.

Khanam, S. (2005). Marketing And Services: A Case Study Of Distance Education Institutions of Andhra Pradesh, *ICDE 2005 Conference*, November 19-23, NewDelhi, India.

Lawrence, A. L. (2001). *The Evolving Textbook: The Development and Marketing of New-Media Products In Educational Publishing*, Simon Fraser University, June 2001, Canada.

Lindsay, N. K. L., M.S., Williams, P. B., M.S., & Howel, S. L. (2000) "Thirty-two Trends Affecting Distance Education: An Informed Foundation for Strategic Planning", *Online Journal of Distance Learning Administration-OJDOLA*, Fall (6) 3, <http://www.westga.edu/~distance/ojdla/fall63/howell63>.

Lorenzo, G. (2003). How Marketing-Savvy Institutions are Prospecting for Distance Learners, Writer, Editor and *Publisher of Educational Pathways* - September 2003,

Lorenzetti, J. P. (2005). A New Approach to Marketing Strategies for Distance Education, *Distance Education Report*, April 15, 2005.

Mcnamara, S. (1987). Educational Technology Assets for Marketing: Product, Process, Package, *Australian Journal of Educational Technology-AJET*, 3(2), 101-107, 1987, Australia.

Matt, C. (2001). Marketing Campaign Grows University of Phoenix Online Enrollment, *Internet Strategies for Education: Markets, The HellerReport*, pubdate:[20010729;20010804], August 1, 2001.

Nagy, J. (2008). Market forces in higher education: cheating and the student-centred learning paradigm, chapter XV, pp. 249-267, in Ugur Demiray & Ramesh C. Sharma -Eds.-(2008). *Ethical Practices And Implications In Distance Learning*. Information Science Reference (IGI Global), Hershey PA, USA ISBN 978-1-59904-867

Noel-Levitz. (2007). Technology in marketing and recruitment: Noel-Levitz resource document for comprehensive web/e-communications integration into marketing recruitment. Retrieved July 22, 2008, from <https://www.noellevitz.com/NR/rdonlyres/A763CD97-E720-4432-AE64-EA1CEE6A86C2/0/TechnologyinMarketingandRecruitment.pdf>

Parker, N. (2004). North American Perspectives on Marketing Distance Education in a Global Environment, **International Council for Distance Education (ICDE) World Conference**, Hong Kong, February 2004.

Picton, D. & A. Broderick (2001). *Integrated Marketing Communications*, Prentice Hall.

Russell, G. (2007) "Globalization, Distance Education & Hegemonic Futures", *Turkish Online Journal of Distance Education-TOJDE*, April 2005 ISSN 1302-6488 Volume: 8 Number: 4. Article No: 1, Anadolu University, Eskisehir, Turkey.

Ruzgar, S. N. (2004), "Distance Education in Turkey". *Turkish Online Journal of Distance Education-TOJDE*, ISSN 1302-6488 Volume: 5 Number: 2, <http://tojde.anadoul.edu.tr>

Sever, N. Serdar. (2009).The Effectiveness of Online And Off Line Word of Mouth Messages on Traditional Course Choice At Tertiary Level, *Turkish Online Journal of Distance Education-TOJDE*, January 2009, ISSN 1302-6488 Volume: 10 Number: 1 Article: 12, Anadolu University, Eskisehir, Turkey.

Shaik, N. (2005). Marketing Distance Learning Programs and Courses: A Relationship Marketing Strategy, *Online Journal of Distance Learning Administration*, Volume VIII, Number II, Summer 2005, University of West Georgia, Distance Education Center, USA.

Shaik, N. (2005). E-Marketing and Relationship Marketing for Online Distance Learning, *13th Annual American Association for Collegiate Independent Study 2005 AACIS Conference Distance Learning: Emerging Trends and Practices*, November 3-5, 2005, Champaign, Illinois. USA.

Sudalaimuthu, S. (2008). Marketing of Distance Education Programme, Alagappa University, Karaikudi, Tamilnadu, retrived on December 18, 2008 and also available from the page is <http://web.archive.org/web/20051120121623/http://www.ignou.ac.in/Theme-1/S.+Sudalaimuthu.htm>

The World Bank (2006) “Turkey: Education Sector Study (2006)

Sustainable Pathways to an Effective, Equitable, and Efficient Education System for Preschool through Secondary Schooleducation”, available from <http://www.worldbank.org/tr/WBSITE/EXTERNAL/COUNTRIES/ECAEXT/TURKEYEXTN/0,,contentMDK:20848223~pagePK:141137~piPK:141127~theSitePK:361712,00.html>. Retrieved on March 3, 2008.

Turkiye Egitim Istatistikleri 2005-2006[Education Statistics of Turkey 2005-2006], ISBN 975 -11-2704-1, prepared under the agreement of the Ministry of Education and Turkish Statistic Institution, Ankara.

Ulukan, C. (2007). Making a Mega University More International: Opportunities and Challenges”, *Conference Proceedings, EADTU's 20th Anniversary Conference*, November 8-9, 2007, Lisbon, Porgual. Available online proceeding from <http://www.eadtu.nl/conference-2007/files/EADTU%20conference%202007%20proceedings.pdf>, retrieved March 4, 2008.

Turner, S. G, (2002). Marketing Distance Education: Identifying and Implementing a Strategy, *EDUCAUSE 2002*, October 02, 2002, Atlanta.

Visser, L. Visser, M. Simonson & R. Amirault (Eds.), *Trends and issues in distance education: International perspectives* (Vol. Perspectives in Instructional Technology and Distance Education, pp. 35-50). Greenwich, CT: Information Age Publishing.

BIODATA and CONTACT ADDRESSES of AUTHORS

Prof. Dr. Ugur Demiray, Anadolu University, Turkey.



Ugür Demiray

Dr. Ugur DEMIRAY was born in 1955, in Turkey. He holds Undergraduate (B.A.) in the area media Studies at Anadolu University, Faculty of Communication Sciences, Department of Cinema and Television, Eskisehir-Turkey, 1981. The same year he became a research assistant, received his PhD. degree in 1986. He became an associate professor in 1989 and Professor in 1995. His studies are focused on DE field and scholarly online journalism especially on DE.

Assoc. Prof. Dr. Dr Judy Nagy, Deakin University, Australia.



Judy has had ten years of industry experience in both chartered accounting with Price Waterhouse and a major listed public company. This experience has been in auditing, management accounting and financial accounting. Primary research area of interest is cross-sectoral comparatives of accounting and audit practice between the government and commercial sectors with focus on accountability relationships.

Assoc. Prof. Dr. Dr Judy NAGY
Director DMO Program Deakin Business School
Faculty of Business and Law + Deakin University, Toorak Campus, 336
Glenferrie Road, Malvern Vic 3144 AUSTRALIA
Phone: +61 03 9244 5530, Fax: +61 03 9244 5533
E-mail: judy.nagy@deakin.edu.au
URL: <http://www.deakin.edu.au>

Assoc. Prof. Ayhan R. Yilmaz, Anadolu University, Turkey.



Dr. R. Ayhan YILMAZ is graduated from Anadolu University, Faculty of Communication Sciences and Department of Advertising and Public Relations, completed her M. A. degree at Social Science Graduate Institution of Anadolu University, Communication Sciences major. The title of M.A. thesis is, “Communication Campaigns for Increasing Voter Behavior in the Elections”. She received her Ph. degree in Advertising and Public Relations field. The name of PhD thesis is “Communication Effects of Emotional Advertising Appeals in TV Advertising” She has been working as

Assoc. Prof. Dr. R. Ayhan YILMAZ
Anadolu University Faculty of Communication Sciences
Advertising& Public Relations Department
26470, Eskisehir, TURKEY
Phone: +90 222 335 0581/2521
E-mail: rayilmaz@anadolu.edu.tr

CHAPTER IV

Marketing Strategies Distance Learning Programs: A Theoretical Framework

Najmuddin SHAIK
University of Illinois, Illinois, USA

ABSTRACT

Higher education in general and distance education is undergoing a number of changes as a result of advancements in computer technology, growing competition from dot.com companies, and changes in the student profile. Students are demanding quality services and are less willing to make compromises in the quality of educational services. Having internationally renowned faculty teaching courses is not sufficient for gaining a competitive advantage. Quality teaching has to be supplemented with quality supporting services by staff with a marketing attitude to maintain long-term relationships with students. To survive in this competitive environment, educational institutions need to consider implementing marketing strategies that promote student retention, encourage recruitment and enrollment of new students, and foster long-term relationships with students.

Relationship marketing has emerged as a dominant paradigm with consequences for marketing and management of a relationship-type marketing strategy. Relationship marketing offers an efficient way of keeping track of students' expectations and offering services to students that are meaningful and relevant. Such a strategy will have a balanced focus on student recruitment and retention initiatives. Implementation of relationship marketing requires a dedicated staff with a service attitude, a good physical or virtual environment, and well-managed service processes. Education as a service with a multitude of student interactions is ideally positioned to take advantage of relationship marketing to provide consistent and personal services to the students over time and across multiple touch points. Corporations are moving away from mass marketing to relationship building strategies and educational institutions can benefit from this experience. Although a number of researchers have advocated a move towards

relationship marketing in the corporate world, the application of relationship marketing strategies to educational services has received little attention.

This chapter is an attempt to address the gap. The relevance of the relationship marketing paradigm to student recruitment and retention in distance learning programs is described. An alternative theoretical framework is proposed based on organizational approach to errors in decision making. The alternative theory of student retention and the relationship marketing paradigm reinforce similar strategies to promote student retention and are complimentary to each other. Also included is a brief discussion of the Service Center, a Student Relationship Management System developed by the Academic Outreach staff of the University of Illinois; and a discussion of the efforts of the University of Illinois Graduate School of Library and Information Science online graduate degree program to build long-term relationships with students and other collaborating partners.

CHANGING LANDSCAPE OF HIGHER EDUCATION

Higher education in general and distance education in particular are going through a number of changes as a result of advancements in computer technology and changes in the student profile. The Internet has created a new level of competition with the entry of for-profit dot.com companies that pose a credible challenge to the traditional educational institutions especially in the area of online distance learning programs. New educational models are emerging in response to the changing market conditions. Today, burgeoning new educational providers and new forms of educational technologies threaten traditional educational institutions. These same educational institutions are currently under tremendous pressure from multiple sources. According to Frank Newman, past President of the Education Commission of the States:

“Competition is forcing a hard reexamination of the purpose and effectiveness of every activity - from how well and often faculty interact with students, to whether expenditures on student life actually create a learning community, to the issue of costs and wise use of resources (Newman 2001, p. 9).”

The rapid growth of for-profit institutions like the University of Phoenix has raised some concern among the management of traditional educational

institutions. Tony Zeiss (1998), the President of Piedmont Community College in Charlotte, North Carolina, and former President of the American Association of Community Colleges, eloquently articulated the core concern in this statement: “Will our students become theirs?”

Enrollment Patterns in Distance Learning Programs

The competition for enrolling students in distance learning programs is expected to intensify as more institutions begin to recognize the economic potential of this growing sector. Enrollment in higher education is expected to grow with an increasing enrollment in online programs (Allen & Seaman, 2004). According to the 2007 Sloan Consortium report (Allen, Seaman, 2007), online enrollments grew at 9.7% compared to the 1.5% reported for the overall higher education student population with approximately 20% of all U.S. higher education students taking at least one online course in the fall of 2006. Open and distance learning is thus becoming an accepted and indispensable part of the mainstream of educational systems (UNESCO, 2002).

Non-Traditional Students Profile

Along with the growth in online and distance learning, a shift has occurred in the composition of student population with a growing proportion of non-traditional students enrolling in both campus and distance learning programs. A typical non-traditional learner is an adult between the ages of 31-40 years. The majority of adult learners are married with one-third having children younger than 18 living at home. Most adult learners are employed with an average household income of \$77,000. (Moore, 2003; Eduventures, 2008). Unlike traditional students whose primary goal is to graduate with a degree, many non-traditional students may already have a degree and may be interested in transfer credits or acquiring skills. The primary reason for non-traditional students enrolling in college and university programs is personal enrichment and improving performance or pay in their current professional activity (Eduventures, 2008). Non-traditional students also enroll at multiple institutions, sometimes simultaneously (Johnstone, Ewell, & Paulson, 2002), temporarily stop-out, or have had multiple transfers between institutions. The Internet has given the non-traditional students access to a tremendous amount of information. With a simple click of a button they are able to shop for courses and programs that best fit their academic requirements, accommodate their schedules, and learning styles. They are familiar with Internet technologies and want access to more courses in flexible formats. They have high expectations for personalization, immediacy, responsiveness,

and mobility from their educational experiences. And they want institutions to provide social networking and community-based activities, and to rethink the choice of instructional design and delivery models for online and distance learners (Porter, 2006).

Emerging Models of Distance Education

In addition to changes in online distance learning programs and the student profile, a plethora of new educational models have emerged, models such as the for-profit institutions, corporate universities, private non-profit virtual universities, public-private partnership institutions, and consortia. Some traditional educational institutions are also developing separate online programs. Following are a few of the emerging models that reflect the changing market conditions and the growing demand for distance learning programs.

Traditional Institutions Virtual Campus Model

A number of traditional higher education institutions are offering online versions of a number of traditional campus-based programs and in some cases creating a virtual campus such as e-Cornell, NYU Online, University of Illinois Global Campus, SUNY Learning Network, and The University of Nebraska at Lincoln Class.com following the for-profit model (Howell, Williams & Lindsay, 2003; Moore, 2003).

For-Profit University Model

University of Phoenix, a commercial subsidiary of the Apollo Group has more than 325,000 students enrolled on campuses scattered across 39 states offering everything from associate's degrees in sports management to Spanish-language MBAs (Mangu-Ward, 2008). Jones International University, a subsidiary of Jones International, Ltd. was accredited by North Central Association of Colleges and Schools in 1999, has been offering bachelor's and master's degree programs in business communications in addition to several certificate programs.

The University of Nebraska at Lincoln created Class.com following the for-profit model (Moore, 2003). Some for-profit entities are boosting their online presence by acquiring or partnering with private colleges. Bridgepoint Education purchased the Colorado School of Professional Psychiatry; weeks after a private equity firm announced its pending purchase of Touro College's distance education division (Inside HigherEd, Dec 10, 2007).

Corporate University Model

Corporations have also established their corporate universities to meet the growing needs of their employees some with physical infrastructure such as Motorola University and other like Dell University following virtual campus models (Moore, 2003).

Private Non-profit Virtual University Model

The Western Governors University (WGU) is a private non-profit virtual university established by the governors of 17 states and corporate partners such as Microsoft, Sun Systems, IBM, and AT&T. It offers distance learning degree programs by brokering courses and training programs offered by colleges and universities in the western states of the US (Moore, 2003).

Public-Private Partnership Model

Some publicly funded institutions are partnering with for-profit organizations for content, virtual delivery systems or both. eCollege, founded in 1996 as Real Education in Denver, partners with University of Colorado and other universities to increase the availability of online degree and certificates and deliver course content online. eCollege and eHigherEducation also partner with colleges and universities to provide management and capital to support their online programs (Moore, 2003).

Consortium Model

National Technological University, a consortium of 50 universities provides graduate courses taught by leading engineering schools and organizations to engineers, technical professionals, and managers at more than 1,000 work sites across the globe (Moore, 2003). Cornell Hotel School, eCornell and The Culinary Institute of America have combined to produce a series of self-guided interactive online courses using multimedia technology and are targeted for restaurant professionals to develop managerial skills. New School University and Open University in Britain are jointly offering courses leading to a Certificate in Management.

TRANSACTIONAL MARKETING

Transactional marketing and the 4Ps (Product, Price, Promotion and Place) concept were developed in the 1950s as a basic framework for marketing. According to Palmer (2005):

“the challenge for businesses during this period can now largely be seen as putting in place the means of production to satisfy growing demand using the techniques of marketing to capture consumers as they enter the market. By expanding and developing the product range new features and benefits helped to sustain demand, and hence marketing became operationalised by means of product and product range management (p. 8).”

Internet marketing strategies based on transactional marketing reflect a new trend in the mass marketing of distance education. A number of institutions are reacting to the changing higher education landscape by implementing mass marketing strategies to maintain and increase their market share of student recruitment and enrollments. As a low cost mass marketing platform, the Internet has overtaken print, TV, and radio as the medium of choice for many products because of the large volume of online users and the low cost of reaching out to them. Internet advertising can take different forms such as ads placed within website content, e-mail advertising, and corporate websites. Ads placed within website can be banners, full page advertising, rich media ads, pop-up and pop-under ads, buttons, animated cursors etc. Sponsored advertisements are ads within web sites, such as paid product placements or content designed around a sponsor. E-mail advertising includes advertisement inserted in e-mail, newsletters or direct marketing types of messages. Corporate or product specific company websites are also a primary source of company advertisement. The primary objective of most of these advertising campaigns is to generate sales through a variety of advertising strategies.

Internet Advertising as Marketing Strategy

An advertising strategy is a campaign designed to communicate the brand message and sell products and services to potential consumers. The strategies can be based on either pull or push methods. Internet advertising as a marketing strategy is gaining popularity because of its relatively lower cost and availability of choice of effectiveness metrics. **Banner advertising** or banner ad is a form of Internet advertising. The ad can be constructed in a variety of shapes and sizes. The purpose of banner ads is to direct potential customers to the advertiser’s web site and generate a sale. Banner ads can be targeted to selected groups of online customers and evaluated using web advertisement metrics such as click-thru and page-view rates. **Pop-Up and Pop-Under** ads are similar to banner ads except a pop-up ad opens above the current window and pop-under open under the current window. A **hover-ad**

is a hybrid combination of pop-up and a banner ad. Another strategy involves the use of **keywords** that can be a single word or a string of words that you type into a search engine to find information on the Internet. When a user enters a search phrase, the search engine returns web pages matching the keyword string based on complex algorithms. Google, Yahoo!, and MSN are the three prominent search engine operators. Coupled with keyword searches, **contextual display advertising** allows the search page to display a relatively unobtrusive ad in the right hand column that is contextually relevant to the search request. These ads can be text ads or graphical display ads. For example, a keyword search on “Distance Education” would result in a list of URLs matching the keyword search along with display ads from sponsors of distance learning institutions. The rationale is that if customers are researching a product or service, they are likely to be closer to making purchasing decision for the product or service. **E-mail Advertising** as a marketing strategy is often preferred by direct marketers because of the low cost of production and distribution of email communications and the potential to reach a large pool of Internet customers. Marketers have developed opt-in e-mail to comply with CAN-SPAM Act for customers who consent to receive the email. The opt-in strategy is generally used for company newsletters (Wikipedia, 2009). E-mail ads relatively are easy to track and measure customer response rates by a variety of techniques such as auto-responders, web bugs, bounced messages, unsubscribe requests, and read receipts.

Internet Advertising Metrics

Advertising metrics refers to the concept of tracking the impressions of customers. Metrics play a very important role in determining the effectiveness of an advertising campaign. There are a variety of metrics used such as Cost per 1000 (CPM), Pay Per Click (PPC), Cost Per Click (CPC), Click-through Rate (CTR), Cost Per Action (CPA), and Page Views (PV). **Cost per 1000 (CPM)** describes what it costs to display the ad to one thousand viewers. It is used in marketing as a benchmark to calculate the relative cost of an advertising campaign or an ad message in a given medium. Rather than an absolute cost, CPM estimates the cost per 1000 views of the advertisement. **Cost Per Click (CPC)** is the amount an advertiser pays to the search engine or web publishers for a single click on its advertisement that directs the online customer to advertiser’s website. **Click-through Rate (CTR)** measures the effectiveness of an online advertising campaign and is defined as number of clicks divided by number of impressions. Typical CTR is under 1% and CTRs higher than 1% are very rare. **Cost Per Action (CPA)**

also known as Pay Per Action (PPA), is an online advertising pricing model, where the advertiser pays for the ad only when the desired action has occurred such as an actual purchase linked to the advertisement. ***Pay Per Click (PPC)*** is generally used on search engines, and content sites, in which advertisers pay their host only when their ad is clicked. The PPC advertising model is open to abuse through click fraud, although Google and other search engines have implemented automated systems to guard against abusive clicks by competitors or corrupt web developers. With search engines, advertisers typically bid on keyword phrases relevant to their target market. Content sites commonly charge a fixed price per click rather than use a bidding system. PPC ads are displayed when a keyword query matches an advertiser's keyword list, or when a content site displays relevant content. Such advertisements are called sponsored links or sponsored ads, and appear adjacent to or above organic results on search engine results pages, or anywhere a web developer chooses on a content site.

Effectiveness of Transactional Marketing Strategies

So, just how effective are the transactional marketing strategies? The primary rationale behind Internet marketing strategies using banners, full page advertising, rich-media ads, pop-up and pop-down ads, buttons, and animated cursors is that these ads foster familiarity and generate positive feeling towards the product or service even though in majority of instances it may not result in a purchasing decision. Another rationale is the availability of a variety of measurements to track the effectiveness of Internet marketing strategies for budget conscious businesses. Customers are daily inundated with a flood of advertisements by mass marketers competing for their attention. They consider mass marketing campaigns as annoying and wasteful of Internet bandwidth. The argument that familiarity-based advertising generates positive feeling towards the product or service after repeated exposure to Internet advertisement does not hold true. If customers consider mass marketing campaigns as annoying and wasteful then any positive feeling towards the product or service would vanish. It has been observed that these positive feeling also disappear after the product or service is evaluated (Timmer, 2007). As such, familiarity based advertising is not an effective marketing strategy for distance learning programs.

An Internet marketing firm, eROI (2008), designed a survey to investigate how students communicate digitally and how they relate to email marketing. The research was based on a sample of 283 high school and college students representing 29 US states. The survey found that more than two-thirds of

students check e-mail at least once per day, and 55% of those check e-mail multiple times each day. 37% of students indicated preference for texting for communication and 26% cited email. The survey also found that 61% of students 'never' or 'hardly ever' read marketing emails and only 16% said they 'frequently' read the marketing emails. Spam, or unsolicited commercial email, is an annoyance to the customers. Spam is not trusting and drives prospects away rather than attracting customers to the product or service. HTML based spam is often eliminated by spam filters at server and client level. It is common knowledge that students often use e-mail filters, pop-up blocker, options to block ads and banners by URL, and patches to block the loopholes in active-x plug-ins to avoid unwanted advertisements.

Even though the eROI study is not scientific, the results capture the general attitude and feeling among customers towards mass marketing strategies. It also reinforces the conventional wisdom among researchers about the ineffectiveness of mass marketing strategies. Spending scarce marketing resources on bad email strategies, illegal sending methods, ineffective bulk email software technologies, and non-permission-based email lists are wasteful. Mass marketing strategies are therefore neither efficient nor effective as long-term strategies.

Overall, transactional marketing is not an effective marketing strategy for online and distance education (Shaik, 2005b). In transactional marketing, each transaction is treated as an isolated event. There is a minimal ongoing relationship or communication between the student and the institution. Marketing is more than advertisements and promotion activities. It must also be concerned with student retention strategies. Student recruitment is the first step in a long series of marketing processes and does not begin and end with recruitment. A variety of services critical to students but not treated as part of the transactional marketing strategy include orientation, student advising, real-time information about courses, online registrations, student accounts, help-desk, complaint handling, and feedback in a friendly, trustworthy and timely manner.

Recruitment strategies with an emphasis on mass marketing go contrary to the need for a focus on services, and on building and maintaining a long-term relationship with students. Mass marketing of distance learning programs also results in lower student retention rates and as such is not a good economic model (Noel-Levitz, 2004). Transactional marketing strategies therefore are not effective for distance learning programs (Grönroos, 2000)

EDUCATION & SERVICES

Why are Services so Important?

Service component is the key differentiator of marketing advantage. For example, in the case of consumer durables such as home appliances and automobiles, customers cannot fully determine the quality of the product at the time of purchase. They will experience the real intrinsic quality of the product and the company brand after the purchase and when the product is in regular use over the duration of the life of the consumer durable. It is during this time period that how a company resolves customer concerns determines how customers rate the brand. Automakers like Hyundai and Saturn were able to design their marketing strategy around this issue. They realized that having a quality product is not sufficient for a competitive advantage. They also need to have a package of quality support services to retain their customer loyalty and compete with other established brands. Hyundai was able to compete with established brands like Honda, Toyota, and GM by offering a 10-year warranty and quality services. Saturn was able to compete by offering a unique service model to its customers. Fast food chains like McDonald's, Wendy's, and Arby's do not compete solely on the quality of their burgers and fries. They retain their customer loyalty by providing quality services, such as cheerful and courteous attitude of their staff, and the neatness of their restaurant space. In service industries such as insurance, there are no tangible products to exchange except for the legal contract. Insurance providers compete for competitive advantage solely based on the package of services they offer to their customers. Customers make purchasing decisions based on ratings, customer satisfaction reports, and promises of services offered. Some companies do minimal use of traditional marketing campaigns but instead involve their core customers to drive the company brand. Harley Davidson stages regular HOG Club events at which avid Harley enthusiasts share their experiences, buy merchandise, and live the brand. The marketing between Harley and the customer is mutual and respectful. GM is able to leverage the On*Star service to enhance its relationship with GM customers along higher and more involved dimensions on the lines of customer advocacy. The On*Star service provides GM opportunities to strengthen and intensify bonds with their customers and gain their trust. GM is able to shape its and its partners offerings by responding to customer preferences, e.g. which restaurants in a local area are rated highly and which are not. Internet publishing technologies such as Wikis, Blogs, Podcasts, and Social Community Networks have empowered customers to share their interactions and service experiences with the community.

Institutions with a brand and track record of consistent quality services stand the most to gain from the magnified effect of viral marketing that has grown to rival big budget advertising campaigns.

Education as Ongoing Services Package

When conceived as a service, education is characterized by intangibility, perishability, inseparability, and heterogeneity and students become the primary focus of the institution. Education services constitute core and supporting services. Teaching and learning that occur in the class are examples of core service because they are critical to a successful learning experience.

A number of vital supporting services include real-time information about institutional policies, procedures and courses, student advising, registrations, orientation, student accounts, help-desk, complaint handling, feedback, and student placement. Students regularly come into contact with the staff associated with these services during their stay at the institution. These services create added value to the student and help shape the quality of students' learning experience. It has become increasingly clear that having internationally renowned faculty is not sufficient. Quality teaching supplemented by quality support services has become a major force in the highly competitive distance learning market (Shaik, 2005b).

This gradual transformation of the distance education landscape has brought the issue of quality of educational services to prominence, particularly in the way these support services can be leveraged to increase competitive advantage in the distance learning market.

RELATIONSHIP MARKETING & CUSTOMER ADVOCACY

Markets are more saturated than ever before. Consumers have become more aware of the products and services they purchase and are now more demanding in terms of the value and quality of services delivered. Behind this expectation are the, exchange paradigms that emerged in the late 1970s and 1980s, based on a relationship- rather than product-based marketing perspective, and recognizing that value is managed and created outside as well as inside the firm. The emerging area of relationship marketing offered the promise of overcoming many of the criticisms facing marketing, at that time and ultimately contributed to a reappraisal of marketing and how theory contributes to practice.

Relationship Marketing

Relationship marketing refers to all activities directed to establishing, developing, and maintaining successful long-term relationships (Berry, 1995; Morgan & Hunt, 1994) with students and other stakeholders. The emphasis is on relationships based on mutual trust and commitment. Building and managing relationships are the underlying facets. It is about transforming students into loyal alumni. According to Grönroos (2000), relationship marketing is not a set of tools nor is it direct marketing or loyalty programs. It is a *marketing attitude of mind* throughout the institution when students feel that the staff is interested in addressing their concerns spontaneously in a friendly and professional manner (Grönroos, 2000). Relationship marketing offers an alternative strategy to build competitive advantage based on collaborative involvement with the students and other departments (Sheth and Parvatiyar, 2000). There are three levels of relationship marketing (Berry & Parasuraman, 1991). At level one, price incentives are used to promote enrollments. Social bonding is used in level two to develop trust in the relationship and loyalty to the brand. At level three, the focus is on building structural relationship through customized programs to meet the needs of the student and the student employer. Level one and two programs can be replicated by the competition as such are not appropriate for developing competitive advantage. Level three programs are not easily replicable and are the basis of competitive advantage to the institution especially in educational services.

Beyond Relationship Marketing: Customer Advocacy

The customer advocacy strategy (Urban, 2005; Lawer & Knox, 2006) aims at building deeper relationships with the customer by earning higher levels of trust and commitment. Companies implement customer advocacy strategy by doing what is best for the customer even if it sometimes entails recommending a competitor's product. By becoming the customer's advocate, creates new opportunities for customer dialogue, knowledge creation, and more authentic brand values and, critically, a context in which the interests of a firm and those of its key customer groups can be more closely aligned. A customer advocacy-based strategy allows companies to better align their activities with the rapidly changing needs of the empowered customer and build trust and loyalty in the process. It requires a highly embedded customer-oriented culture.

Education is a service and consists of a core component and a number of non-core elements. Even though there are similarities between marketing of

products and services, yet because of the special characteristics of educational services it is not recommended to blindly apply transactional marketing strategies. Marketing of educational services is about interactions between the institution and the students that form the basis of a process of relationship building. Management of educational services is the management of this relationship processes. It is more complex than managing products because products can be standardized whereas it is difficult to standardize services due to a large number of staff involved with a host of services. Conceptually the complete chain of activities is coordinated and managed as one large process. The goal is to create a non-imitable bundle of services for the student. Service is not new to educational institutions. Small private and public institutions (Prep schools) are known for quality services and a caring and nurturing campus community environment. The issue is how to scale and replicate these across all types of educational institutions, and in this context one of the biggest challenges thus far has been student retention.

Who does the Marketing?

Marketing, in the traditional sense, conjures images of the harassing, nasty, and pushy telemarketers. It reminds one of the late night infomercials with their countless unsubstantiated claims. It is no wonder that many employees have misperceptions about marketing, and statements such as these are not uncommon:

- Why do I need to be a marketer?
- I am not a marketer. My task is to assist students with registrations.
- Student orientation has nothing to do with marketing.
- Marketing is not listed as one of my responsibilities.
- Student advising and marketing are very different tasks.
- I am an instructor and marketing is not in my contract.
- I am not qualified to perform marketing tasks.
- This is not a call center and I am not a telemarketer.

The roles and responsibilities of marketing and non-marketing staff are different in relationship marketing. The traditional marketing process is the responsibility of *full-time marketing* staff. Staff members associated with interactive marketing processes is considered as *part time marketers*

(Gummesson, 1999). Both the full-time and part-time marketing staff also serve as the unofficial ambassadors of the brand. The full-time marketing staff is responsible for recruitment and enrollment of students and will be the first contact with the student.

The part-time marketers have a dual role. Their primary role is as domain specialist and secondary role as part-time marketers. In their secondary role, part-time marketers offer services with a *marketing attitude* such that the student wants to be engaged in a long-term relationship with the institution.

The student comes into contact with the part-time marketing staff through a variety of channels: online web sites, campus departmental units, registration, orientation, advising, student accounts, information technology, instructors, and help-desk. The service interactions are considered as “*moments of truth.*”

MULTI-DISCIPLINARY APPROACH TO STUDENT DROPOUT PATTERNS

Significance of Student Dropout Patterns

Between 1880 and 1980, the retention rate in the U.S. was around 55 percent, marginally higher than the rate in other countries for the same period. In a recent study, the Consortium for Student Retention Data Exchange (2001) at the University of Oklahoma which consists of about 300 institutions from across the country and collects retention and graduation data, found the second-year retention rate to be 80 percent for member institutions, 87 percent for selective institutions, and 69 percent for less-selective institutions. The retention rates for distance learning programs were even lower than those for the traditional on-campus programs and courses (Rovai, 2003). According to Filkins, Kehoe, & McLaughlin (2001):

“That retention is an important issue seems beyond debate, given that a variety of federal, state and private consortia request the reporting of these data. Also retention data are being used as indicators of academic quality in the computation of institutional scores for the U.S. News and World Report annual college rankings (p.3).”

Besides the impact of student attrition on the student and the overall society, there are significant costs to the institution. Student attrition results in

significant direct and indirect costs not only to the institution but to all stakeholders. A marginal increase in student retention can result in a significant gain in revenue to the institution. For example, a public institution in the U.S. with a freshman enrollment of 2,000 and a dropout rate of 30 percent can save \$1 million for a 10 percent increase in retention (Noel-Levitz, 2004). Low retention rates question the quality and credibility of the institution and, if not addressed, can have serious consequences for the long-term success of the institution (McLaughlin, Brozovsky, & McLaughlin 1998).

From an institutional perspective, a low retention rate reflects poorly on a program and impacts program promotion and recruitment efforts. Retention builds stability into a university system. With a high and constant rate of retention, universities can expand their benefits and their offerings, thereby enhancing student interest and further stabilizing the institution. A low and inconsistent retention rate creates a system of uncertainty.

Review of Conventional Models of Student Dropout Patterns

Over the last four decades prominent educational theorists and researchers have been involved in identifying the causes of student dropout or attrition in post-secondary institutions. Their efforts have resulted in numerous theories and theoretical models such as the longitudinal student integration model (Tinto's, 1975), the student attrition model (Bean, 1980), the congruence model (Boshier, 1973), the chain of response model (Cross, 1981), and the rational economic choice model (Manski & Wise, 1983).

Tinto's conceptual model is rooted in Durkheim's theory of suicide and departure, Van Gennep's theory of rites of passage and Spady's model of the student dropout. Durkheim's theory provides a sociological perspective on suicide by proposing that individuals break their ties with a social system when there is a lack of their integration into the community. Building on Durkheim's propositions, Van Gennep's theory provides an anthropological rationale and highlights the significance of the rituals and ceremonies as rites of passages in a person's integration into the society. Celebration of the rituals and ceremonies are treated as tangible markers of a person's successful integration into the new social environment. Spady elaborated on Durkheim's conclusions and outlined the role that the social structure played in the retention process. Tinto built on the foundations of Durkheim, Van Gennep, and Spady's conclusions and proposed the student integration model as a predictive theory of student dropout. According to Tinto, students enter

college with certain academic and family background, and goals that influence how well the student will “fit” into the academic and social environment of the institution. These attributes have a strong effect on goals completion and commitments to the institution. The greater the congruence between the values, goals and attitudes of the students and those of the college, as well as between the students' capabilities and the colleges' demands, the less likely a student will dropout from the institution.

Subsequent research on student retention was based on empirical validation of Tinto's theoretical framework. Bean (1980) integrated the core ideas of Tinto's framework with the theory of organizational behavior. He proposed that there are similarities between students dropping out from academic pursuits and employees leaving from gainful employment. Boshier (1973) suggested that a student's decision to dropout stems from an interaction of student's internal psychological variables and external environmental variables. Dropout is identified with a student's feelings of incongruence projected onto the educational environment. Based on research on adult students' participation in traditional educational programs, Cross (1981) identifies situational, institutional, and dispositional barriers as critical factors influencing students' decision to participate. Situational barriers refer to special circumstances in a student's life at any given time period such as the need to spend more time with family members. Institutional barriers relates to conflicts with course scheduling, course registration and the nature of learning environment. Dispositional barriers such as student's low self-concept as a learner may constrain student's participation and learning. Manski and Wise (1983) describe a student's decision to dropout as a consequence of a rational economic choice where a student must determine if the value of completing the degree makes persistence rational. The student's decision is interpreted as an overall labor market optimizing problem and is based on the net returns from degree completion compared to the dropout scenario. Researchers on student dropout pattern have focused so far on four-year-degree environment and its resident student population. In response to critics, Tinto's basic framework was subsequently expanded and tested with data from the two-year colleges and at-risk student populations. Based on the synthesis of the research on student attrition, Filkins et al., (2001) identified additional factors influencing student attrition, including academic aptitude, student-faculty interactions, student services, financial factors, and learning communities. The issue of student retention has also been researched from different strata within the student population including minority students, commuter students, graduate students, two-year college students, transfer

students, non-traditional adult students, and minority student status (Filkins et al., 2001).

Limitations of Conventional Models of Student Dropout Patterns

A number of theoretical models have emerged to explain and predict student course or program completion. Tinto's Student Integration Model and Bean's Student Attrition Model, described as the "fit" models, have emerged as the leading models to provide explanation and prediction of student attrition and also serve as the basis for subsequent composite "fit" models of student attrition. These models are based on the learning deficit paradigm and place the dropouts in a marginalized position within the educational system. A host of factors are hypothesized to affect student dropout such as academic aptitude, student-faculty interactions, student services, financial factors, learning communities, grade-point-average, gender, classroom environment, pedagogy, curriculum, classroom activities, faculty role, distance learning program, family background etc with often conflicting results and policy interventions. Despite the significant amount of research on student dropout there is still much unknown about the process of student dropout and the factors that contribute to it. The literature to date does not appear to provide a very strong proof or a good test of the basic or the extended "fit" theory. From a theoretical perspective, there is a need for a holistic approach to student retention that analyzes the behavior of all the stakeholders and their influence on student attrition. Processes at different levels in the organizational hierarchy, including recruitment and admissions, orientation, advising, services, and the teaching and the learning environment, have a significant influence on student attrition (Shaik, 2003).

Empirical research on student retention has a number of shortcomings, especially the need for a standardized psychometric-based instrument with validated constructs and a transparent research methodology (Draper, 2008). A validated instrument reduces the need for redundant research design and can be applied across different samples and settings. For example, the CSRDE coordinates the data-sharing activities of a number of degree-granting member institutions and analyzes student retention and graduation data for the member institutions. It can only facilitate comparative studies based on a few key indicators (Filkins et al., 2001) and is limited in its ability to identify the root causes of student attrition. In the absence of a standard instrument, researchers often resort to customized instruments that make it difficult to evaluate competing theories and validate empirical research. Without a standard validated instrument, research findings cannot be

generalized (Draper, 2008) nor can they be used to develop policy interventions at other institutions faced with similar challenges. From a broader research perspective it will hinder researchers to move beyond the “what” question to “why” questions. For applied research to be useful across institutions there should be a consensus on the unit of measurement. A standardized instrument based on a valid and reliable measure of a student dropout has significant diagnostic potential. It can provide information to guide interventions aimed at increasing student retention. Researchers will be able to test the theoretical constructs and contribute toward bridging the gap between theory and practice, while administrators can make informed decisions. Generalization of research findings and the development of efficient targeted interventions require a transparent research methodology and an instrument grounded in sound statistical theories. The issue of student attrition research is also compounded by the absence of consensus on the definition of dropout as a unit of measurement. The terms retention, attrition, departure, and withdrawal have been used interchangeably in the literature (Leys, 1999; Shaik 2005a). Completion of a full year of the freshman program of study is often used as a valid indicator of student completion. This metric was developed for traditional students and does not represent the emerging non-traditional student population enrolled in distance learning programs. Seidman (1996) reflectively asks:

“Are we defining retention/attrition meaningfully to give us an opportunity to measure our results accurately? I do not think so. There is no standard definition of retention and until we develop one and apply it nationally, we will continue to get conflicting and inaccurate results of our interventions. (p. 19).”

Four decades later and inspite of significant amount of research on student dropout, much remains unknown about the process of student dropout and the factors that contribute to it. Sideman (1996) poses the core question: “... have we done any better retaining students?”

Organizational Approach to Student Dropout Patterns: An Alternative Framework

The research over the last three decades has enriched our understanding of a multitude of factors that affect student retention, but it has also brought to the fore issues such as the definition of student dropout, the quality of data and the survey instrument, and the need for a more holistic approach to student retention. Tinto’s “fit” model has been the basis for subsequent composite

“fit” models of student attrition and stresses the importance of academic and social integration in predicting retention. The decision by the student to dropout from the academic institution is attributed primarily to the student’s inability to fit into the academic and social environment. The primary focus is on the student. *The root cause of the decision to dropout of the institution is attributed to the student.*

There is clearly a need for an alternative framework that can go beyond the individual in order to identify the root causes that contribute to student attrition, and frameworked around which new investigative methods and action plans that result in more effective interventions. Errors in decision making in complex environment and the methodology to investigate the root cause of errors (Rasmussen 1983; Reason, 2000) offer an alternative framework for analyzing the causes of student attrition. Quality of decision making in academic institutions depend on the availability of current information, the level of understanding by all stakeholders, and the use of appropriate decision strategies. Decision making in academic institutions is also vulnerable to multiple sources of errors such as problems with the technological systems, the work environment, institutional protocols and procedures, and the state and federal regulations (Rasmussen 1983; Reason, 1990).

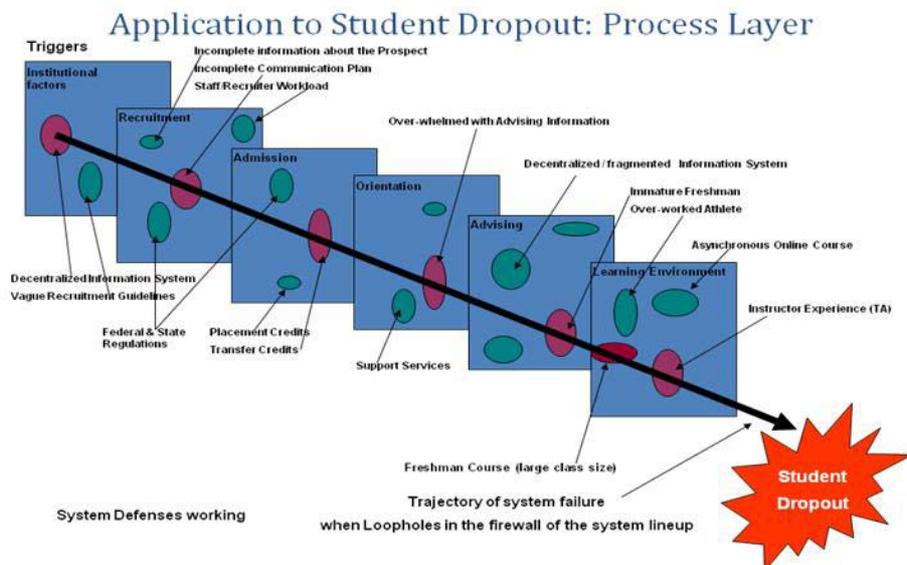
Instead of focusing primarily on the individual, the errors in decision making methodology provides a holistic approach to investigate the causes of student attrition from both individual and organizational perspectives. Student dropout pattern is due to the result of complex set of processes at different levels in the organizational hierarchy. Student dropout is the culmination of a student’s overall impressions and experiences for the duration of his or her stay at the institution. Processes at different levels in the organizational hierarchy, including recruitment and admissions, orientation, advising, help-desk, and the teaching and learning environment have a significant influence on the student’s decision to drop out of the institution. Student recruitment, admissions, advising, freshman orientations, and instructional settings are all complex processes for the student and the institution; and each of these processes has its own inherent shortcomings, be they real or potential.

Take the example of *student admissions*. Students are expected to carefully research a number of institutions and select an institution that meets their financial criteria and fulfills their academic goals. The early admission decision process by which students are selected for provisional admission

works in favor of institutions, but it is not necessarily an optimal solution for the student. Admission decisions are based predominantly on cognitive measures even though there is a growing consensus for the need for incorporating non-cognitive measures in the admission process to reflect the current changing higher education landscape. In the absence of national guideline, a number of institutions are arbitrarily incorporating non-cognitive measures in the admissions decision process. Institutions are making sincere attempts to develop admission measures that are fair and equitable to all students. Until this issue is resolved we are bound to have errors in decision making with consequence for student's decision to drop out of the institution. **Student advising** is a very complex area covering educational, developmental, emotional, and financial issues with the goal to enhance the academic, personal, and professional development of the student. In reality, student advising is generally limited to remedial programs, class scheduling, academic tutoring, and time management. The quality of student advising is also compromised due to the limited number of full-time professional advisors. This is another area where errors in student advising can have an effect on the student's decision to drop out. One of the purposes of **student orientation** is to articulate clearly the institutions expectations to the students and for the institution to gain an understanding of students' expectations of the institution. It is important for the prospective student to understand what the program entails, what is expected of them, how they can contribute to the process, and the details of the educational and social experience. The orientation process should be designed using multiple channels and multiple mediums for two-way successful communication to occur between the students and the departments across the institution. To achieve its stated purpose, orientation needs a formal structure, clear goals, and articulation of the purpose of orientation among all campus units involved in the orientation process. In the absence of proper design and structure, the result is miscommunications, incomplete articulation of expectations, due to errors in decision making which leads to student's eventual decision to drop out of the institution. A good **learning environment** is one of the most critical elements in helping students achieve their goals. This is where students spend most of their time. Many factors contribute to a poorly-conceived learning environment, factors such as the failure to articulate course expectations clearly to the students at the beginning of a course, a lack of interaction among students and between students and their instructor, and the improper use of technologies to deliver content. Whatever the particular factor may be, a poorly-conceived learning environment is without a doubt an influential force affecting students' decision to drop out.

Thus there are a number of possibilities that could result in errors in organizational processes affecting students' decision to drop out of a program. Institutions are expected to structure and design these processes such that there are multiple checks and balances to identify gaps in the system and capture errors that could affect students achieving their stated goals. The model proposes that a single error in the organizational decision making process does not generally lead to student dropout from the program. It is not always possible to design a process that is 100% error free. What is essential is to design a system that is error tolerant and has sufficient checks and balances to correct the errors with minimal disruption of the services to the students. For example, if a student misses some part of the orientation but the errors are caught in the advising layer, there is a less likelihood of the student not performing well in the class. Likewise, if the orientation and advising process have been successful in their expected goals, and if the learning environment is designed poorly then the student will not be able to perform well in the class. With built in checks and balances in the advising process, such errors can be caught and may prevent student from dropping out of the course/program. Staff at various levels in the organizational hierarchy often catch many such errors and provide alternative solutions to students to successfully complete their course/program. When errors occur at multiple levels in the organizational hierarchy, then the combination of errors could result in a students' decision to drop out of the course/program. *Student dropout is rarely the result of a single point of decision failure but typically occur when the system breaks down at multiple points along the chain* (Shaik, 2003).

Services and the management of services have a significant impact on the causes of errors. Services enable students to make positive choices about deferral or withdrawal and contribute to student retention. As the student population diversifies, it is clear that the nature and quality of services become more complex, requiring a greater variety of responses. Management of services entails providing consistent quality services matching the changing needs of all students. Based on services theory, Parasuraman, Berry, and Zeithaml (1988) developed ServQual as a generic scale to measure the inter-personal nature of service encounters in face-to-face service interactions. ServQual has been criticized on theoretical and operational grounds but it has since then moved towards institutional status.



Source: Adapted from Reason, 2000; Shaik, 2003

The growing popularity of Internet eCommerce once again brought to focus the issue of measuring eService quality. Since ServQual was conceptualized to capture the interpersonal nature of service encounters applicable to most of traditional services, it was soon realized that ServQual could not capture the special nature of customer eService interactions. This led to the development of e-SQ instrument (Parasuraman, Zeithaml, Malhotra, 2005). Both ServQual and e-SQ scales are grounded in the services theory (Gronroos, 2000). ServQual and e-SQ scales have been proposed for measuring quality of traditional and eCommerce services. Unfortunately the ServQual, e-SQ, and web quality instruments are not directly applicable to emerging online educational environments. Distance learning is like a complex mosaic. Service encounters similar to the face-to-face service interactions in business and online service encounters resembling Internet eCommerce constitute portions of the distance learning mosaic.

These instruments do not capture the vast majority of service encounters that take place in various learning spaces that are critical to the students' learning experiences. In this complex setting, it is useful to assess not only student perceptions of their educational outcomes (technical quality) but also their perceptions of the manner in which educational services were provided for the duration of their stay (functional quality) at the institution. The

DL_sQUAL instrument measures service encounters in distance learning environment (Shaik, Lowe, & Pinegar, 2006).

Leading models of student retention described as the “fit” models attempt to explain and predict student course or program completion with the primary focus on student attributes. These models are based on the learning deficit paradigm and place the dropouts in a marginalized position within the educational system. Relationship marketing has emerged as a dominant paradigm with consequences for marketing and management of a relationship-type marketing strategy.

The organizational approach to student retention framework with its focus on processes at all levels of the organizational hierarchy and the relationship marketing paradigm complement each other. The emphasis in both frameworks is on service quality and the over-riding goal is to develop a long-term relationship with the students. There is a balanced emphasis on enrollment and retention strategies. The psychometric-based DL_sQUAL instrument is grounded in the services theoretical framework and enables institutions to assess students’ perceptions of how well educational services were provided for the duration of their stay at the institution. It will also help answer questions such as what constitutes good distance learning services by students, and what role will different campus units play in promoting the learning environment for the students.

CASE STUDY: UNIVERSITY OF ILLINOIS GRADUATE DEGREE PROGRAM

University of Illinois Programs & Services

The University of Illinois (2009) is a major public university that is ranked among the best in the world. With over 38,000 students from 100 countries, the University of Illinois offers a rich diverse cultural experience. The University of Illinois provides graduate and undergraduate education in over 150 fields of study and is a major research university. It is the home of 11 Nobel Prize winners and 18 Pulitzer Prize winners (University of Illinois, 2009). The university comprises 18 Colleges that offer more than 150 programs of study. The University is often regarded as a world-leading magnet for engineering and sciences (Wikipedia, 2009).

At the University of Illinois, the Online Education LEEP, Human Resource Education (HRE) Online, and Curriculum, Technology, & Education Reform

(CTER), are examples of successful quality online master's degree programs focusing on building long-term relationships. HRE Online and Online Education LEEP have students enrolled from US and other nations whereas CTER students are mostly from Illinois and surrounding regions. These programs are micro-managed by respective departments and offer a host of services customized to the needs of the students. The department staff are actively involved with a range of student services including program promotions, recruitment, admission, orientation, advising, registration, customized learning management system, learning environment, help-desk etc in their role as student advocate. They also have a track record of transforming students into loyal alumni.

Student Relationship Management: Academic Outreach Service Center

Customers expect a service-driven value chain encompassing personalized attention, real-time responsiveness and consistent guidance at every touch-point during their stay at the institution. Corporations faced with similar challenges implemented a set of business-process and IT-based enhancements designed to create internal synergy among departments and processes, and optimize the value of all business encounters. These strategies are collectively referred to as customer relationship management (Gray & Byun, 2001; Freeland, 2003). Academic institutions can benefit from the experiences of corporations by developing similar strategies generally referred to as Student Relationship Management (SRM) (Lemon, 2004) which has its roots in relationship marketing.

Relationship marketing is a philosophy and orientation towards student retention and SRM is considered as the practical implementation of and an enabler of relationship marketing (Christopher, Payne, Ballantyne, & Pelton 1995). SRM is primarily a strategic business and process issue and the approach is to understand and anticipate the needs of students and collaborating partners. Successful implementation of SRM requires that all processes and the technical solutions be aligned and, at a higher level, synthesized to serve the needs of the students. From the student perspective, effective SRM means providing unique services and learning experiences such that the student wants to be engaged in a long-term relationship with the institution. With such strategic initiatives the institution can recruit and retain students, improve services, reduce costs and improve staff productivity across the institution. Effective SRM requires an enterprise-wide information system to share relevant, consistent, and meaningful student profiles across all student interfaces and touch-points.

Relationship marketing of services needs to be address from full-time and part-time marketers' perspectives. There are a multitude of student interfaces that the institution has to manage. The full-time marketing staff responsible for recruitment and enrollment of students is the first contact with the student. The student next comes into contact with the part-time marketing staff through a variety of channels: online web sites, campus departmental units, staff from registration, orientation, advising, student accounts, information technology, instructors, and help-desk. The first task relates to the full-time marketing staff and the issues of student interface, and the nature of recruitment and enrollment initiatives. A more challenging issue relates to the complexities of establishing an effective internal interface among all the part-time marketers and the associated processes so that the fundamental requirements of service marketing can be established. Developing effective interaction within the marketing staff and between various functional departments in the institution becomes a high priority issue. This is critical to the successful implementation of a relational marketing initiative.

One example of effectiveness of the SRM is the Service Center (Shaik, 2005c), a web-based Student Relationship Management application developed by the staff of the Division of Academic Outreach, Office of Continuing Education, University of Illinois. The Division of Academic Outreach has a collaborative relationship with on-campus departments and serves as the administrative and program support unit for credit outreach. The division combines administrative support with program development to facilitate instruction beyond the campus via web-based courses, site-based classes, and videoconferencing. This includes student and faculty support services, marketing, and administrative functions such course scheduling, registration, and reporting. The goal of Service Center is to facilitate long-term relationship with students and promote student retention by providing consistent, personalized, quality value-added services to students, faculty, and campus administrative units. Information is consolidated to provide a unified view that includes student profile, registrations, courses, reports, requests, inquiries, and business communications while maintaining the confidentiality and integrity of data. Service Center helps staff streamline a number of key processes. It addresses the challenges faced by staff including but not limited to answering a growing number of e-mail requests, responding to student inquiries and numerous communication efforts. Most importantly, however, Service Center enables staff to turn each interaction into a highly personalized, meaningful student experience that deepens with

every interaction and untimely evolve into a long-term relationship with the students.

Online Graduate Degree Program in Library Science (LEEP)

The Graduate School of Library and Information Science offers online graduate degree programs in library science called LEEP with a flexible scheduling option and innovative use of advanced technologies to support web-based teaching and learning environment. The following description from the department web site best describes the program (Graduate School of Library and Information Science, 2009; Lesht, Montague, McCracken, & Shaik, 2004):

“For a variety of reasons, students who want to attend our well-regarded school are not always able to relocate to campus. We extend our program to them, and widen our sense of community, through our online scheduling option called LEEP. Via this program, candidates without on-campus access to the University of Illinois are able to complete our ALA-accredited Master of Science degree (MS), a Certificate of Advanced Study (CAS), or a K-12 LIS Certification.

Our LEEP scheduling option is unique among schools of library and information science, and it provides significant advantages in a field increasingly involved in organizing and using electronic information. Simply put, our nationally recognized faculty combines very brief periods of on-campus instruction with Internet instruction and independent learning. Students complete the overwhelming majority of course work at the site they choose--usually their home or office - not a university satellite site. Our acknowledged quality is undiminished: In 2005, the ALA reaccredited our entire master's program, including LEEP in the positive, overall assessment.

.....We use advanced technologies that provide live, web-based instruction: students hear faculty as they speak; they see slides and other graphics, and hear music and audio clips, as the professor discusses them; they "chat" with the professor and each other. And our LEEP staff continues to test and refine new technology, ensuring that we remain at the forefront of this exciting educational experience”



Source: Lesht, Montague, McCracken, & Shaik (2004)

The LEEP program has a diverse student population due to the national and international enrollments. Following are some of the features of LEEP program representing various services that are critical to building and promoting relationships with the students:

Continuous Quality Improvement (CQI) Process

LEEP program draws upon a number of models such as the Sloan-C quality framework, American Library Association (ALA), Committee on Extended Education and External Degrees (CEEED) etc for guiding quality and sharing effective practices, and suggests directions for research and development. For example, the Sloan-C quality framework is based on five principles, known as the pillars of quality, that guide the familiar CQI process of identifying goals and benchmarks, measuring progress towards goals, refining methods, and continuously improving outcomes. The five pillars are learning effectiveness, cost effectiveness and institutional commitment, access, faculty satisfaction and student satisfaction (Lesht et. al., 2004; Moore, 2005).

Web-based Information Science Education (WISE) Consortium

Graduate School of Library and Information Science is a member of the Web-based Information Science Education (WISE) Consortium. Over the last four years, more than 330 courses have been offered through WISE, and more than 550 students have been enrolled through the consortium. Students at WISE member schools register and pay for selected WISE courses at their home schools even though the courses are hosted at other institutions. Due to Graduate School of Library and Information Science membership with the WISE consortium, LEEP students have access to expertise from a wider base of faculty and research than may be normally available within a single institution. Professionals who are enrolled in LEEP program have greater flexibility in scheduling and have a multitude of options when considering specialized topics. LEEP students have the option to select from an extensive list of online courses, regardless of their location, and take courses with faculty who are highly regarded in their area of expertise.

Cohort & Class Size

The online class size is between 20-30 students to maintain a good student and faculty ratio and support team-based cooperative learning. Given the nature of LEEP program, a dynamic cohort consisting of a core group of 10-students emerges in each course, and this sub-cohort is different in each course. It is this sub-cohort that brings to the rest of the class the characteristics of the cohort and team-based cooperative learning (Graduate School of Library and Information Science, 2009).

Flexible Scheduling Option & the Course Management System

Moodle, an open-source course management system is the primary tool for instructional use. Confluence, an open source commercial wiki package, is used for classroom or collaborative use. LEEP classes are generally scheduled for two hours of synchronous sessions each week at a regularly scheduled time as an essential part of instruction and are the online equivalent of meeting in person with the opportunity for lecture, discussion, sharing visual materials and more. Just like an on campus course, attendance and participation are required. Synchronous sessions consist of four major components:

- Audio: A live audio stream for lectures and presentations
- Chat: A chat room for questions and class discussion

- Slides: Web-based resources shared by students or instructors, including websites, lecture notes, images, or application-sharing tools.
- Real-time support including chat or 800-toll-free support service.

Students use the synchronous sessions to ask questions and share ideas with cohort and work in teams on projects, report the project findings to the cohort for discussions. This synchronous learning environment has been customized by the LEEP technology support team so that it is seamlessly integrated with the browser interface. Live sessions are recorded and archived for easy consultation and review. The rest of the course work and communications are accomplished at times convenient to the student. Course material includes instructor-authored web pages, textbooks, course packs, and library resources (Graduate School of Library and Information Science, 2009).

Instructional Technology & Design and User Services

The Offices of Instructional Technology & Design and User Services offer technology-training workshops each semester for students, faculty, and staff. The technology staff works with each faculty member preparing a course to identify the technology available to support the instructor's goals for a course. They also develop tutorials and training material to students for their technology requirements.

Other technical support tasks include troubleshooting when students call or e-mail regarding technical problems, helping faculty put material on-line, setting up and monitoring synchronous sessions, and identifying and evaluating possible new technologies. Training and tech-support is also provided before and during all LEEP Live Sessions. During LEEP classes student get help via the phone, toll-free number or in text chat (Graduate School of Library and Information Science, 2009).

Help-Desk

Outside of regularly scheduled class time, students have access to the Help-Desk through walk-in, email, or toll free phone service. The help-desk and the instructional technology staff jointly compile tutorials and other resources to help students with creating web pages, navigating course spaces, and other activities that the students may encounter during of their library science program (Graduate School of Library and Information Science, 2009).

Student Advising

Due to the multidisciplinary nature of the Library & Information Science discipline, students from a variety of backgrounds in the humanities, and the social and technical sciences are enrolled in the program. Students consult with faculty advisors to plan programs of study that suit individual needs and specific career goals. Students have the option to select from an extensive list of online courses from University of Illinois programs as well as courses from the Web-based Information Science Education (WISE) Consortium.

On-Site Student Orientation

Master's students begin the program with a 10-day on-campus summer stay, during which they complete a required course and a number of non-credit technology workshops. Each semester all students travel to University of Illinois for a two- to five-day stay on campus. CAS students begin in all semesters after having completed non-credit technology workshops. The campus visit provides opportunities to use materials otherwise unavailable, to give presentations, and to continue to build community among students and faculty (Graduate School of Library and Information Science, 2009). The on-campus orientation is designed to help students to learn about the expectations of the academic institution and to promote development of some expectations of their own. Students' want to understand the program expectations and what is expected of them. They are also encouraged to share what they want and how they will contribute to the teaching and learning processes. These communications are essential to a healthy and ongoing relationship among all the stakeholders of the program.

Online Learning Community

LEEP cohorts constitute an active online learning community with an emphasis on the community of learners. The mandatory 10-day on-site summer session, and each semester two-to-five day campus visit reinforces personal bonds and strengthens relationships among community members. Each member of the cohort collaborates and supports one another towards their learning goals. The success and effectiveness of the online learning community comes from regular productive online interactions (Graduate School of Library and Information Science, 2009).

Viral Marketing

Graduate School of Library & Information Science does not resort to mass marketing campaigns to enroll students in their LEEP program. They gain from the magnified effect of viral marketing by their loyal customers, current

students and alumni, to spread the message by word-of-mouth or through Internet. The marketing campaign is in the hands of the stakeholders such as the current and former students, faculty and staff who are communicating by creating a quality teaching and learning environment.

What Faculty Say About LEEP Program

LEEP Faculty is satisfied with the support services provided to them by the department to facilitate a quality teaching and learning environment. Following is an edited sample of some of the comments by the LEEP faculty (Lesht, Montague, McCracken, & Shaik, 2004):

- “The space aspect is fabulous because it is not an issue – to be able to have guests from anywhere. I’m in the middle of the cornfields and yet it is not an issue.”
- “It provides new opportunities to contribute to the profession. It’s wonderful to go back to the roots of how I learned and then to keep myself up to date. Terrifying sometimes, but exhilarating...”
- “Online success requires a combination of “knowledge, dedication, imagination, and communication”

What Students Say About LEEP Program

Students are extremely pleased with the LEEP option. They report that the flexible scheduling and technology make for a powerful and engaging learning experience. Many students and recent graduates cite the opportunity to design their own programs of study as a major advantage at University of Illinois. Following is an edited sample of some of the student’s comments. A full text version of student feedback is available at the department web site (Graduate School of Library and Information Science, 2009):

- “I was part of LEEP cohort 3.2 and graduated in 2001. In spite of nearly twenty years experience in archives and libraries, I found the LEEP program challenging and rewarding. I was very impressed that the faculty respected the knowledge I brought to the program, and they allowed me to adapt coursework to further my knowledge rather than covering familiar territory. Several years later, I continue to rely on what I learned in the LEEP program.....”
- *Richard Pearce-Moses (MS 2001), Deputy Director for Technology and Information Resources, Arizona State Library,*

Archives and Public Records; President, Society of American Archivists, 2005-2006

- “Is there a library school in the world capable of arousing a love for storytelling as much as a passion for government documents? Is there a library school in the world so progressive that it redefines the great potential for diversity in the greatest profession in the world? Yes, there is such a library school! In a small city, in the heart of Illinois there is such a place called the Graduate School of Library and Information Science....” *Jodi Weisz-Fulgione (MS 2002), founder and director of Holy Cross School Library and Media Center in The Bronx, New York*
- “I can say with confidence that the hard work required to complete the LEEP program was worth it. I worked in libraries before I took classes for my masters degree but now I have a lot more to offer my employer and in turn, my employer has a lot more to offer me. The LEEP aspect of my degree has turned out to be quite an asset. The courses I took pushed me to learn skills that might have intimidated me otherwise. I now have technological experience that few others have. My LEEP degree helped me obtain a new position at Cook Library, Information Technology Librarian. ...” *Katie Eich (MS January 2000), Information Technology Librarian, Cook Memorial Public Library, Libertyville, IL*
- “In my new position at Bechtel, a global engineering and construction company, I am responsible for the taxonomy of the company's Intranet. The knowledge I've gained [from GSLIS] classes is invaluable and being put right to work; I wouldn't be tackling this job if I hadn't been in LEEP....” *Lynn Tsumoto Dix (MS 2001), Information Architect/Taxonomist, Bechtel Corporation, San Francisco, C*
- “I've enjoyed just about every aspect of LEEP, and will definitely miss the day-to-day interactions with both students and faculty. I've learned a lot, and the meshing between learning and work has been particularly rewarding. The LEEP experience has been as real as any other, and I'm very grateful to GSLIS for offering it. ...” *Hal Bloom (MS 1998), Harvard Business School Library, Boston, MA*
- “I was a guest speaker for Christine Jenkin's LEEP course. Between the two of us, we were supplying the tech staff with all

sorts of computer-multimedia challenges. Not only were they up to the task, but they put me at ease, explained what was going on, and interacted with the students in unobtrusive yet helpful ways. If all tech people were like this, the world would truly be a better place: they are patient, not condescending, and supply intelligent support....” *Visitor to the virtual classroom.*

What makes LEEP a Successful Program?

University of Illinois is a brand with international recognition. The university is aware of the fact that having internationally renowned faculty teaching courses is not sufficient for gaining and maintaining competitive advantage. Quality teaching is therefore supplemented with quality supporting services by staff with a marketing attitude to maintain long-term relationship with the students. Prospective students are attracted to the University of Illinois from the US and across the globe because of the quality of its programs, reputation of its faculty, and the nature and quality of services offered to students. LEEP program represents the University of Illinois brand. Marketing managers of the LEEP program do not resort to the conventional transactional marketing campaigns to enroll prospective students. Instead, they focus on providing a quality teaching and learning environment along with quality services to all students for the duration of the program. This, in turn, promotes and strengthens the university’s relationship with the students and ultimately transforms prospective students into loyal alumni.

Due to the multidisciplinary nature of the Library Science discipline, students from a variety of backgrounds in the humanities, and the social and technical sciences are enrolled in the program. The LEEP program has a diverse student population due to the national and international enrollments. The LEEP program has been able to maintain a 95% and higher student retention rate. As of 2008, over 800 Master's students have graduated. LEEP Graduates have been competitive for positions of their choice. Students without prior library experience have been hired by libraries and those with prior library experience have advanced within their own organizations or securing more responsible positions elsewhere. Graduates are now employed in a broad range of positions such as interface designer at Intel, information specialist with the World Resources Institute, digital government information director at the Arizona State Library and Archives, hospital librarian in Pennsylvania, bank librarian in Florida, school librarian in Indonesia, children's librarian at the Sitka, Alaska public library, community college librarian in Michigan, and member of the team working on Coca-Cola's

company intranet (Graduate School of Library and Information Science, 2009; Lesht et. al., 2004). Following are examples of some of the quality services offered to students and faculty which are meaningful and relevant to the student's teaching and learning experiences:

- The program is based on *Continuous Quality Improvement (CQI) framework* for guiding program quality and sharing effective practices, and suggests directions for research and development.
- One of the attributes of customer advocacy is for an institution to do what is best for the student even if it sometimes entails *recommending competitor's courses*. LEEP students have access to expertise from a wider base of faculty and research and have the option to select from an extensive list of online courses from the participating institutions in the WISE consortium.
- *Small class size* enables students to maintain a good student and faculty ratio, promotes healthy peer-to-peer interactions, and supports team-based cooperative learning.
- The *flexible scheduling option* is convenient to adult learners because it blends synchronous sessions with asynchronous activities to support independent learning. Students get the benefit of regularly scheduled teaching and discussion sessions combined with asynchronous activities which makes it better than the campus-like sessions.
- The instructional technology and design and user services staff offers a variety of technology *support services* which are critical to quality teaching and learning experiences such as assist faculty with the selection of instructional technologies and design of the course; develop tutorials and training material to students for their technology requirements; troubleshoot and provide technology assistance relating to synchronous sessions before, during, and after the sessions; and technology training workshops for students, faculty, and staff.
- The Help-Desk staff offers *Help-Desk services* to students and faculty to support their synchronous learning activities.
- The *on-campus orientation services* help students to learn about the expectations of the academic institution and to help promote development of some expectations of their own. These communications are essential to a healthy and ongoing relationship among the stakeholders of the program.

- The flexible scheduling option foster the development of *effective learning communities* and promote a deeper understanding and integration of the course material and offer opportunities for extending learning beyond the boundaries of a classroom.
- Group projects and team-based learning is an integral part of the LEEP curriculum and it is designed to promote *learning by doing* and *cooperative learning*.
- Students design *projects which are meaningful and relevant to their learning* and share the project findings with other teams.
- The School of Library Science does not resort to mass marketing strategies instead transforms prospects into loyal customers through relationship building strategies They benefit from the magnified effect of *viral marketing* by their loyal customers, current students and alumni, to spread the message by word-of-mouth or through Internet.

CONCLUSIONS

Higher education and distance education are undergoing a radical transformation due to internet technologies, globalization, and changes in the student profile. New models of educational are emerging and posing a credible challenge to the traditional educational institutions and forcing a hard reexamination of the purpose and effectiveness of all educational activities. There is a shift in the composition of student population with a growing proportion of non-traditional students enrolling in both campus and distance learning programs. Students are becoming smart shoppers and have high expectations for personalization, immediacy, responsiveness, and mobility from their educational experiences.

A number of institutions are reacting to the changing higher landscape by implementing transactional marketing strategies with a focus on mass marketing to maintain and increase their market share of student recruitment and enrollments. Quality teaching supplemented by quality support services are the key differentiator of marketing advantage because services create added value to the student and help shape the quality of students' learning experiences.

Marketing of educational services is about interactions between the institution and the students that form the basis of a process of relationship

building. Management of educational services is the management of this relationship processes. Mass marketing strategies go contrary to the need for a focus on services, and on building and maintaining a long-term relationship with students. Institutions need to implement relationship marketing strategies with a highly embedded customer-oriented culture and earn higher levels of customer's trust and loyalty to achieve a significant increase in student retention rates.

A number of theoretical models, described as the "fit" models, have emerged to explain and predict student's decision to drop-out from a course or program based on the degree of academic and social integration. Four decades later and inspite of significant amount of research on student dropout, much remains unknown about the process of student dropout and the factors that contribute to it. Both traditional and distance learning institutions in general are not doing any better with retaining majority of their students in their programs inspite of a number of interventions developed based on the recommendations of the "fit" models. Much of it is due to the limitations of the existing theoretical models and the methodological weaknesses in the empirical research on student dropout. There is a need to explore for solutions across other disciplines.

The discipline of industrial engineering offers an alternative viewpoint and challenges us to take a holistic approach and go beyond the individual and identify the root causes of errors across the organizational hierarchy that contribute to student attrition. The discipline of marketing offers a services approach to build long-term relationships with the students. The focus is on service quality and the management of services which enable students to make positive choices about deferral or withdrawal and contribute to student retention. The two approaches complement each other and provide a holistic approach to the complex issue of student dropout from both individual and organizational perspectives.

Examples from the University of Illinois programs, such as the Online Education LEEP, demonstrate the initial validation of the proposed framework which emphasizes the critical role of quality services and the management of services on student's decision to successfully complete the course/program. Additional empirical testing using psychometric-based service quality instruments such as DL_sQUAL are needed to test and validate the theoretical constructs, and contribute to bridging the gap between theory and practice.

Acknowledgements

I would like to thank my colleagues Dr. Marc Thompson for his editorial assistance and constructive criticism, and Prof. Rae-Anne Montague for her comments on the LEEP program that significantly improved this chapter.

REFERENCES

- Allen, I., Seaman, J. (2004). *Entering the Mainstream: The Quality and Extent of Online Education in the United States, 2003 and 2004*. Sloan-C Series Books on Online Education. Retrieved February 15, 2009, from http://www.sloan-c.org/resources/entering_mainstream.pdf
- Allen, I., Seaman, J. (October 2007). *Online Nation: Five Years of Growth in Online Learning*, Sloan-C Series Books on Online Education. Retrieved February 15, 2009, http://aln.org/publications/survey/pdf/online_nation.pdf
- Bean, J. (1980). *Dropouts and Turnover: The Synthesis and Test of a Causal Model of Student Attrition*, Research in Higher Education, Agathon Press
- Berry, L. (1995). Relationship Marketing of Services - Growing Interest, Emerging Perspectives. *Journal of the Academy of Marketing Science*, 23(4), 237-245.
- Berry, L., & Parasuraman, A. (1991). *Marketing Services: Competing Through Quality*. NY: Free Press.
- Boshier, R. (1973). Educational Participation and Dropout: A Theoretical Model. *Adult Education*, 23, 255–282.
- Christopher, M. A., Payne, D., Ballantyne, & L. Pelton. (1995). Relationship Marketing: Bringing Quality, Customer Service and Marketing together, *International Business Review*, 4(4), 538-41.
- Cross, K. P. (1981). *Adults as Learners*. San Francisco: Jossey-Bass.
- Draper, S. W. (2008). Tinto's Model of Student Retention. Retrieved February 15, 2009 from <http://www.psy.gla.ac.uk/~steve/loaled/tinto.html>

Eduventures, inc. (2008). *The Adult Learner: An Eduventures Perspective*. Eduventures Whitepaper

eROI. (2008). Only 16% of Students Read Marketing Email. Retrieved February 15, 2009, from <http://www.marketingvox.com/only-16-of-students-read-marketing-email-042400/>

Filkins, J. W., Kehoe, L. E., McLaughlin, G. W. (2001). Retention Research: Issues in Comparative Analysis. *Annual Meeting of the Association for Institutional Research*, Long Beach, CA. Retrieved February 25, 2005, from http://oipr.depaul.edu/open/general/air_paper_01.doc

Freeland, J. (2003). *The Ultimate CRM Handbook*. NY: McGrawHill.

Graduate School of Library and Information Science (2009). Retrieved February 25, 2005, from:

Online Education (LEEP). <http://www.lis.uiuc.edu/programs/leep/>
Student Feedback <http://www.lis.uiuc.edu/programs/leep/student-feedback.html>

Synchronous Sessions <http://www.lis.uiuc.edu/itd/tutorials/LiveSession/>
Tutorials <http://www.lis.uiuc.edu/itd/tutorials/>

WISE <http://www.wiseeducation.org/>

Workshops <http://www.lis.uiuc.edu/itd/workshops.html>

Gray, P. and Byun, J. (2001). *Customer Relationship Management*. Retrieved March 3, 2009 from <http://www.crito.uci.edu/publications/pdf/crm.pdf>

Grönroos, C. (2000). *Service Management and Marketing*. NY: John Wiley

Gummesson, E. (1999). *Total Relationship Marketing. Rethinking Marketing Management: From 4Ps to 30Rs*. Oxford: Butterworth-Heinemann.

Howell, S. L., Williams, P. B., & Lindsay, N. K. (2003). Thirty-two Trends Affecting Distance Education: An Informed Foundation for Strategic Planning. *Online Journal of Distance Learning Administration*, VI, 1-17. <http://www.westga.edu/~distance/ojdla/fall63/howell63.html>. Retrieved Feb 15, 2009.

Inside HigherEd. (Dec 10, 2007). When (For-)Profit Takes Over. Retrieved <http://www.insidehighered.com/news/2007/12/10/forprofit> February 25, 2005.

Johnstone, S.M., Ewell, P., & Paulson, K. (2002) Student Learning as Academic Currency. *ACE Center for Policy Analysis*. Retrieved February 25, 2005, from <http://www.acenet.edu/bookstore/pdf/distributed-learning/distributed-learning-04.pdf>

Lawer, C., & Knox, S (2006). Customer Advocacy and Brand Management, *Journal of Product and Brand Management*, Spring 2006, p. 21-26 <http://www.theomcgroup.com/omcpapers/Building%20trust%20and%20relationships%20through%20customer%20advocacy.pdf> .Retrieved Feb 15 2009.

Lemon, C. (2004). Challenges in Marketing and Student Relationship Management in Higher Education. Retrieved March 3, 2009 from http://brandsequence.com/pdf/mktng_srm_high_ed.pdf

Lesht, L., Montague, A., McCracken, H., & Shaik, N. (2004). Services that Work for Retaining Students in Online Degree Programs. Presentation to *The Illinois Council on Continuing Higher Education*, 2004 Annual Conference, Peoria, Illinois.

Leys, J. (1999). Student Retention: Everybody's Business. Paper for the Educators and Planners: Symphony or Discord Conference. Australian Association of Institutional Research, December 1999. Retrieved Feb 15, 2009 from <http://www.aair.org.au/jir/1999Papers/leys1.pdf>

Mangu-Ward, K. (July 2008) Education for Profit: Why is Everyone Flaming the University of Phoenix? <http://www.reason.com/news/show/126856.html> Retrieved Feb 15, 2009.

Manski, C. F., Wise, D. A. (1983). *College Choice in America*. Cambridge, MA: Harvard University Press.

McLaughlin, G. W., Brozovsky, P. V., and McLaughlin, J. S. (1998). Changing Perspectives on Student Retention: A Role for Institutional Research. *Research in Higher Education*, 39(1), 1-18.

- Moore, J. (2005). The Sloan Consortium Quality Framework And The Five Pillars. The Sloan Consortium. Retrieved Feb 15, 2009 from <http://aln.org/publications/books/qualityframework.pdf>
- Moore, M. G. (2003). Distance Learning: Trends in the US. Retrieved February 15, 2009, from http://www.tbc.dk/pdf/michael_moore.pdf
- Morgan, R., & Hunt, S. (1994). The Commitment-Trust Theory of Relationship Marketing. *Journal of Marketing*, 58(4), 36-51.
- Newman, F. (2001). The End of the Status Quo and the Rise of the Market in Higher Education. Providence, RI: *The Futures Project: Policy for Higher Education in a Changing World*, Brown University.
- Noel-Levitz, Inc. (2004). Retention Savings Worksheet. *USA Group Noel-Levitz, Inc.* <http://www.noellevitz.com/pdfs/RetSvgsWkst.pdf> Retrieved February 25, 2009.
- Palmer, R. (2005). The Contemporary Marketing Practice Research Programme: Origins and Directions.
- Parasuraman, A., Berry, L., & Zeithaml, V. (1988). SERVQUAL: A multiple-item Scale for Measuring Service Quality. *Journal of Retailing*, 64(1). 12-40.
- Parasuraman, A., Zeithaml, V., & Malhotra, A. (2005). E-S-Qual: A Multiple-item Scale for Assessing Electronic Service Quality. *Journal of Service Research*. 7(3).
- Porter, D. (2006). Innovations, Trends, and Creativity in Distance Learning. Paper presented at the *4th International Congress on Education and Technology*, Puerto Rico. Retrieved February 15, 2009, from <http://www.bccampus.ca/Assets/BCcampus+Whitepapers/Innovations%2c+Trends%2c+and+Creativity+in+Distance+Learning+report.pdf>
- Rasmussen, J. (1983). Skills, Rules and Knowledge; Signals, Signs and Symbols and Other Distinctions in Human Performance Models. *IEEE Transactions on System, Man and Cybernetics*. SMC-13 (3). 257-266.

Reason, J. (2000). Human Error: Models and Management *British Medical Journal* 320:768-770

Rovai, A. P. (2003). In Search of Higher Persistence Rates in Distance Education Online Programs. *The Internet and Higher Education*. 6(1). 2003. pp 1-16.

Seidman, A. (1996). Retention Revisited: $RET = E Id + (E + I + C)Iv$. *College and University*, 71(4), 18-20. Retrieved Feb 15, 2009 from http://www.ccsr.org/article_retention_revisited.htm

Shaik, N., Lowe, S., & Pinegar, K. (2006). DL_sQUAL: A Multiple-Item Scale for Measuring Service Quality of Online Distance Learning Programs. *Online Journal of Distance Learning Administration*, 9(2), Summer 2006.

Shaik, N. (2005a). Computer Adaptive Online Exit Survey: Conceptual & Methodological Issues. In Williams, D., Hricko, M. & Howell, S. (Ed.) *Online Assessment, Measurement and Evaluation: Emerging Practices*, Volume III. Idea Group Publishing.

Shaik, N. (2005b). Marketing Distance Learning Programs & Courses: A Relationship Marketing Strategy. *Online Journal of Distance Learning Administration*, 8(2), Summer 2005.

Shaik, N. (2005c). Service Center - A Student Relational Management Application. *Eleventh Sloan-C International Conference on Asynchronous Learning Networks*, November 2005, Florida, USA.

Shaik, N. (2003). An Alternative Theoretical Framework to Analyze Failures in Decision Making: Application to Student Dropout in Asynchronous Learning Environments. *Ninth Sloan-C International Conference on Asynchronous Learning Networks*, Florida.

Sheth, J., & Parvatiyar, A. (2000). *Handbook of Relationship Marketing*. Sage Publications.

Timmer, J. (May 19, 2007). Psychology of Banner Ads. Retrieved Feb 15, 2009 from <http://arstechnica.com/old/content/2007/05/the-psychology-of-banner-ads.ars>

Tinto, V., (1975) Dropout from Higher Education: A Theoretical Synthesis of Recent Research, *Review of Educational Research*, 45(1), pp 89-125

UNESCO (2002). Open and Distance Learning: Trends, Policy and Strategy Considerations, *Unesco Report*. Retrieved Feb 15, 2009 from <http://unesdoc.unesco.org/images/0012/001284/128463e.pdf>

University of Illinois (2009). Retrieved Feb 15, 2009 from <http://illinois.edu/>
<http://illinois.edu/about/overview/facts/facts.html>

Urban, G. (2005). Don't Just Relate, Advocate! A Blueprint for Profit in the Era of Customer Power. *Wharton School Publishing*.

Wikipedia (2009). Retrieved Feb 15, 2009 from
E-mail Marketing http://en.wikipedia.org/wiki/Email_advertising
Google Search. http://en.wikipedia.org/wiki/Google_search
Pop-Up Ad http://en.wikipedia.org/wiki/Pop-up_ad
Web Banner http://en.wikipedia.org/wiki/Web_banner
University of Illinois
http://en.wikipedia.org/wiki/University_of_Illinois_at_Urbana-Champaign

Zeiss, T. (1998). Will Our Students Become Theirs? *Community College Journal* 68:6. June/July, p8.

ADDITIONAL READINGS

Relationship Marketing

Christopher, M., Payne, A. and Ballantyne, D. (1991), *Relationship Marketing*, Butterworth-Heinemann, Oxford. Describes the process of building lasting relationship through customer services.

Dann, S. (2007). The Life and Death of Marketing, *American Marketing Association*. http://www.anzmac07.otago.ac.nz/anzmacCD/papers/Dann_1.pdf
Retrieved Feb 15, 2009. An interesting article regarding the ups and downs in marketing and the resilient nature of the marketing discipline. Using the analogy of death as a construct, the author describes how marketing has been declared dead on multiple occasions only to be buried and resuscitated to keep the discipline alive.

Fournier, S., Dobscha, S., & Mick, D.G. (1998). Preventing the Premature Death of Relationship Marketing. *Harvard Business Review*. 76(1). 42-4.
<http://gates.comm.virginia.edu/dgm9t/Papers/Fournier,%20Dobscha,%20and%20Mick%201998%20On%20Preventing%20the%20Premature%20Death%20of%20Relationship%20Marketing.pdf> Retrieved Feb 15, 2009. The authors suggest that relationship marketing is powerful in theory but troubled in practice. To prevent its premature death, marketers need to take the time to figure out how and why they are undermining their own best efforts, as well as how they can get things back on track.

Godson, M. (Mar 2009). *Relationship Marketing*, Oxford University Press.
<http://www.oup.com/us/catalog/general/subject/Business/Management/MarketingManagement/?view=usa&ci=9780199211562>

The author presents a critical overview of relationship marketing discipline to enable readers to engage with issues, and discuss and debate points raised in the text. A number of case studies such as BMW Mini, Guinness and Metro are used to demonstrate how the theory can be transferred through to practice.

Gordon, S. (2000). Unleashing the Ideavirus. Retrieved Feb 15, 2009 from
http://sethgodin.typepad.com/seths_blog/files/2000Ideavirus.pdf

Viral marketing is an idea that spreads--and an idea that while it is spreading actually helps market your business or cause.

Gronroos, C. (1997). From Marketing Mix to Relationship Marketing - Towards a Paradigm Shift in Marketing. 35 (4). *Management Decision*.

The author proposes relationship marketing, based on relationship building and management, as an emerging new marketing paradigm of the future.

Gummesson, E. (MAY-2008). *Total Relationship Marketing*. (3rd edition), Elsevier Publishing. A classic text on relationship marketing and CRM. The author presents a powerful in-depth analysis of relational approaches to marketing. Relationship marketing and CRM re integrated with the service-dominant logic, lean consumption and the customer's value chain, the augmented role of the customer in value creation, the increasing importance of customer-to-customer (C2C) interaction, network-based many-to-many marketing, and marketing accountability and metrics.

Lusch, R. F & Vargo, S. L. (2006). *The Service-dominant Logic of Marketing: Dialog, Debate, and Directions*. M.E. Sharpe Publishing.

Describes a paradigm for marketing which is service-centered, customer-oriented, relationship-focused, and knowledge-based, and places marketing, once viewed as a support function, as central to overall business strategy.

Moller, K & A Halinen. (2000). Relationship Marketing Theory: Its Roots and Directions. *Journal of Marketing and Management*. 24(1), 37-43.

Murphy, B., & Wang, R. (2006). An Evaluation of Stakeholder Relationship Marketing in China. *Asia Pacific* 18(1). pp. 7-18. Retrieved Feb 15, 2009 from <http://www.emeraldinsight.com/Insight/ViewContentServlet?Filename=/published/emeraldfulltextarticle/pdf/0080180101.pdf> The authors evaluate the applicability of the western relationship marketing model to Chinese businesses. Results show that the performance of the two Chinese businesses is in line with the 57 Western businesses in the Future Research Group stakeholder performance appraisal benchmark database, and that the stakeholder relationship marketing model is applicable to the Chinese context both philosophically and practically.

Peterson, R. A. (1995). Relationship Marketing and the Consumer. *Journal of the Academy of Marketing Science*. 23(4). 278-281. Retrieved Feb 15, 2009 from <http://www.springerlink.com/content/d285734623113616/fulltext.pdf> [alternate view point - Sheth, J. N., & Parvatiyar, A. (1995). Relationship marketing in consumer markets: Antecedents and consequences 23(4). *Journal of the Academy of Marketing Science*.]

Raciti, M., & Mitchell, M. (2006). Engaging First-year Students Through Relationship Marketing. Retrieved Feb 15, 2009 from http://www.fyhe.qut.edu.au/past_papers/2006/Papers/Raciti.pdf The focus of this research is to investigate the engagement of first-year students through relationship marketing as a possible strategy to stem attrition in regional universities in Australia. The authors address the issue of first-year students and their relationship with instructor as a plausible strategy to minimize student attrition from the program.

Reinartz, W & Kumar, V. (2002). The Mismanagement of Customer Loyalty. *Harvard Business Review*. 80, 86-97. Test the proposition that loyal customers are less costly to serve, were usually willing to pay more for

brand choices than non-loyal customers, and acted as word-of-mouth marketers for the company.

Sabine, F. (2005). *Relationship Marketing in Emerging Economies: Some Lessons for the Future* VIKALPA , 30(3). Retrieved Feb 15, 2009 from http://www.vikalpa.com/pdf/articles/2005/2005_july_sep_53_63.pdf

Relationship marketing is rooted in Western philosophy and draws upon from theories developed in economics, psychology, and management. In Eastern cultures relationships have provided the foundations for business activity for thousands of years. This study compares the formation of culturally-based relationships in Western and Eastern cultures with a focus on the complex Chinese concept of Guanxi (loosely translated as 'connections' though 'relationships' might be better) and its importance in relationship development.

Sheng, Y. (2005). Confucius and Relationship Marketing. *The Future of Marketing*. Charm 2005. Retrieved Feb 15, 2009 from <http://faculty.quinnipiac.edu/charm/CHARM%20proceedings/CHARM%20article%20archive%20pdf%20format/Volume%2012%202005/275%20sheng.pdf>

Confucius principles are consistent with the modern principles of relationship marketing.

Sheth, J. N., & Parvatiyar, A. (1995). Relationship Marketing in Consumer Markets: Antecedents and Consequences 23(4). *Journal of the Academy of Marketing Science* Retrieved Feb 15, 2009 from <http://www.springerlink.com/content/x503743146854873/fulltext.pdf>

The authors propose that consumers reduce their available choice and engage in relational market behavior because they want to simplify their buying and consuming tasks, simplify information processing, reduce perceived risks, and maintain cognitive consistency and a state of psychological comfort. [alternate view point-Peterson, R. A. (1995). Relationship Marketing and the Consumer. *Journal of the Academy of Marketing Science*. 23(4). 278-281.]

Sorce, P. (Sept 2002). *Relationship Marketing Strategy*. Rochester Institute of Technology, Rochester, NY. Retrieved Feb 15, 2009 from http://print.rit.edu/pubs/02_04_sorce.pdf The purpose of this research is to understand the impact of relationship marketing strategy on the demand for customized communication through printing. Though many marketing executives report that they are using a relationship marketing strategy, this

has not resulted in high demand for variable data printing. Is it a failure of strategy or a failure of implementation?

Varey, R. J. (2003). *Relationship Marketing: Dialogue and Networks in the E-Commerce Era*. The book offers an understanding of relationship marketing as a business strategy within a framework that integrates marketing, e-commerce, corporate communications, and knowledge management.

Wikipedia. (2009). Relationship Marketing. Retrieved Feb 15, 2009 from http://en.wikipedia.org/wiki/Relationship_marketing
A simple description of relationship marketing. Wikipedia is a prime example of citizen journalism at its best.

Wong Y.H., Leung, T. K. P (2001). *Guanxi: Relationship Marketing in Chinese Context*, International Business Press, NY. In Eastern cultures relationships have provided the foundations for business activity for thousands of years. Chinese business in general have been rooted in Chinese culture and the Chinese concept of Guanxi, which loosely translates to ‘connections’ though ‘relationships’ might be better, mirrors relationship marketing principles.

Relationship Marketing & Customer Advocacy

Lawer, C. (2005). *Building Trust and Relationships Through Customer Advocacy*. The OMC Group White paper. Retrieved Feb 15, 2009 from <http://www.crm2day.com/editorial/EEpAylA AFFJaIrtLan.php>

Urban, G. (Spring 2005). Customer Advocacy: A New Era in Marketing? *Journal of Public Policy & Marketing*. Vol. 24 (1), 155–159. [http://ebusiness.mit.edu/urban/papers/customer%20advocacy%20-%20a%20new%20era%20\(jm%202005\).pdf](http://ebusiness.mit.edu/urban/papers/customer%20advocacy%20-%20a%20new%20era%20(jm%202005).pdf) Defines customer advocacy defined as “doing what is best for the customer” and reflects a cultural shift towards an advanced and mature customer orientation.

Student Dropout & Attrition

Leys, J. (1999). Student Retention: Everybody’s Business. Paper for the Educators and Planners: Symphony or Discord Conference. Australian Association of Institutional Research, December 1999. Retrieved Feb 15, 2009 from <http://www.aair.org.au/jir/1999Papers/leys1.pdf>

For a description and synthesis of Tinto's Student Integration Model, Bean's Student Attrition Model, & Cabrera, Castaneda, Nora, & Hengler's Integration Retention Model.

Organizational Approach to Errors in Decision Making

Rasmussen, J. (1982). Human Errors. Taxonomy for Describing Human Malfunction in Industrial Installations, *Journal of Occupational Accidents*, 4: 311-333 The author developed the skill-based, rule-based and knowledge-based (SRK) taxonomy which is widely adopted as a model of describing human performance in a range of situations.

Reason J. (1990). ***Human Error***. Cambridge University Press.

An easy to read classic on the topic of human error. The author develops a comprehensive overview of human error for behavioral scientists and for those interested in application to real world problems.

BIODATA and CONTACT ADDRESSES of AUTHOR

Dr. Najmuddin SHAIK, University of Illinois, USA



Najmuddin Shaik (Naj) earned his doctorate in Human Resource Education from University of Illinois and a MS in Computer Science from Northern Illinois University. He is a research programmer at University of Illinois. His research interests are in online distance learning especially on student relationship management system, marketing, student retention, and psychometrics of scale development. Naj Shaik has

given many conference presentations and workshops. He has published articles in national and international journals such as, *Journal of Interactive Learning Research* and, *The American Journal of Distance Education*.

Najmuddin SHAIK (Naj), Ph.D.

Research Programmer

University of Illinois, Illinois, USA

Phone (Office): 217.265.9163

E-mail najuiuc@yahoo.com

URL <http://www.ao.uiuc.edu/ao/najshaik/>

CHAPTER IV

Marketing Opportunities and Challenges For Distance and Online Learning Environment

*Fahri UNSAL
Ithaca College, Ithaca, USA*

*Nursel Selver RUZGAR
Marmara University, Turkey*

ABSTRACT

Online education has become a very viable form of education during the recent years. The rapid development of computer technology and the communication technology have speeded up the acceptance of online education.

This chapter reviews the evolution of online education and then introduces a marketing model to effectively create online programs. The main view of this paper is that online education is a form of electronic commerce and discusses the key marketing variables as they apply to online education. One of the conclusions of this study is that the demand for online education will grow and those universities that follow a marketing approach will succeed.

INTRODUCTION

Online distance learning has become a viable form of education due to the rapid growth of the Internet and related technology during the recent decades. The knowledge revolution that was propelled by the twin engines of computer technology and communication technology have served as catalysts in this process. By the end of 2008, there were 1.5 billion people online (22 percent of the world population) indicating a huge potential market for online educators (Internet World Stats 2008). Moreover, wide

adoption of wireless tools such as tablet PCs, web-enabled smart telephones, iPods, mp3 players, and similar hybrid tools have added a lot more flexibility to distance education. This mobile learning (m-learning) and mobile education (m-education) are rapidly spreading.

Nearly every institution providing post-secondary education and training in the world have either started implementing online instruction or in the planning stage.

A recent survey conducted by the United States Department of Education shows how predominant this method of education has become in this country. Out of the 4,200 institutions surveyed, 66 percent were already offering online, hybrid/blended online or other distance education courses.

These figures were as high as 97 percent for public 2-year schools, and 89 percent for public 4-year schools. As the size of the school increased, there was more likelihood of providing online courses. For example, only 51 percent of the schools with enrollments of less than 3,000 students had online programs/courses while 97 percent of the larger schools (more than 10,000 students) had online courses and/or online programs (Parsad 2008).

The Internet, as an enabling technology, offers prospects for improving instructional quality, increasing educational access, and potentially reducing costs for both on-campus classes and distance learning (Baer 1998). Many see the Internet as a tool to transform faculty-centered instruction into student-centered learning while others fear that Internet-based education will cut out essential face-to-face interaction among students and instructors, and turn higher education into commoditized packages of standardized courses and degree credits.

Indeed, some critics talk about Internet instruction leading to the corporatization of colleges and universities into 'digital diploma mills' (Noble 1998).

Another phenomenon in online instruction/learning is that the distinction between learning for degree and non-degree purposes is becoming less clear.

Degree-granting academic institutions see growing demands for, and attractive revenue streams from, continuing education and 'lifelong learning' while more and more students who complete certified professional training

want their courses to count toward an accredited degree. In fact, a number of distinct market segments can be identified when creating distance education programs (Table 1).

Table: 1
Typical Market Segments in Distance Education

Description of Market Segment	Motivation for Taking Distance Education Courses/Programs
“Life-Time” learners	Interested in education for its own sake
Corporate learners	Career advancement; obtain graduate degree; financial support from the corporation
Professional enhancement learners	Career advancement; acquire new skills; obtain better jobs
Degree completion adult learners	Trying to complete a undergraduate degree later in life
Traditional college-age learners (18-24 years of age)	Get a degree online; complement their on-campus curriculum with online courses
Pre-College learners	High school students taking college courses online to help in college admission and/or to finish college earlier

Source: Adapted from: Lewer, Gerlich, and Pearson 2006.

Online program designers have to consider a number of cost and demand factors in segmenting their markets and positioning their offerings. Some design the entire program online and there is very limited or no face-to-face interaction with the target population. Others, on the other hand, combine the benefits of online education and the traditional education to create their hybrid programs. Yet there are others where the entire course can be taken via cell phones. As is well known, distance learning uses a variety of media and technologies including print, broadcast, telephone and the Internet. The Internet has some real advantages over other media for distance learning

because it offers more interactivity, greater flexibility in terms of both synchronous and asynchronous instruction, multimedia functionality and potentially lower costs. Of course, online distance learning must overcome major obstacles such as reach, cost of creating courses/programs, the need for technical support, opposition from senior faculty who are less technically oriented and consumer perceptions regarding the equivalency of online education with the traditional form. Nevertheless, these problems are likely to be largely resolved within the next few years. As a consequence, the Internet seems poised to become the preferred medium for distance learning. Given its flexibility, it will probably make the earlier tools of distance education such as video-conferencing and interactive television obsolete.

This chapter will treat online education as some form of e-commerce. It will be argued that basic marketing variables (product, price, promotion, and place) could be applied to online education. Thus, the main objective of this study is to investigate recent trends in online education programs using a marketing theory/practice approach. The more specific objectives will include:

- A review of online education programs around the world with specific emphasis on product offerings. Here a distinction will be made between the offerings of for-profit universities (virtual schools such as the Phoenix University and the traditional non-profit universities). In addition, hybrid programs will be investigated where part of the program is offered in a traditional face-to-face setting while the remaining part is offered online.
- A review of distribution channels and the use of different media. The role of wireless technology and m-learning approaches will also be investigated.
- A review of pricing and cost structure. This will include the cost of the providers as well as the cost to the students.
- A review of promotion types. Here the web pages of predominant online education institutions will be analyzed to see the similarities and differences in promoting their online programs.

The discussion will start with a comparison of online education as compared to traditional education, and then the evolution of online education will be discussed. This will be followed by the introduction of a “Marketing Model for Online Education” proposed in this chapter.

Then the coverage will move into the discussion of the marketing mix variables as they apply to online education.

TRADITIONAL EDUCATION VERSUS ONLINE EDUCATION

The vast majority of traditional education was handled face-to-face in physical classrooms. There was a minimal amount of distance education through correspondence, radio, and television. Thus, the educational system required substantial investment into buildings and other infrastructure. Given the limited amount of space and faculty, a large number of potential students who wanted an education could not be enrolled.

Thus, there was a necessary rationing through university entrance examinations in a variety of countries around the world. Very little was done to make education student-centric and the same method of teaching was enforced on all students in a traditional program. As was argued in Demiray, Nagy, and Yilmaz 2007:

“The concept of ‘one size fits all’ education may have been appropriate in old economies where students represented a homogenous group from the same cultural group with a known entry level skill set.

Where students do not fit this form of stereotyping it makes sense to approach the task of designing an appropriate learning environment which suits the majority of learners.”

Given the rapid changes in computer and computer technologies during the last two decades, a large number of institutions around the world have started making their courses and programs more student-centric applying the marketing concept to better satisfy their students. This has started with hybrid courses where the majority of the course is taught in a traditional manner while certain components have been online using the Internet technology and course management software such as WebCT and Blackboard. Later, an entire course and/or entire programs were put online. This has started a controversy between the traditional faculty who opposed online education and other faculty who promoted it.

The big question was whether online education was equivalent to traditional education. Some argued that the loss of face-to-face contact diminished the

value of education and the students did not learn as well or as much. Others argued that the performance was the same, regardless of whether a course is taken traditionally or online. There were a number of empirical studies that supported this viewpoint.

One such study (Kleinman and Entin 2002) examined students enrolled in an introductory Visual Basic programming course at a community college. The conclusion was that while the online students were more positive about the value of the course, no difference in performance could be detected between the online and traditional groups.

In another study (Priluck 2004), traditional classroom experience was compared with a "web-assisted" course where half of the classes met asynchronously online. Even though students enrolled in the traditional class felt their course was more effective in developing knowledge and skills, no difference between the groups was found on the comprehensive final examination. Yet another study (Lu, Yu and Liu 2003), the conclusion was that there was no difference in performance due to method of teaching in graduate MIS classes.

In an attempt to explain why the students might perceive an online course to be superior to a traditional course White and Ploeger (2004) argues that a traditional class is instructor-centric and sequential, a properly designed online class is learner-centric and more interactive enabling students to non-sequentially review and refer back to materials. Furthermore, an online course is able to provide richer instructions and content designed to reduce the students' cognitive load. Finally, "convenience of the time period offered" rather than learning style or other motivations might be a key reason for the preference of online courses as suggested by another study with the MBA students (Dunning and Vijayaraman, 2000-2001).

A recent survey supported by the Alfred P. Sloan Foundation and based on responses from over 2,200 colleges and universities in the United States has addressed a number of key questions regarding online education. The questions raised included growth of courses/programs, growth of student enrollment, learning outcomes, and barriers to further growth (Allen and Seaman, 2006). The results of similar surveys conducted in 2003 and 2004 together with the 2006 survey were reported for comparison. One important finding of this study was that, in 2006 survey, 62 percent of all respondents rated the learning outcomes of online education as equal to or superior to

traditional face-to-face education. The corresponding statistics were 60 percent in 2004 and 57 percent in 2003. Thus, one can observe an increasing trend of quality acceptance.

Allen and Seaman also report that for the Fall 2002 semester, slightly more than 1.6 million students took at least one online course at U.S. degree-granting institutions. This figure rose to 2.3 million in 2004 and 3.2 million in 2005. These figures clearly show an upward trend in student enrollment.

These increases are directly related to the supply side where a large number of educational institutions have added online courses and/or programs during this period. The same study indicates that more than 96 percent of the very largest institutions (more than 15,000 total enrollments) have some online offerings, which is more than double the rate observed for the smallest institutions. Doctoral/Research institutions have the greatest penetration of offering online programs as well as the highest overall rate (more than 80%) of having some form of online offering (either courses or full programs). The respondents of the above study were asked to indicate their agreement/disagreement regarding significant barriers facing online education.

The following are the top barriers reported with percent agreeing with the statement in parenthesis:

- Students need more discipline to succeed in online courses (63.6%)
- Greater faculty time and effort required to teach online (31.9%)
- Lack of acceptance of online instruction by faculty (25.9%)
- Online education costs more to develop and deliver (23.5%)
- Lack of acceptance of online degrees by potential employers (13.8%)

In spite of the barriers listed above, it is expected that online education is going to continue to grow because of the flexibility that it offers and a number of other advantages (Acosta 2009). Some of these unique advantages are listed below:

- **Study wherever:** Online education eliminates the common obstacles for potential students of not having a campus located nearby or not having a specific degree program available.

- **Study Whenever:** With asynchronous learning, students can use their computers at their own convenience to access course materials such as videotaped lectures, course notes, research materials, electronic discussion boards, chat rooms, class assignments, and exams.
- **Adapt Your College Degree to Your Needs:** Traditional campus learning can be difficult for students who are working, caring for others, serving in the military, or traveling frequently. Online education also appeals to students who prefer to learn independently.
- **Get Someone Else to Pay for It:** Many employers make online degrees even more attractive to students by offering to pay part or all of their tuition.
- **Get Your Degree Fast:** Typically, many online degrees can be obtained more quickly than their traditional campus counterparts. Online courses are usually accelerated, so more classes can be finished in less time.

EVOLUTION OF ONLINE EDUCATION

One of the first universities to deliver distance learning in an organized manner was Pennsylvania State University, establishing its first distance learning network in 1886. Penn State used the state of the art technology of the day, U.S. Mail, to communicate with its distributed students. During the 20th century, other countries have also started their distance education programs, France being the first one in 1939. In the 1960's the UK Government approved the setting up of 'The University of the Air'.

This was later to become the Open University. This University now delivers courses to 300,000 students and supports the innovative learning and teaching methodologies for which it is the recognized as a world leader through a unique partnership with the BBC (U. K. Open University). The Chinese T.V. University program was initiated in 1979 has a student population of 2.3 million.

Similarly, Anadolu University in Turkey (established in 1958 and named in 1982) has 884 thousand active students (McIntosh and Varoglu, 2005). At the present time, most universities/colleges and businesses use online teaching methods at varying degrees. Different combinations are provided below (Table 2). It should be noted that purely traditional content delivery

system is a more or less disappearing in most colleges and universities in the United States and many other countries around the world. Many instructors are putting at least a minimum amount of content such as the syllabus or assignments online to make the course Web facilitated.

Table: 2
Course/Program Classification by Content Delivered Online

Content Delivered Online	Type of Course	Typical Description
0 Percent	Traditional	Course with no online Technology used. Content is delivered in writing or orally.
1 to 29 Percent	Web Facilitated	Course that uses web-based technology to facilitate what is essentially a face-to-face course. Uses a course management system (CMS) or web pages to post the syllabus and assignments, for example.
30 to 79 Percent	Blended/Hybrid	Course that blends online and face-to-face delivery. Substantial proportion of the content is delivered online, typically uses online discussions, and typically has some face-to - face meetings.
80 + Percent	Online	A course where most or all of the content is delivered online. Typically have no face-to-face meetings.

Source: Adopted from Allen and Seaman, 2006.

In addition, the students are able to communicate with the faculty members and administrators online or via wireless devices. Many institutions now handle registration and add/drop online. In addition, the College Web pages provide a great deal of information about requirements, major and minors

available, key academic dates, faculty pages, and online catalogs that provide course descriptions, prerequisites, number of credits, and the like.

Likewise, lecture outlines (usually PowerPoint files), online video or audio, links to reading lists can be reviewed by the students at a later time. Typically, the instructor uses course management software such as WebCT or Blackboard to organize files on the course Web page and to communicate with the students via live chats, live discussion or e-mail. Other forms are summarized on Table 3. One should note that many of the traditional distance education formats are now changing rapidly due to technological advancements. It is true that the Internet now plays a predominant role in distance education.

Table: 3
Online Education Technologies

Format	Transmission Mode	Target Market Autonomy Regarding Pace	Characterized By
One - way Correspondence	Asynchronous	High	Print-based documents exchanged via postal delivery or email; communication via mail or email
Commercial TV (e.g., PBS)	Asynchronous	High	Target market must watch program but can record program and watch at his /her convenience. No live interaction
One - way precoded video	Asynchronous	High	Including prerecorded videos provided to students, and television broadcast and cable transmission using prerecorded videos.
One-way video with two-way audio	Synchronous	Low	Interactive TV, cameras at both information provider and target market location. Information provider and target markets interact

			live.
Virtual Classroom	Synchronous	Low	Cameras at information provider location.
One - way audio transmission	Asynchronous	Low	Podcasting, radio broadcasts, and prerecorded audiotapes provided to target markets.
Two-way interactive video	Synchronous	Low	Two-way video with two-way audio. Information provider and target markets interact live.
Web - Enabled Classroom	Both asynchronous and synchronous	Medium	Course management tools such as WebCT and Blackboard; discussion boards, online chat, online office hours, virtual groups.
Web - Based Classroom (e.g., online)	Both asynchronous and synchronous	Low	Synchronous environment; target market does not control pace.
Mobile Distance Education/ e-Learning	Both asynchronous and synchronous	High	Cell phones, smart phones, PDAs, laptops

Adopted from: DOE, 2008 and Bryant, Kahle, Schafer, 2005.

In addition, mobile technologies are also changing the way students communicate with professors and fellow students and how they receive information. In the following paragraphs, the developments in mobile technology and m-learning will be discussed in more detail. The combination of wireless technology and mobile computing is resulting in escalating transformations of the educational world. These wireless and mobile technologies are now affecting the learning environment, pedagogy, and campus life. The mobile phones, personal digital assistants (PDAs), digital cameras, tablet PCs, and pocket PCs are rapidly changing distance learning environment (Alexander 2004).

As the distance education started spreading and becoming mainstream, it had to make more and more use of information communication technology (ICT). In fact it has already crossed a stage wherein ICT became an indispensable part of distance education. Mobile learning is defined as the provision of

education and training on mobile devices such as Personal Digital Assistants (PDAs), smart phones and mobile phones. One of the characteristics of mobile learning is that it uses devices that the students are used to carrying everywhere with them, which they regard as friendly and personal devices, and which are cheap and easy to use. Thus, it is only natural that these devices are used for education.

The whole world is going mobile. Phones, computers and media devices now fit in our pockets and can connect us to a variety of information sources and enable communication nearly everywhere we go. There is considerable interest in exploiting the almost universal appeal and abundance of these technologies for their educational use (Naismith, et al. 2008). One major advantage of the mobile technologies is that the users are already familiar with many of these devices and some (e.g. mobile phones) are heavily used by both the professors and the students.

We take it for granted that we can talk to other people at any time, from wherever we may be. It is now becoming normal that we can access information, take photographs, record our thoughts with one device, and that we can share these with our friends, colleagues or the wider world. Newer developments in mobile phone technology are also beginning to offer the potential for rich multimedia experiences. The challenge for educators and designers is find out how best we might use these resources to support the learning process (Naismith, et al. 2008).

The possible uses of mobile media include various operational activities like receiving pre- admission information, filling admission forms, applying for financial assistance, taking exams, receiving exam results, finding about any changes of subject, class/meeting cancellations, etc. Mobile learning has a lot of potential for quickly reaching out to the geographically wide-spread learners, even though they have no Internet connectivity.

According to Attewell (2005), there are several advantages inherent in mobile learning over Internet:

- can be used for independent and collaborative learning experiences
- helps learners to identify where they need assistance and support
- helps to overcome the digital divide
- helps to make learning informal
- it is portable from one place to another

- more wide spread and popular than Internet
- not much technological pre-requisites
- cost is pretty affordable

In addition to the above advantages, one can argue that mobile learning tools help to solve some of the problems raised regarding the traditional distance education programs. Several researchers have identified these common problems. For example, the lack of personal contact and immediate instructor feedback (McGivney 2004), sense of isolation (Wojciechowski & Palmer 2005), requirement of pre-course orientation to help manage courses (Ashby 2004), requirement of the tutor support counseling sessions during course of study (Ashby, 2004), and improved information and formative advices (Ashby, 2004) are cited as major problems.

Many of these problems can be solved by communication with the student via cell phones, SMS messages and others tools of the mobile media. Short Message Service (SMS) is highly cost-effective and very reliable method of communication. It is less expensive to send an SMS than to mail a reminder through regular postal mail, or even follow-up via a telephone call. Besides SMS, distance learners can use mobile phones/ MP3 players to listen to their course lectures, and for storage and data transfer. New technologies especially mobile technologies are now challenging the traditional concept of Distance Education (Yousuf, 2007).

Given the advantages cited above, many content providers and educational institutions are jumping into the picture to provide interesting educational applications.

At the present time, if you have a cell phone you can read a book, write a book, podcast, write down notes, create a live TV or radio broadcast, check your online calendar, research information, surf the web, create a text blog, photo blog, video blog, and even take an entire course on your cell phone (Kagayama 2007).

Cyber University, Japan's only university to offer all classes only on the Internet began offering a class on mobile phones in November 2007 on the mysteries of the pyramids. Similarly, a pen and paper aren't necessary in an Edmonton (Canada) classroom where students are learning English with a new tool — text messages on their cell phones (CBCNews 2007).

Currently, several U.S. Universities have also started offering distance education courses by cell phones:

For the single mom who doesn't have time to attend her local college campus; for the young man who has no transportation to the technical college fifteen miles away; or for the working woman who wants a career change but still has to work a full-time job until she can do so, today Louisiana Community and Technical College System officials announced a solution (LCTCS Online 2008).

Beginning in January 26, 2009, students can register on a single Web site for online courses offered at \$63 per credit hour by any community college in Louisiana. And they'll be able to complete their coursework on desktops, laptops, or mobile phones.

As the above discussion and examples indicate, mobile learning will play a major role in distance education programs in the near future. Wireless tablet or pocket computers that can receive Internet signals at "hot spots" in places like the public libraries, city parks, airports, coffee houses and other locations would be used by students to access information, download files, communicate with class mates, professors and administrative offices. Similarly, PDA, iPods, and web-enabled mobile phones will be used for the same purposes. This will make education much more flexible and perhaps students will be better served. As the above discussion indicates, a wide variety of online education formats are emerging and all major universities are in a race to introduce their online courses and/or programs. Given this proliferation, it becomes apparent that those schools that have a good marketing plan will succeed while others that introduce programs in a haphazard manner will fail. The main objective of this paper is to treat online education as a form of electronic commerce and make recommendations to effectively market online programs.

MARKETING ONLINE EDUCATION

One of the main contributions of this paper is a theoretical marketing model for distance education (Figure 1). The principle components of the model include the policy maker, online education team, program designer and support, information provider, the learners (target markets), and the communication media. Their functions are briefly described below:

Policy Maker

The policy makers are at the top of the systems. They are the decision makers. Typically they are the board of trustees for a university/college (for-profit public/private or for-profit universities) or the executive board for a business that plans online training. The policy makers are influenced by both the internal and external environments.

Online program demands from faculty, students, and administrators (such as deans of a school) will influence their decisions. On the external environment side, competition plays a major role. If competing institutions start their online education programs, a particular organization might want to match it to remain in business.

Government policies (e.g. support for online education), foundation financial support, economic factors (e.g. during economic crisis there might a higher demand for online education to retool skills), and social factors (e.g. aging population and the arising need for life-time learning) could also be brought to the attention of the policy makers. The policy makers are the top because they are the ultimate decision makers and they are the ones to allocate necessary budget for new faculty, trainers, hardware, software, and other support.

Online Education Team

Once the policy makers approve the online education program and allocate the necessary budget, an online education team or committee is formed. They are ones to conduct market analysis, segment the market, and design an appropriate marketing mix for each target market. At this stage, a great deal of marketing research (demographics, need analysis, competition) is needed. This will help them to decide on the type of courses and programs needed. They design the actual program and instruct the “program designer and support group” to create the online courses needed.

Program Designer and Support

The program designer and support group consists of technically skilled people who are responsible to create courses online, prepare the Web site, periodically update information, train faculty, respond to faculty and students in different target markets when problems arise, and make sure that all components of the system (hardware, software) work properly.

They also communicate with the online education team to inform them about the changes in the technology market and demand additional budget when needed. Program support group could be created internally or the task could be outsourced to private for-profit organizations.

Information Provider

This group consists of teachers (for secondary schools), professors, trainers (in the business environment) and others such as the teaching assistants. They are responsible for the provision of content to the program designer and support group.

They are also responsible for the delivery of the material to different markets. Depending on the format of the program, some delivery or student assessment could be handled face-to-face while the majority of the delivery is done online. They have to be knowledgeable on different media types (need to be trained if necessary) so that they can deliver their courses effectively. They also need to be in contact with the online education team to report opportunities, challenges and problems.

Communication Media

The design of the program and the types of online courses offered will dictate the types of communication media to be used. As was mentioned earlier, radios, television, the Internet are the most common media types used. Potential cost to the students should also be considered in making media choices.

The use of very specialized hardware or software could be a financial burden to the potential students. Likewise, very large media files (e.g. video files) may not be easily supported by certain online accounts. A file that cannot be easily opened easily could be very frustrating to the students.

Target Markets

It is the task of the online education team to identify the market segments towards which the programs are targeted. At the present time, the population of online students is a close match to the general higher education student body. Online students, like the overall student body, are overwhelmingly undergraduates. The proportion of graduate-level students is slightly higher in online education relative to the overall higher education population. Online students, especially undergraduates, are more likely to be studying at Associates institutions than are their face-to-face contemporaries (Allen and Seaman 2006).

Some of the typical segments that can be considered include working people, elder persons who did not have the opportunity to learn through regular stream in their early age and those who want to update knowledge and acquire special skill. Besides these, other specific segments are women, socially backward and physically handicapped.

Feedback

Feedback is necessary at all levels of the system so that improvements can be made. The Web pages created should include contact e-mail and telephone numbers. It is also important that user inquiries should be handled in a very short time when problems arise.

The feedback is also important when new/modified program suggestions are made by different members of the system. Even when a suggestion is not feasible, a response to explain why it is not feasible is owed to the inquirer. The model suggested here could be used to for developing new programs or for existing programs.

The flowchart (Figure: 1) could be easily modified to include new elements depending on the organizational structure of the organization. As was discussed above, the online education team designs marketing plans and determines the marketing mix for selected market segments. In the following section, the marketing mix variables will be discussed in more detail.

THE MARKETING MIX

The marketing mix is extremely important for the success of a program. One might design the best program in the world. However, if the price is not right or if the program is not properly promoted it is doomed to fail. Likewise, if the distribution and technology used is not appropriately handled, again the program will fail. Thus, it is essential that the best combination of product, price, promotion and place (distribution) should be found for the needs of potential target market(s).

The online education planners should understand that unless they are sensitive to the requirements of the learners and their marketing strategies are 'learner-oriented', they cannot succeed.

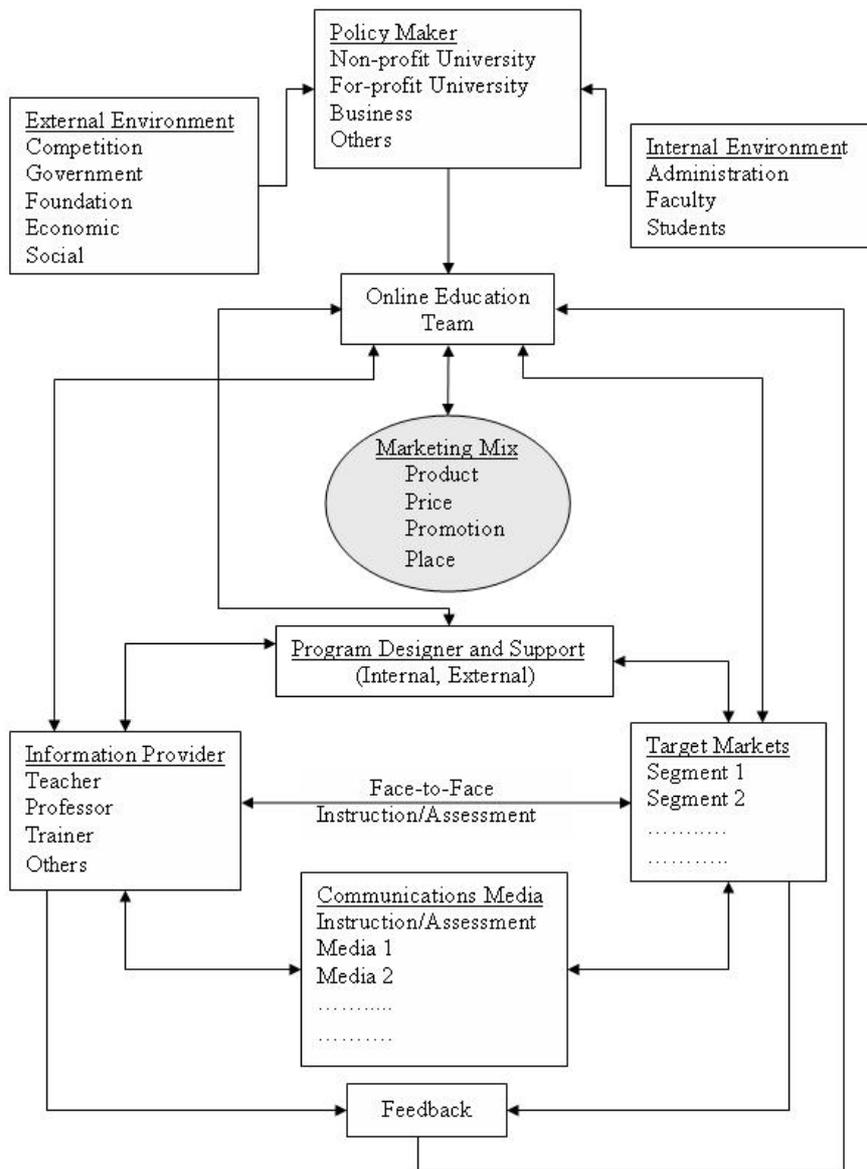


Figure: 1
Marketing Model for Online Education

Reaching to the target market and enrolling students in sufficient numbers is essential for the survival of a program. However, policy makers should

understand that retention of students is very difficult in the online environment since the students do not move to a physical campus and they can easily switch from one program to another if they are not satisfied. Thus, in order to keep the students that they have acquired, they should also keep the principles of relationship marketing in mind (Shaik, 2005). They should always be in close contact with their students and pay attention to their needs.

In the following paragraphs, the marketing mix variables (4Ps) are discussed in more detail as they apply to distance education:

Product

In online education, the product is a service. Before creating a product, one needs to firstly identify the target market(s). As was discussed earlier, the needs of the traditional college age students are much different than the needs of corporate workers or lifetime learners (Table 1). Thus, the designed product should reflect these differences. Market research data will be able to look more closely at what the market want and then look at your products to see if they are satisfying your customer's needs. By analyzing the market and its requirements, one will be able to change the product or develop the product in order to match those requirements of the people that are targeted. One also needs to remember that customers' needs are likely to change and therefore the products should constantly change to reflect market changes. The online education product (online courses, online programs) were traditionally produced internally within the university organization. As a result of this, the university had full control over the offerings and how the material was communicated to the target markets. However, during the recent years, many colleges and universities have found more economical to outsource the course creation to specialized vendors. Many academic institutions have found it difficult to provide the up-front investment and instructional support needed to develop high-quality courseware for online distance learning.

Thus, they have initiated collaboration agreements with for-profit universities or specialized companies as being desirable. Duke University's Fuqua School of Business, for example, has signed an agreement with Pensare, Inc. to co-produce a new, accredited online MBA program targeted to corporations. It was hoped that Pensare's technical know-how combined with Dukes strong brand name would be a very strong marketing point (Baer 2000). Pensare also has entered into agreements with Wharton Direct, the

distance learning arm of the Wharton School of the University of Pennsylvania, and with Harvard Business School Publishing, a nonprofit subsidiary of Harvard Business School. Harvard and Duke have invested in Pensare stocks as part of their collaborative agreements.

Another distance education model is for a traditional non-profit university to establish a for-profit subsidiary to run its online programs. One example is the New York University (NYU) forming a for-profit center that runs its continuing education programs online. A few other colleges and universities including Columbia University, University of Maryland's University College, and University of Nebraska have subsequently set up for-profit subsidiaries for online distance learning. Protecting the brand name, controlling quality, and potential financial support through stock sales are among the benefits of this model. When these collaboration agreements are signed, it is essential that a well-known university with a respected brand protect its image. An unsuccessful online program would tarnish their traditional on-campus programs as well. Another issue that needs to be clearly considered is the ownership of the course that is designed by the outside vendor. If they create a course for University A, could they modify it and sell it to University B? The legal staff should make clear that this does not happen. Of course this issue is still a concern when an online course is developed by a faculty member at a particular university. Who owns the course? The faculty member who created the course or the university? If the faculty member moved to another institution, could s/he take the course along? These are among the hotly debated issues regarding online education (Johnson, 2006; Kennedy 2002; Chodorow 2000).

Pricing

Pricing should reflect the cost of producing the program and delivering it to different target markets. Pricing strategy varies depending on the target market, whether the university is public or private, whether the university is non-profit or for-profit, and whether the student is in-state resident or out-of-state resident. Thus, there is a wide variation in pricing. It is sometimes argued that the cost of online programs is not lower than traditional programs if the same quality of the traditional programs is to be met (Smith and Mitry 2008) and these additional costs should be reflected in pricing. This equal-quality-conscious approach to online learning which has identical academic standards and a high level of interactivity requires a similar investment in faculty time and support in comparison to equal-sized on-ground classrooms. It is also indicated that the cost analysis of operating the program reveals that

it is more expensive in comparison to larger classrooms on-ground. Because of this higher cost, many schools add an additional fee (under the title of technical fee, streaming media/FTP download fee, and the like) for their online courses.

For example, Iowa State University adds a streaming media/FTP download fee of \$190 per credit hour in addition to \$359 per credit hour for graduate courses and \$231 per credit hour for undergraduate courses (Iowa State University). On the other hand, University of Florida provides information on its online tuition structure and explains that:

“The College charges \$77/credit hour for all online courses because of the higher costs associated with the development, delivery and support of online environments. All students enrolled in online classes are charged this fee whether they are in-state or out-of-state students” (University of Florida), and follows with following claim: *“As you explore options for your online education you will find our prices are remarkably competitive. For example the University of Phoenix charges \$570 per credit hour or \$1710 per 3-credit course. Capella University charges \$337.50 per credit hour or 1012.50 per 3-credit course.”*

When a person takes an online course, in addition to the reputation of the school, price is also an important factor. The decision becomes very complicated given the price variation from school to school. One has to also consider additional costs that arise when a person attends a hybrid program that require occasional campus presence for student assessment/exams and on-campus lectures.

Promotion

In order to make customers aware that a product exists, there are a number of methods one may choose from. For distance education programs, media advertising (radio, television, magazines, Internet) and personal selling are most commonly used. Radio, television and magazine advertising are used to create awareness for the program and to direct the potential students to the institution's Web page where a great deal of information can be provided in a very efficient and cost-effective way. For online education institutions, a number of target audiences must be considered including the students, students' families, employees (for a business), donors, and the government

(Yilmaz 2005). To reach to mass market, traditional media advertising might be the most appropriate method. However, given the nature of online programs, the Internet and University Web pages are fast becoming the chosen method of promotion. A quick survey of University Web pages indicate that all of the online education sites provide price and product information as well as describing the program, justifying the cost differences, sources for financial aid, registration information, deadlines, and sample lecture videos. This kind of detailed information cannot be effectively handled in 30-60 second commercials. It might also be feasible to print pamphlets to distribute in public places or to mail to potential students. Personal selling might be more appropriate in a business environment where a program is aimed to the employees of a corporation. Under certain circumstances, non-personal communication such as providing a section of a course for free to gain interest might be a choice. Finally, creating a public relations department to create a favorable attitude towards the University and the program might be desirable.

Place (Distribution)

Media selection plays a crucial role in distributing online education products. As was mentioned earlier, the Internet is playing an increasingly important role in the education market. Because of its flexibility, one can relay the instructional material to the students in a number of ways including PowerPoint slides, online video, and online articles placed on the course Web page. These could be viewed by the students at any time. In addition, the instructor could run live chats and live discussions. For hybrid programs, some of the information might be provided on a face-to-face basis. As was mentioned earlier, mobile technologies are also becoming very important in the distribution process. Technology becomes a key component in the distribution process. Hardware and software problems must be minimized in the communication process. The provider must acquire the most recent technology to effectively run the program. However, this should not be at the expense of the student who might be required to acquire additional hardware or software. The provider must make sure that information files placed online are easily downloadable by the students.

CONCLUSIONS

As the above examples illustrate, online education has a huge growth potential. Some of the early technology problems that hurt online programs will be solved rapidly facilitating more efficient and better distribution.

With the entry of well known colleges and universities into this field, the initial low quality image is fast disappearing. During the coming years, it will be feasible for somebody in China, Brazil or perhaps Turkey to get a Harvard degree (if they qualify) while they work in their home countries. The cost of this education is going to be much less than the traditional education. The competition in this market will be very keen. It is likely that some of the weaker programs will disappear.

As the marketers will say, consumer is the king. The educational choices for these consumers will be rather large. They have the option of choosing a traditional education model as well as online options. Thus, the providers will have to do a good job in creating and promoting their programs. At the present time, promotion of programs and the cost structure is mainly done through the providers' web pages.

The growing number of online courses available from multiple sources has complicated the choice issue somewhat. However, there are numerous web sites and clearinghouses that offer compilations and descriptions of such courses and/or programs.

It is clear that online education systems will expand the market and make it more global. However, there are some issues to be resolved. One issue might be related to the cross-border flow of information that individual countries might want to control or tax. Another issue might be regarding the intellectual property rights. Who owns the course? Is it the college or the professor who created the course? Assessment of online programs by third parties and the role governments in this process are additional issues to be resolved.

At this age of technology and global communications though the Internet and other means, the global education market has become very dynamic. The old geographic boundaries of countries are fast disappearing. Thus, the traditional university systems (mostly public education systems) should realize that the monopoly position that they once had in their home market cannot be protected anymore. They will face competition from private universities that are rapidly increasing in their own country both in the traditional education and online education markets. Moreover, they will be facing competition from for-profit and non-profit universities operating in other countries.

Thus, they should find ways of adapting to this changing education world or face the risk of failure. The following quote is still applicable in today's environment.

***“It’s not the strongest of the species that survives,
Not the most intelligent,
but the one most responsive to change.”***
(Charles Darwin, Origin of Species, 1859,
as quoted in Hiltz and Turoff 2005.)

REFERENCES

- Acosta, L. (2009). 7 Reasons to Get Your College Degree Online. WorldWideLearn, available at: <http://www.worldwidelearn.com/education-articles/college-degree-online.htm>, retrieved on January 12, 2009.
- Alexander, B. (2004). Going Nomadic: Mobile Learning in Higher Education. *Educause*, September/October, 29-35.
- Allen, E. and Jeff S. (2006). Making the Grade: Online Education in the United States,” *Babson Survey Research Group*, 2006.
- Ashby, A. (2004). Monitoring Student Retention in the Open University: definition, measurement, interpretation and action. *Open Learning*, 19 (1), 65-78.
- Attewell, J. (2005). Mobile Technologies and Learning: A technology update and m-learning project summary. *Learning and Skills Development Agency*, available at www.LSDA.org.uk, retrieved on January 30, 2009.
- Baer, W. S. (2000). Competition and Collaboration in Online Distance Learning. *Information, Communication & Society*, 3(4), 457-473.
- Baer, W. S. (1998). Will the Internet Transform Higher Education? *The Emerging Internet*, 81–108.
- Bryant, M. & Kahle, J. B. & Schafer, B. A. (2005). Distance Education: A Review o the Contemporary Literature. *Issues in Accounting Education*, 20 (3) 255-272.

CBCNews. (February 9, 2007). Text-message Course Helping Newcomers Learn English. *Canadian Broadcasting Corporation News*, available at: <http://www.cbc.ca/canada/edmonton/story/2007/02/09/text-classes.html>, retrieved on January 30, 2009.

Chodorow, Stanley. (2000). Faculty, Intellectual Property, and Online Education”, *Continuing Higher Education Review*, 64, 12-22.

Demiray, U., J. Nagy and R.A. Yilmaz. (2007). Strategies for Marketing of Higher Education with Comparative Contextual References between Australia and Turkey. *Turkish Online Journal of Distance Education-TOJDE*, 157-173.

Dunning, K. and B. Vijayaraman. (2000). Motivational Factors, Characteristics, and Computer Skills of MBA Students in Web-Based Courses. *Journal of Computer Information Systems*, 41(2), 95-98.

DOE. (2008). Distance Education at Degree-Granting Post-Secondary Institutions: 2006–07. *U.S. Department of Education*, available at: <http://nces.ed.gov/pubs2009/2009044.pdf>, retrieved on January 11, 2009.

Harvard University, <http://www.fao.fas.harvard.edu/cost.htm>, retrieved on January 12, 2009.

Hiltz, S. R. and M. Turoff, (2005). Education Goes Digital: The Evolution of Online Learning and the Revolution in Higher Learning. *Communications of the ACM*, 59-64.

Internet World Stats. (2008). The Internet Big Picture: World Internet Users and Population Stats. retrieved on January 11, 2009. Available at: <http://www.internetworldstats.com/stats.htm>,

Iowa State University, <http://www.ede.iastate.edu/Tuition-and-Fees/Tuition/Tuition-and-Fees.html>, retrieved on January 12, 2009.

Johnson, Liz. (2006). Managing Intellectual Property for Distance Learning. *Educause Quarterly*, No. 2, 66-70.

Kagayama, Yuri. (November 28, 2007). Cell Phone College Class Opens in Japan. *USA Today*, retrieved on January 30, 2009, available at:

http://www.usatoday.com/tech/wireless/phones/2007-11-28-cellphone-college-japan_N.htm,

Kennedy, G (2002). Intellectual Property Issues in E-Learning. *Computer Law & Security Report*, 18(2), 91-99.

Kleinman, J. and E. Entin, (2002). Comparison of In-Class and Distance-Learning Students' Performance and Attitudes in an Introductory Computer Science Course. *Journal of Computing Sciences in Colleges*, 17(6), 206-219.

Lewer, J.J, Gerlich, N. Pearson. T. (2006). Market Segmentation for Online Courses in the College of Business. *Academy of Marketing Studies Journal*, 10(2), 95-105.

LCTCS Online. (November 11, 2008). LCTCS Online to Offer Convenient Way to Earn College Credits Through Internet and Cell Phone Delivery. *Louisiana Community & Technical College*, retrieved on January 30, 2009, available at: <http://www.lctcs.edu/news.asp?articleID=375>

Lu, J., C. Yu, and C. Liu. (2003). Learning Style, Learning Patterns, and Learning Performance in a WebCT-Based Course. *Information and Management*, 40, 497-507.

McGivney, V. (2004). Understanding persistence in adult learning. *Open Learning*, 19(1), 33-46.

McIntosh, C. and Z. Varoglu. (2005). Perspectives on Distance Education: Lifelong Learning and Distance Higher Education, *UNESCO*, available at: <http://unesdoc.unesco.org/images/0014/001412/141218e.pdf#85> retrieved on January 11, 2009.

Naismith, L et al. (2008). Literature Review in Mobile Technologies and Learning. Retrieved on January 28, 2009, available at: http://elearning.typepad.com/thelearnedman/mobile_learning/reports/futurelab_review_11.pdf.

Noble, D. F. (1998). Digital Diploma Mills: Automation of Higher Education. *First Monday*, retrieved on January 11, 2009, available at: http://outreach.lib.uic.edu/www/issues/issue3_1/noble, retrieved on

Parsad, B., L. Lewis and P. Tice. (2008). Distance Education at Degree-Granting Postsecondary Institutions: 2006-2007, *U.S. Department of Education*, December 2008, retrieved on January 12, 2009, also available from <http://nces.ed.gov/pubs2009/2009044.pdf> ,

Priluck, R. (2004). Web-Assisted Courses for Business Education: An Examination of Two Sections of Principles of Marketing. *Journal of Marketing Education*, 26(2) 161-173.

Shaik, N. (2005). Marketing Distance Learning Programs and Courses: A Relationship Marketing Strategy. *Online Journal of Distance Learning Administration*, 3(2).

Smith, D. and D. Mitri. (2008). Investigation of Higher Education: The Real Costs and Quality of Online Programs. *Journal of Education for Business*, 147-152.

U. K. Open University, available at: <http://www3.open.ac.uk/about>,

University of Florida, <http://education.ufl.edu/online/edtech/FAQ.htm>, retrieved on Jan 12, 2009.

White, G. and F. Ploeger. (2004). Cognitive Characteristics for Learning Visual Basic. *Journal of Computer Information Systems*, 44(3) 58-66.

Wojciechowski, A., & Palmer, L. B. (2005). Individual Students Characteristics: Can any be predictors of success in online classes? *Online Journal of Distance Learning Administration*, 8(2). Available at: <http://www.westga.edu/~distance/ojdla/summer82/wojciechowski82.htm>, retrieved on January 30, 2009.

Yilmaz, R. Ayhan. (2005). Using of Marketing Communication for Distance Education Institutions. *Turkish Online Journal of Distance Education-TOJDE*, 6 (2).

Yousuf, M. (2007). Effectiveness of Mobile Learning in Distance Education. *Turkish Online Journal of Distance Education-TOJD*, 8(4), Article 9.

ADDITIONAL READINGS

Aggarwal A. K., Veena A., and Tigineh M. (2006). Continuous Improvement Process in Web-Based Education at a Public University. *E - Service Journal*, 3-26.

Amrein-Beardsley, A, T., S. Foulger, and Meredith T. (2007). Examining the Development of a Hybrid Degree Program: Using Student and Instructor Data to Inform Decision-Making. *Journal of Research on Technology in Education*, 9(4), 331-357.

Chen, Liang-Hsuan. (2008). Internationalization or International Marketing? Two Frameworks for Understanding International Students' Choice of Canadian Universities. *Journal of Marketing for Higher Education*.

Daymont, T. and Gary B. (2008). Student Performance in Online and Traditional Sections of an Undergraduate Management Course. *Journal of Behavioral and Applied Management*, 9(3), 275-294.

Doering, A. and George V. (2008). Hybrid Online Education: Identifying Integration Models Using Adventure Learning. *International Society for Technology in Education*, 41(1), 24-41.

Dumort, A. (2000). New Media and Distance Education: An EU-US Perspective. *Information, Communication & Society*, 3 (4), 546-556.

Dykman, C. and Charles K. D. (2008). Online Education Forum - Part Three: A Quality Online Educational Experience. *Journal of Information Systems Education*, 19(3), 281-289.

Dykman, C. and, Charles K. D. (2008). Online Education Forum: Part Two – Teaching Online Versus Teaching Conventionally. *Journal of Information Systems Education*, 19(2), 157-164.

Dykman, C. and, Charles K. D. (2008). Online Education Forum: Part One – The Shift toward Online Education. *Journal of Information Systems Education*, 19(1), 1-22.

Eveland, V. and Jonathan A.. (2007). Marketing Online Degree Programs: How Do Traditional-Residential Programs Compete? *Journal of Marketing for Higher Education*.

Fok, A and H. S. Ip. (2006). An Agent-Based Framework for Personalized Learning in Continuing Professional Development. *Journal of Distance Education Technologies*, 4(3), 48-61.

Folkers, D. A. (2005). Competing in the Marketplace: Incorporating Online Education into Higher Education – An Organizational Perspective. *Information Resources Management Journal*, 62-76.

Georgieva, E. (2006). A Comparison Analysis of Mobile Learning Systems. *International Conference on Computer Systems and Technologies*. Retrieved on January 29, 2009, can be obtained at: <http://ecet.ecs.ru.acad.bg/cst06/Docs/cp/sIV/IV.17.pdf>,

Gibson, Shannon, Michael L. Harris and Susan M. Colaric. (2008). Technology Acceptance in an Academic Context: Faculty Acceptance of Online Education. *Journal of Education for Business*, 355-359.

Gordon, Jack. (2003). Learning in the Palm of their Hands. *e-Learning*, 32-35.

Granitz, N. and Scott G. (2003). Applying E-Marketing Strategies to Online Distance Learning. *Journal of Marketing Education*, 25(1), 16-30.

Hannon, J.. (2007). Cultural Diversity Online: Student Engagement with Learning Technologies. *International Journal of Educational Management*, 21(5), 418-432.

Helgesen, Ø. and Høgskolen i Å. (2008). Marketing for Higher Education: A Relationship Marketing Approach. *Journal of Marketing for Higher Education*.

Herman, T. and Savilla B. (2007). Face-to-Face versus Online Coursework: A Comparison of Costs and Learning Outcomes,” *Contemporary Issues in Technology and Teacher Education*, 7(4), 318-326.

Hollenbeck, C. R., George M. Z., and Warren F. (2005). Distance Learning Trends and Benchmarks: Lessons from an Online MBA Program, *Marketing Education Review*, 15(2), 39-52.

Hrastinski, S. (2008). Asynchronous and Synchronous E-Learning. *Educause Quarterly*, 31(4), 1-6.

Hwang, Gwo-Jen, Ting-Ting Wu, and Yen-Jung Chen. 2007). Ubiquitous Computing Technologies in Education,” *International Journal of Distance Education Technologies*, 5(4), 1-4.

Jackson, M. J. and Marilyn M. H.. (2008). Student Perceptions of Hybrid Courses: Measuring and Interpreting Quality. *Journal of Education for Business*, 84(1), 7-12.

Latanich, G., Sarath A. N. A., and Gail I. H.. (2001). A Profile of Today's Distance Learners: An Investigation of Demographic and Individual Difference Variables of Distance and Non-Distance Learners. *Journal of Marketing for Higher Education*.

Lippincott, Joan K. (2008). Mobile Technologies, Mobile Users: Implications for Academic Libraries,” *ARL*, 1-4.

Moallem, M. (2007). Accommodating Individual Differences in the Design of Online Learning Environments: A Comparative Study. *Journal of Research on Technology in Education*, 40(2), 217–245

Peltier, J. W., John A. S, and William D. (2007). The Interdependence of the Factors Influencing the Perceived Quality of the Online Learning Experience A Causal Model. *Journal of Marketing Education*, 29(2), 140-153.

Robinson, C. C. and Hallett H. (2008). New Benchmarks in Higher Education: Student Engagement in Online Learning. *Journal of Education for Business*, 101-108.

Shaik, N. (2005). Marketing Distance Learning Programs: A Relationship Marketing Strategy. *Online Journal of Distance Learning Administration*, 8(2), 1-8.

Shank, M, Margaret H. W., and Margaret M. (2001). Appreciating the Needs of Non-Traditional Students: Women as a Growing Market for Colleges and Universities. *Journal of Marketing for Higher Education*.

St. Amant, K.. (2007). Online Education in an Age of Globalization: Foundational Perspectives and Practices for Technical Communication Instructors and Trainers. *Technical Communication Quarterly*, 13-30.

Starke-Meyerring, D. and D. Andrews. (2006). Building a Shared Virtual Learning Culture,” *Business Communication Quarterly*, 69(1), 25-49.

Terry, N. (2007). Assessing Instruction Modes for Master of Business Administration (MBA) Courses. *Journal of Education for Business*, 220-225.

Vavoula, G. N. (2005). A study of mobile learning practices, available at: http://www.mobilearn.org/download/results/public_deliverables/MOBILearn_D4.4_Final.pdf. Retrieved at January 28, 2009.

Wasmer, D.J., James R. Williams, and Julie Stevenson. (1997). A Reconceptualization of the Marketing Mix: Using the 4 C's to Improve Marketing Planning in Higher Education. *Journal of Marketing for Higher Education*.

Wood, B. J G, Suellen M T, and Geoffrey N S. (2005). Borderless Education: Some Implications for Management. *The International Journal of Educational Management*, 428-436.

BIODATA and CONTACT ADRESSE of AUTHORS

Prof. Dr. Fahri UNSAL, Ithaca College, USA



Fahri UNSAL was born in Ermenek, Turkey in 1948. He received his B.S. and M.S. degrees from the American University of Beirut and his Ph.D. from Cornell University in Marketing with concentrations in Quantitative Analysis and Economic Theory in 1979. He has been employed by Ithaca College in Ithaca, New York since 1979. He is currently Professor of Marketing and International

Business at this institution. During his sabbatical leaves, Dr. Unsal has taught for the University of Maryland Overseas Program in Germany, Bilkent University in Ankara, and Ithaca College London branch. His recent research interests and publications revolved around European Union issues, electronic commerce, internet marketing and quantitative analysis. Dr. Unsal has served as the vice president for membership of the Association of Global Business and is member of International Trade & Finance Association.

Prof. Dr. Fahri Unsal
School of Business, Marketing/Law, Ithaca College
410 New Business Building, Ithaca, NY 14850, USA
Email: unsal@ithaca.edu
URL: <http://faculty.ithaca.edu/unsal>

Assoc. Prof. Dr. N. Selver RUZGAR, Marmara University, Turkey



N. Selver RUZGAR was born in Pinarhisar, Kirklareli, Turkey in 1962. She received the MS degree in Mathematics from Istanbul Technical University, İstanbul, Turkey in 1989 and Ph. D. degree in Quantitative Methods from Istanbul University, İstanbul, Turkey, in 1998. She worked as a Mathematician, Lecturer, and Assistant Professor at Computer and Electronic Education Department of Technical Education Faculty, Marmara University, İstanbul Turkey. Currently, she works as an Associate Professor at Vocational School of Social Sciences, Marmara University, and İstanbul, Turkey. She has four books, an author of more than 15 papers in refereed journals and more than 60 papers in conference proceedings. Her research interests are system simulation, applied statistics, quantitative methods, and distance education

Assoc. Prof. Dr. Nursel Selver Ruzgar
Vocational School of Social Sciences,
Marmara University Beyazit Campus, Eminonu, İstanbul, TURKEY
Email: nruzgar@marmara.edu.tr

SECTION-II
Advertising, Promotion,
Intellectual Property Issues And
Collaborative Distance Education

CHAPTER VI

Advertising the Distance Education Programs: Campaign Processes of the Distance Education Programs

Ayda SABUNCUOGLU

Ebru GOKALILER

Yasar University, *TURKEY*

ABSTRACT

Nowadays, the market environment is more competitive than ever before because of the new product developments which increase the importance of the marketing strategies in the organizations. Today, all the organizations - including distance learning education programs - want to be on the consumer mindset within better perception than their competitors. In this context, advertising became one of the most important marketing communication tools to differentiate the organizations from the competitors in consumers' minds. The strategic decisions are the main elements of an advertising campaign which starts with the research and situation analysis and finishes with the evaluation stage. To create successful advertising campaign for the distance learning education programs the advertiser has to handle every eight stages of the advertising campaign with attentively.

INTRODUCTION

Today, the increase variety of the products that offered to consumers, the acceleration of new product' development process and the reasons such as increased competition made organizations consider their marketing strategies more important. In this context, advertising- which considered as one of the most effective elements of marketing communications- became more important day by day in the process of the organizations differentiate from the competitors in consumers' minds and in the point of conveying the messages to target audience more effectively. Because of these

circumstances organizations started to see advertising as an investment not as an expenditure.

The concept of advertising has different definitions like the other social sciences' concepts. In one definition advertising is defined as "the purchased publicity directed according to definite plan to influence people to act or to think as the advertiser desires" (Brewster and Palmer, 2001: 8). In this context, it can be suggested that advertising has the ability to set the consumers into action within a framework of plan.

According to another definition which made by American Marketing Association-AMA-; "advertising is any form of non-personal presentation of goods, services or ideas for action, openly paid for by an identified sponsor" (Kaptan, 2002: 8). Another definition which emphasizes that advertising persuades people via mass media is made as; "advertising is paid persuasive communication that uses non-personal mass media- as well as other forms of interactive communication- to reach broad audiences to connect an identified sponsor with target audience" (Wells, et al, 2007: 5). Advertising conveys their persuasive messages via mass media vehicles like television, radio, newspapers, magazines, and internet. The target audience that provides information from advertising about products and services, position the brands to different places in their minds than the competitive brands. Advertising performs an awareness function that creates product and service awareness for consumers. Also it has functions like; creating brand image, announcing special offers, creating long termed consumer loyalty and trust and fighting with the negative claims of the competitors (Petley, 2003: 20). To provide continuous advantage from advertising, the advertisement series must be created within a controlled, planned and strategic process. In this context, the consumers must be exposed to an advertising campaign-which defined as the "comprehensive advertising plan for a series of different but related ads that appear in different media across a specified time period" (Wells, et al, 1998: 590) - to persuade the consumers to purchase.

Creating an advertising campaign is a long-term process. The product or service's specialities, its position in the marketplace and its place in consumers' minds must be examined deeply to make an effective advertising campaign. The advertising campaign which made with strategic decisions has different stages that starts with research process and finishes with the evaluation of the advertising campaign. The strategic decisions made for

advertising campaign allows creating the most suitable messages for target audience and eliminating the risky situations.

Advertising campaign plans are short-term in nature and also they are done on an annual basis but the campaign themes are usually developed with an aim of using for longer time periods. However many themes of advertising campaigns last only a short time because of the ineffective messages or the changing conditions in the marketplace like competitive developments. *Philip Morris's* "Marlboro country" can be given as an example for successful and long time advertising campaign themes while some marketers change or has to change their campaign themes often (Belch and Belch, 2004: 252).

Because of the technological improvements and globalization, the markets became more global and competitive and global brands and various kinds of products started to be born. The organizations that strive to remain standing started to create their marketing strategies to keep in pace with these changes. Global brand's organizations that strive to convey their messages globally created their advertising campaigns to different countries with one main message (Kotler and Armstrong, 2008: 440). There are three main factors like socio-cultural, economical and legal-environmental that international and global brand's advertising campaigns have to consider.

Socio-Cultural Factors

The creator of the advertising message has to select the elements of the advertisement according to his/her expectations about how the target audience will respond to ad message assuming shared cultural conventions. The advertising message's receivers must use the same conventions for evaluating the stimulus in order to be able to formulate the response to ad message. So, to develop one single idea for whole world or one global stimulus for different countries and cultures the responses must be similar too. If the advertiser knows the target audience's culture and use messages according to that culture the effect and the response would be in the intended way (Mooij, 2005: 8). The colors that used in the advertising messages can be given as an example for this circumstance. In most cultures white color represents cleanness and purity but in Chinese culture it represents death.

Economical Factors

The positive or negative economical situations that happen in country or world based effects the advertising investments. In the situations like

economic stagnations, while some organizations tend to decrease advertising expenditures to maintain their operational sources, some organizations choose to advertise to convert crisis to advantage.

Legal-Environmental Factors

Every country has their own laws for advertising media and the limits for creative visuals and because of this; before creating and executing global or international advertisements the advertisers have to consider those laws. As an example; every country has different regulations in the matter of tobacco and alcohol products.

Today marketing communication activities are becoming more important for the organizations that strive to remain their existences and that tend to position themselves superior from their competitors. Formerly marketing communication activities were important for only specific sectors but today every sector have to convey information about their product or services and have to persuade consumers to choose their products and services instead of the competitors'. Distance education sector is one of the important sector that try to communicate with their target audience marketing communication activities because distance education market is becoming more competitive day by day. Advertising -that considered as one of the most important marketing communications elements- is becoming one of the most used mass communication tool for distance education sector. Firstly the specialities and the advantages of the distance education programs must be examined and understood in detailed by the advertisers in the formation process of distance education programs to create a positive image in consumers' minds, to create brand awareness and to increase market share.

Advertising campaigns has a more comprehensive and long-term process in comparison with one single advertisement and advertising campaigns contain some processes like; situation analysis of the organization and the product/service and expositions of consumers needs and wants. It can be suggested that an effective advertising campaign is formed with successful marketing strategies and its effectiveness is related to true determinations of goals and aims. An effective advertising campaign contains eight main stages that given below (Kocabas and Elden, 2004: 57):

- Research and Situation Analysis
- Determination of Campaign Aims
- Determination of Campaign Strategy

- Determination of Campaign Budget
- Creative Works
- Media Usage Decisions
- Execution
- Evaluation

To form and execute an effective advertising campaign advertiser has to handle every eight stage with attentively. An effective advertising campaign of distance education programs has to have these eight different steps to achieve their goals and aims. The initial stage must contain some researches about the distance education program's specialities, advantages, disadvantages etc. and the distance education sector. This initial stage will give the main information and datas that happens to be the basis of the distance education program's advertising campaign and this main information and datas will be used to determine the campaign's aims and strategy. The advertising budget's determination which will be made according to the organization's business budget and the position in the market place will also determine the distance education program's creative work's framework. In the other stage the decisions of suitable media vehicles will be made according to the distance education program's creative work and the target audience. The target audiences of distance education programs are mostly the individuals who tend to use internet more the other media vehicles, so distance education programs mostly use internet as an advertising medium. In the execution stage the distance education program's advertising messages starts to reach the target audiences via the determined advertising mediums. In the last stage of the distance education program's advertising campaign process the advertisers makes evaluations of the effectiveness' of advertising messages according to surveys and researches.

RESEARCH AND SITUATION ANALYSIS IN AN ADVERTISING CAMPAIGN OF DISTANCE EDUCATION PROGRAM

The initial step in the process of creating an advertising campaign is to survey the situation of the commodity or service to be advertised in the market and to carry out a situation analysis. This process bears a great importance in that it lays the ground for the advertising campaign. Correctly performed survey and situation analysis ensures the advertisement to be formed in a correct strategy. There are two aspects in the survey and situation analysis which are the initial stage of an advertising campaign. The

first of these aspects is the one from the past and the second one for the present. In this context, two questions must be answered in this process. While the first question is “Where is the place of the commodity or service to be now advertised in the market and in the consumer’s mind?”, the second question is “How has it reached this place?” Once the answers to these questions have been found, one tries to find the answer to the question “Where shall it be in the future?” in the planning process of the advertising campaign (Lane, et al, 2005:649).

In this process, the advertising campaigns carried out in the distance education field initially start with the activities performed in the fields of surveying the position of the institution which provides distance education in the sector and the level of perception and attitude of the consumers about it. The distance education institution existing in the sector is dealt with and the place of its competitors in the market is studied. In this case, the position of competitors is also a road map for the distance education institution. The studies performed views and attitudes of the consumers towards such institutions and the advertising activities carried out such institutions have a prominent place in the process of the formation of the advertising campaign.

In order to bring an advertising plan into being, one must correctly assess the behaviors of the customers with regard to the brand, well understand and scrutinize in detail the competitive environment and determine the compliance of the proposed advertising campaign with the overall marketing strategy of the brand and their interconnection (Bozkurt, 2004:220). In this process, the information which the target group has previously acquired about the distance education program and the institution that organizes the program has a great importance in the advertising campaign of the distance education programs. If the target group has an affirmative opinion or experience concerning this program and institution, this fact is influential in the formation of contents and type of the advertisement in terms of the advertising campaign and marketing strategy. If the target group does not have any opinion or experience about the institution, then a message promoting the institution and providing information about the range of services of the institution must underlie the idea of advertising campaign.

In this context, the situation analysis which takes place in the initial step of the advertising campaign is usually preferred in order to find out the place of the market and the institution in the market and the mind of the customer. In

this case, the specified three steps are followed for the survey (Paley, 2001:195-196):

Market Environment and Competitors

A market analysis must be performed in order to study the competitors and the market environment prior to the campaign process. Such survey ensures the evaluation of the competition opportunities and relevant market trends, positioning, media selection and distribution as well as the user models. At the end of this step, one determines the customers of the competitors and when, where and for what purpose they are guided to purchase. This analysis ensures that one may clearly study the market environment and the situation of the competitors and see the opportunities of the market for a successful development.

Product Survey

The product to be advertised is placed under the scope in the process of product survey. At this step, the basic objective is the scrutinisation of the characteristics of the existing and potential customers. Such issues as the requirements of those people who used the product of the service and what benefits the product meets and in what process of use are studied. All these surveys ensure correct positioning decisions and effective use of advertising attractions.

Focus on Consumer-Target Group

The most basic and most important step in the achievement of an advertising campaign is to know and understand the target group and know by what their decisions change. This stage is the step in which the target group's demographic and life-style profile. There are advantages in identifying a target group. To identify a target group assists those who prepare the advertising campaign at the stages of seeing different consumers and their requirements and then making their decisions and in that the messages shall be effective and to the desired purpose. The ages, abodes, educational conditions, vocations and marital statuses of those people who use the products are usually described at this stage. How the target group behaves and how they think on the basis of their attitudes, interests and opinions and what motivates them are also determined. Upon such determination, media habits should be analyzed. If one know who the target group is and how it behaves, what it watches, reads and listens, then a certain value may be created. How the advertising campaign shall be

developed may be determined upon all such preliminary study and survey data.

These steps are also pursued in the campaign formation process of the distance education advertisements. At present, the distance education issue is a developing field. And in this context, the communicative efforts of distance education institutions also increase with every passing day. Those institutions which are increasing in the distance education sector with every passing day make marketing efforts with large budgets so that they may survive in the sector (Beesley and Cavins, 2002). The distance education institutions which shall be advertised in such a market environment positions itself in accordance with the position of its competitors in the market and make its communicative efforts accordingly. When one studies the distance education programs on product basis, it shall be found out that the overall structure and contents of the program and the opportunities it provides are assessed and a survey is then carried out in order to differentiate the product in the eye of the consumer. Identification of the target group of the distance education programs and the creation of the advertising campaign within this framework accordingly affects the success of the advertisement and then the perception of the distance education program in the mind of the target group.

After the surveying process commences the analyzing process. In the light of the information so obtained, SWOT analysis which is an analysis method which is especially preferred by a great many advertising specialists is employed. By SWOT analysis, the strengths, weaknesses, opportunities and threats which may be encountered are identified. The information obtained about the product, market environment, competitors and target group upon situation analysis is studied as internal and external information in the SWOT analysis.

While one looks into how the strengths may be converted into opportunities in the internal factors, one tries to reveal in what way the weaknesses may turn into threats and how such threats may be avoided in the external factors. In strategic planning, the key to solution of opinions, problems and opportunities is the order of the strengths and opportunities and the identification of weaknesses and threats (Wells, et al: 187).

SWOT analysis is a significant medium for the discussion of the present and future opportunities of the brand and to place them in a sequence of priority. The action plans prepared as a result of the SWOT analysis contain short-

term goals in order to prevent the threats and improve the opportunities (Kelley, 2006:19).

Before the advertisements of the distance education institutions, the weaknesses and strengths of the institution are investigated through internal and external factors in the SWOT analysis. When it is evaluated within this scope, the distance education institution is assessed in the axis of formal education and the competing firms in the field of distance education, thus obtaining important clues which may form the main idea of the advertising campaign and which shall ensure strong formation of the strategy.

Consequently, analysis and investigation of the factors which may affect the success of an advertising campaign is the cornerstone of a campaign. The condition of the market and the enterprise is identified during this process which is the initial step of an advertising campaign. And this provides those brands that want to address the target group in the most effective and correct manner with an opportunity to carry out a survey and analysis and is a guide in the creation of the advertisements of the product of service so advertised.

DETERMINATION OF A DISTANCE EDUCATION PROGRAM'S ADVERTISING CAMPAIGN AIMS

There two main aims to determine in this stage and these aims are essential to obtain an effective advertising campaign. The first aim of an advertising campaign is the communication aim. Because of the advertising messages act as a bridge between the organization/ producer and the consumer and help them to communicate each other. The other one is the selling aim of advertising. These two main aims are related to each other because if organizations/producers can not convey information about their products or services and persuade the consumers to prefer products or services instead of the competitors' than the consumers won't purchase their products. So the advertising campaigns' first aim is to create communication and the second aim is to provide sales. It can be suggested that an effective distance education program's advertising campaign has to have communication and selling aims.

The Communication Aim of Advertising

The concept of communication has various definitions like; transferring information, exchanging ideas or creating a unity between sender/source and receiver (Schram: 1955). According to Philip V. Lewis communication is;

“sharing messages, ideas or attitudes that produce a degree of understanding between a sender and receiver” (Romesh, ISBN 8126122730, 9788126122738: 400). In another definition Ray Birdwhistell suggested that communication is; “a structural system of significant symbols which permit ordered human interaction” (Leeds-Hurwitz, 1993: 15). Over the years, a basic model that includes various communication processes’ elements has evolved. The two main elements of communication are; sender/source and the receiver and the other elements that take part in the communication process are; message, channel. There are four other elements which are considered as the communication functions and processes are; encoding, decoding, feedback and noise (Belch and Belch, 2004: 139, 141). In order to communication to realize, there must be a message/information transferred from sender/source to receiver but the effectiveness of the communication process depends on the message’s content, the condition that how and where the receiver had the message, the interpretation of the receiver and the sender/source’s evaluation of feedback that came from the receiver.

Advertising works as a communication tool by reaching and informing mass audiences about the product or service and it strives to create attitudes and behaviors of the consumers in the intended way. Advertising is considered as a communication process because it contains every element of communication process’ in its structure as shown in the Figure: 1

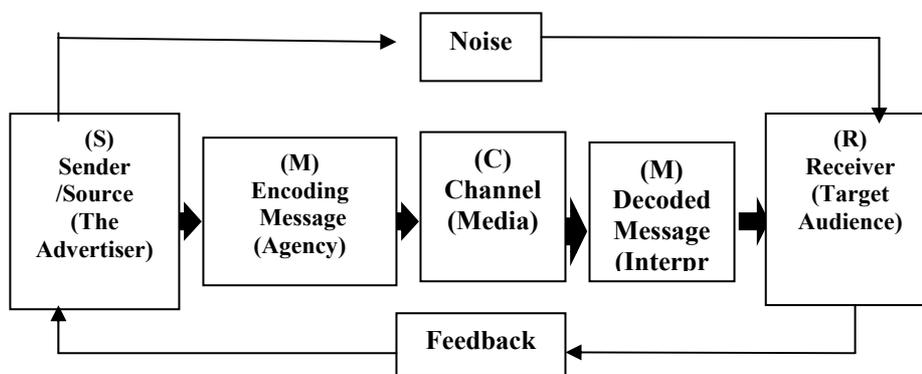


Figure: 1

Advertising Communication Model

Source: William Wells/John Burnett/Sandra Moriarty/May Lwin, *Advertising Principles and Effective IMC Practice*, 1th Edition, Prentice Hall Inc., Singapore, 2007, p.104.

When the advertising is considered as a communication process, the *sender/source* of the advertising process is counted as the organization that strives to convey messages to the target audience or the advertising agencies/advertising professionals who creates the advertising messages. The individual who takes place in the advertising message can be the sender/source of the advertising process too and if that source took part in the advertising message is an individual who is loved by the target audience or has different specialities than the competitors' advertising message's sources, the advertising message would be more effective. Also the trustworthiness of that individual would be important for the target audience to believe in him/her and to achieve an effective advertising process. The last factor that affects the sender's effectiveness is the similarity that audience saw between that individual and themselves. The sender/source chooses some figures, symbols, voices, music, colors, graphics etc. in the *encoding* stage and these choices form the advertising *message*. The *channels* of advertising process are considered as the media vehicles that conveys the ad messages from sender/source to receiver and the determination of which media vehicle to be used in advertising campaign is based on the target audience's media choices, advertising budget and the harmony between the ad message and media vehicle.

The *receivers* of advertising process are considered as the target audience who are exposed to advertising message. The receivers of the advertising process interpret the advertising message according to their points of views and the effects of their demographical, psychological and socio-cultural situations. This interpretation process made by the target audience is called as the *decoding* process of the advertising messages.

A communication process' most important element is considered as *feedback* because it exposes the results of the process' effectiveness levels. Feedback is a result of the encoding process of sender/source and the decoding process of the receiver of advertising messages. Advertisers tend to perceive the target audience's thoughts and perceptions about the advertising message, measure the behavior changes of target audiences and sales results by gaining feedback results with consumer researches based on statistical datas.

Anything that interferes with or distorts the message-delivery to target audiences is considered as *noise* in advertising process. Noise may occur at any stage of advertising process like; encoding, designing, transmitting and decoding the advertising message. The lessen effect can also occur because

of external sounds and uncongenial communication environment (Trehan and Trehan, ISBN 8188597554, 9788188597550: 220).

In order to inform the distance education program to the target audience who wants to be educated and make them aware of the program's specialities and advantages the first thing to actualize is to get in touch with an advertising agency or marketing professional. In this context, the sender/source of the advertising process of a distance education program must be chosen in the first stage.

Andrea D. Beesley and Doyle L. Cavins- from the *Center for Independent and Distance Learning College of Continuing Education, University of Oklohama*- emphasizes the importance of advertising a distance education program because of the new providers with large budgets are constantly entering in the crowded marketplace of distance education. According to Beesley and Cavins; efficient advertising and marketing strategies can help maintaining and increasing the market share, changing or improving the distance education program's image, and creating public awareness. But the staff members of distance education programs and their parent organizations are mostly too busy to give advertising the time and attention it deserves, and frequently lack the needed expertise to market effectively alone so working with an advertising agency can be the answer to these problems (Beesley and Cavins, 2002:1).

The advertising agency personnel and the staff members of the distance education program convert the ideas, thoughts and information relating to the distance education program to advertising message by using words, symbols or signs. In other words they *encode* the advertising message considering the target audience to understand the *message*. After encoding the distance learning program's advertising message, the decision of which *channel* to use as an advertising medium for the program's advertising will be made depending on the target audience of the program and the organization's budget.

At this point the advertising medium of the distance education program can be television, radio, newspapers, magazines, internet etc. The advertising mediums of a distance education program will be examined detailed in the 6th chapter of the study.

The target audience as the *receivers* of a distance education program is the individuals in every age group who need education or who want to develop himself/herself more in different areas. However the determination of the target audience depends on the content and the aim of the distance education program. The target audience of a distance education program ranges from lawyers to engineers, journalists to economists and young college students to children according to the program's content and aim. The target audience of the program perceives the advertising messages within their experiences, values, attitudes etc. and they convert the message content into thoughts. In other words they *decode* the distance education program's advertising message. In this stage they make the most of the decisions of joining the program or not.

The intended behavior the target audience would make is to join the distance education program or the intended aim is to increase awareness levels of the program. In this context advertising professionals look at the mobility of the program's attendance lists and receive the target audience's thoughts and perceptions to the advertising message with the aim of gaining *feedback* and measuring advertising message's effectiveness's. However the intended aims of the distance education program sometimes can not be reached because of the *noise* factor the target audience exposed to.

The Selling Aim of Advertising

The main aim of advertising is to make consumers purchase the product which is new in the market or to provide demand or to make consumers continue purchasing that product. In other words advertising's main aim to provide sales. The selling aim of advertising can be performed in long-term or short-term. Advertising performs its selling aim whether speaking rationally or speaking emotionally. These two approaches are called Hard Sell and Soft Sell.

Hard sell approach is an advertising approach which based on logic and information. Advertising professionals use specific facets of the product or service to convince the target audience. The advertisements within this approach utilize a series of logical appeals to the target audience to communicate the product benefits or features. The advertising messages within this approach consists statements like "buy now", "don't miss" to make consumers to purchase the product or service immediately (Yeshin, 1998:150).



Figure: 2

A distance education program's advertisement made with Hard Sell approach
 Source: <http://media.search4jobs.com.au/images/6019895AA.png>, Retrieved on 12.11.2008

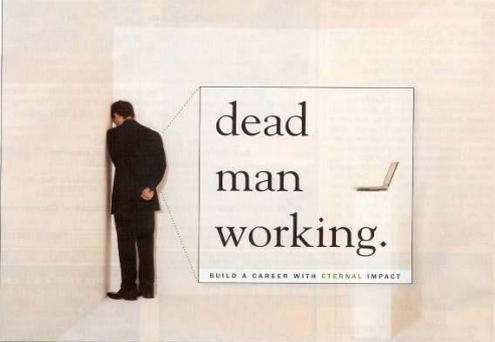
In Figure: 2 advertisement of a distance education program that made with Hard Sell approach is given. The advertisement which gave the content information of the distance education program also used statements like; “Don’t just sit there”, “Start anytime, anywhere, there is no need to wait” to make the consumers join the program in a very short time.

Soft Sell approach is an advertising approach which is just the opposite of Hard Sell approach because it is based on emotional appeals not rationals. By addressing the consumers’ emotions, the approach shows the psychological and sociological benefits that the product or service would provide (Wells, et al, 2006: 6).

Focus on Distance Learning

Maximize this ad when you enroll in the online MBA program and your last class will be free.

SPRING ARBOR UNIVERSITY WHY AN ONLINE MBA FROM A CHRISTIAN UNIVERSITY?



SAUonline MBA

- ONLINE
- GLOBAL CURRICULUM
- 18 MONTHS TO COMPLETE
- FREE NOTEBOOK PC
- ENTREPRENEURIAL
- FAITH-BASED

For more reasons to study with one of the country's fastest growing online Christian universities visit:

WWW.ARBOR.EDU/MBAONLINE

REVIVE THE PERSON GOD HAS CALLED YOU TO BE

Spring Arbor University's Gainey School of Business offers an online MBA that will prepare you to succeed in this life, and help you expand more than your own before time. We'll help you impact this world for Christ. Integrating ethics, integrity and servant leadership from a Christian worldview, you will be prepared as an agent of change within your workplace, community and world in as little as 18 months. Our Living Case Study will provide a launch pad for your success, and our 68 residencies will give you a truly global perspective of world markets.



SAUonline
Online learning that really works.
877.728.9300

Build a career that matters.

Spring Arbor University is accredited by the North Central Association of Colleges and Schools.

Figure: 3

A distance education program's advertisement made with Soft Sell approach
Source: <http://readingwithscissors.files.wordpress.com/2008/02/deadmanworking.jpg>, Retrieved on 12.11.2008.

In Figure: 3 advertisement of a distance education program that made with Soft Sell approach is given. The statements like; “dead man is working”, “revive the person the god has called you to be” and “build a career that matters” were used in the advertisement with the aim of touching the consumer's emotions. Also these were conveyed to target audience because the advertising professionals wanted the target audience to think that; without this program their career was a waste of time and after joining this program they would be much happier.

STRATEGIC DECISIONS OF A DISTANCE EDUCATION PROGRAM'S ADVERTISING CAMPAIGN

Determination of the strategy of an advertising campaign is a decision which constitutes the backbone of the advertising campaign. The advertising campaign strategy is to plan “what to be said” about a product or service

(Kocabas and Elden, 2004: 80). There are two basic reasons for why the establishment of the advertising strategy bears a great importance in a campaign process. The first one of such reasons is to be able to establish a guide in order to be able to write the message required to communicate to the target group. This guide ensures the creative team to see to what benefit of the products they shall attract attention, ensures the consumers to see for what reason they shall purchase this product/service and to ensure one to see what mass communication medium shall be more useful. The second reason is that the advertising strategy allows for the development of a suitable method to be able to assess the outcomes of the monies spent for the advertisement (Schulz and Tannenbaum, 1988). There are important decisions to be made to be able to develop an advertising strategy. They are the identification of the goal of the advertisement, identification of the target group and the establishment of the advantages brought about by the competitors. While the advertising strategies are established, there are the following options at hand: to reach the whole or certain parts of the market, to create primary demand, to create a direct or indirect behavior in the consumer, to advertise the institution or the product and to turn toward consumers or intermediaries (Kocabas and Elden, 2004: 82–83).

The strategies of all the advertising campaigns must accommodate clear and detailed advertising goals. Thanks to the identified advertising goals, the direction of the campaign is drawn and what must be overcome and what issue must be achieved through this campaign are determined. As an example of the clearest and most detailed goal which may be identified for a distance education program can be given from a suggestion of Lynnette R. Porter; “We will increase the number of adult learners by 25 percent in the five business communication courses offered online during fiscal 2008 through two open houses at our corporate training center and a series of tv ads broadcast throughout a four-state radius” (Porter, 1997: 185).

ESTABLISHING AN ADVERTISING CAMPAIGN BUDGET OF A DISTANCE EDUCATION PROGRAM

Establishing the situation of brand in the market, determining the advertising aims and deciding to an advertising strategy are the steps of the advertising campaigns. Advertisers set an advertising campaign budget due to these strategic decisions. Advertising campaign budget is related with planning the period of the advertising campaign and the amount of payment to the channels and the institutions.

Although the advertising campaign budget constitutes 3-5% of the total sale, in some case it constitutes 10% of the general sale (Schroeder, 2002:224). In this context, the budget of the company is examined by the advertiser to develop an advertising budget during the creative process of the distance education's advertising campaign.

The rate of the corporate expenditures and the product group expenditure is well to the fore on the advertising budget development process. Throughout the advertising budget development it arises two important cases. The first one is, if your company is in the new market, the company should spend more in advertising than the average of the top two or three leader firms during a couple years. The second one is, if the company has already obtained a share in the market, it should spend slightly above the percent share of the market in advertising in related product category (Hisrich, 2000:261). In this process, the most important detail to establish an advertising budget is to release that if the corporate is new or a well-known and old brand in the market.

It must be determined whether the institution providing distance education is a new institution in the market or it has been operating in the distance education sector for a certain period of time. In case the institution has just entered the sector, the advertising expenses of the first two or three of its sector-leading competitors are first examined, thus establishing an advertising budget for this company. In this case, the economic power of the enterprise comes to the forefront.

If this institution is an enterprise which has already taken its place in the sector for a certain period of time and achieved its goals and which has a certain share in the market, then, in this case, the share in the market of the service offered in general by the enterprise is surveyed and an advertising budget is established within this framework. During this process, the advertising goals of those distance education institutions so advertised must be correctly identified.

Some factors are prioritized while establishing the budget during the process of an advertising campaign. Such factors include the determination of the tasks of the advertisement, identification of its short- and long-term goals and study of the actions of the competitors.

The advertising campaign may not only prioritize the sales goal of the advertisement but undertake the task of supporting the other activities within the publicity activities as contained in the mixture of advertising and marketing as well. In this case, the budget reserved for advertising varies by goal. If the advertising campaign is intended for sales, then the budget may be continuous and larger while those advertising campaigns which are assigned a supporting task within the publicity activities have smaller budgets. In the short- and long-term goals of the advertisement, the image-making goal of the advertisement is prioritized. If the image-making goal is evaluated together with the sales goal, then the budget should be kept larger as so long-running an investment is planned. When one looks into the actions of the competitors, the advertising and sales promotion efforts of the competitors in the market are studied and a road map is established for the budget of the advertising campaign of the enterprise (Sissors, et al, 2000: 361–363).

Goals and job descriptions of the advertisement should be identified in the distance education advertising campaign. If the task of the advertisement to promote sales is prioritized in this campaign, then the advertising budget is continuous and large while the budget is also transferred to other efforts in this process and the advertising budget has a certain share in the overall efforts if an advertising campaign is created as part of the publicity activities within the marketing mix. If the image-making goal is combined with the sales goal in the short- and long-term goals in the distance education advertisements, then the advertising campaign budgets must be large ones. For an advertising campaign which covers a long period and which shall attract the attention of the consumers.

The most substantial portion of the budget is spent to the media channels in an advertising campaign (Barker and Angelopulo, 2006:277). When one examines the budget formation in general, one notices that a substantial portion of the advertising budget is intended for the media which are preferred for the advertisement. In the selection of media, such issues as how long the advertisement shall be published and in what geographical region it shall be displayed bear utmost importance.

According to the Distribution Rates of Advertising Campaign Budget table below, the advertising media constitutes 80-85% of the overall budget. And the portion of 15-20% in the overall sum consists of survey, assessment, message development, production and agency.

Table: 1
Attribution Rates of Advertising Campaign Budget

COMPONENTS OF BUDGET	SHARE IN BUDGET (%)
Survey, pre-campaign and post-campaign assessment	3-6
Message Development	5-8
Advertising Media	80-85
Production	4-7
Overheads, management and agency profitability	1-3

Source: Advertising Research Foundation, 2002 *cited in* Larry D. Kelley, Donald W. Jugenheimer, *Advertising Media Planning: A Brand Management Approach*, M.E. Sharpe, USA, 2003, p.4.

Budget of a distance education institution is established by the identification of these overall budget components. The advertising media budget is established by determining a clearance by the overall operating budget of the distance education institution before transition into the creativity and media selection process. The budget of the campaign is established by identifying the other components of the advertising campaign budget on budget basis.

CREATIVE WORKS OF A DISTANCE EDUCATION PROGRAM'S ADVERTISING CAMPAIGN

The creative efforts process of the advertising campaign is the stage of assimilation of the market survey results, brand analysis, advertising campaign objectives and strategies and creation of the advertisement idea and writing of the advertisement copies in compliance with the idea so created. An effective advertising campaign means that the planned goals shall be achieved through a great many efforts. At this stage, the decision about "what to be said" made in accordance with the identified goals of the advertisement is converted to "how to be said" in the distance education advertisements.

Creativity is defined as the ability to produce a new (original, uncommon) and suitable (useful) work. An advertising campaign must make up a new idea, in other words, an opinion which has not earlier been told by anyone

and communicate a suitable message in the product-consumer relationship. In this context, an advertisement constitutes the most basic concept of the campaign. The creative group consists of the copywriter, art director, photographer and creative director in advertising agencies. Those people who are included in this group create the idea of the advertising campaign and offer a new approach so that the advertised product shall be purchased by the people (Pattis, 2004:21). There are two parties of the creativity process in advertising campaigns. One of such parties is the advertising agency and the other the advertiser. Both parties have a complex structure (Ferry-Maccario, 2008:95).

When the advertiser provides the advertising agency with a creative brief, it must provide all the information in a correct and complete manner and the advertising agency must correctly assess such information during the creativity process and turn the message to be communicated to the consumer and what shall be said in such message into an original idea.

In the distance education advertisements, the distance education institutions must describe the sector and competitors in a correct and complete manner in the process of providing creative brief and the advertising agency must study the advertising sector and learn any detailed information not provided by the institution. The idea of advertising campaign is communicated to the target group through a message. In this context, the advertisement message is determined in the creative process and then how such idea shall be communicated to the target group is assessed. The advertisement copy is written during this process. The advertisement copy consists of the headline, slogan and body copy.

Message

The message described as content and application is the perception of the communicated message by the message recipient (Mullin, 2007, 241). The message in the advertising campaign is the process of messages from the source which may be designated as the advertiser to the target group, i.e. the purchaser. External experiences in the communication process are brought to the forefront and a connection is established with the message so that the advertisement idea may be imprinted and may cause some echo in the consumer's mind (Altstiel and Grow, 2006:27).

At present day, the message must be striking, clear and distinctive so that the advertising campaign created for those consumers who undergo a

bombardment of a myriad of messages every day may be effective and reach the target group.

The advertising attractions used in the advertisement message communicated in the advertising campaigns make the advertisement more attractive. Advertising attractions are defined as approaches employed in order to attract the attention of the consumer and/or to influence the consumers' feelings toward the product or service. In addition, advertising attractions are also defined as "the things which activate the people, appeal to their requirements and needs and attract their attention" (Belch and Belch, 2004:266).

The advertising attractions underlying the message strategy established for the persuasion function which underlie the advertisement are applied two ways: rational and emotional. While in the rational advertising attractions, the functional characteristics of the advertised product are prioritized and its physical properties are emphasized, the consumer is intended to establish an emotional bond with the product in the emotional advertising attractions.

Emotional attractions take place in the emotional and experimental side of the consumption phenomenon and aim at creating a likable/friendly brand and ensuring the consumers to feel good.

However, emotional attractions not only arouse affirmative emotions for purchasing at all times, but activate emotions which shall ensure an individual to take any action such as fear, culpability, shame, etc. or to cease such action (Kotler and Armstrong, 1999:468).

In this context, the advertisement messages of the distance education institutions are informative for the consumer, elucidative for the target group who watches/reads the advertisement and provide direct information about the matter. In general, rational attractions are employed in the advertisements of the distance education institutions.

However, if a distance education program has a special position in the sector, if it occupies a different place in the mind of the consumer compared to its competitors and if its target group has detailed information about such institution, then emotional attractions may employ in its advertisements.

CATCH THE LATEST CONCEPTS IN HUMAN RESOURCE MANAGEMENT

FIRST HR PHILIPPINES CONVENTION 2007

**Go the Distance,
Bridge People,
Touch lives!**

August 29, 2007
CSB Hotel International Conference Center,
De La Salle College of St. Benilde,
Aranosa Avenue corner Estrada Street, Malibú, Manila

Featured Speakers:

Mr. G. K. Lim
Vice-President and Secretarial Director
of HRD Gateway - International Trainer - Asia and Pacific Region
"The State of HRD in Asia"

Ms. Serey Geraldine D. Alcaraz
Center Head of ITD Consulting Group and
2006 President of Philippine Society for
Training and Development (PSTD)
"Efficient Training Delivery"

Atty. Joe-Santos B. Biequera
Dean of the College of Law
of the University of the East
"Labor Disputes: From Paralysis to Labor"

Breakout Sessions:

- "Thinking is the Answer, What is the Problem?"
(A Quick Lesson on Needs Analysis)
to be conducted by Ms. Maribel Aglipay
- "Competency Based Interview Techniques?"
to be conducted by BSW/CPD
- "Employee Discipline in the Workplace"
to be conducted by Mr. Sonnie Santos
- "Job Evaluation and Salary Structure Design"
to be conducted by Mr. Raffy Perfecto

Organized by: HRPHILIPPINES

In partnership with: ARIVA!

Media Partners: INQUIRER, 100, JOB Market, 99.5

Platform Sponsors: Maxicare, W, Daily For Life, citibank, AVIS

Online Media Partners: JobQuest.ph

For the benefit of: [Logos of various organizations]

FOR RESERVATIONS PLEASE CALL: ARIVA! Seminar & Convention Organizers
895-8058 / 895-9527 / 890-9651 SuccessSeminars@Ariva.com.ph
or REGISTER ONLINE LOG ON TO: www.ARIVA.com.ph

Figure: 4

Distance education advertisement in which rational attractions are employed

Source: <http://sesantos.com.ph/2007/08/04/the-1st-hr-philippines-convention>

Retrieved on 12.2008

In the distance education advertisement in the Figure: 4, rational attractions are employed to appeal to the rational aspect of the consumer's mind.

In this advertising campaign, the message is directly communicated and detailed information is provided about the distance education program.

In the distance education advertisement in the Figure: 5, it is intended that the message shall appeal to emotions through the visual and that the target group who sees the advertisement shall establish some closeness with the program.

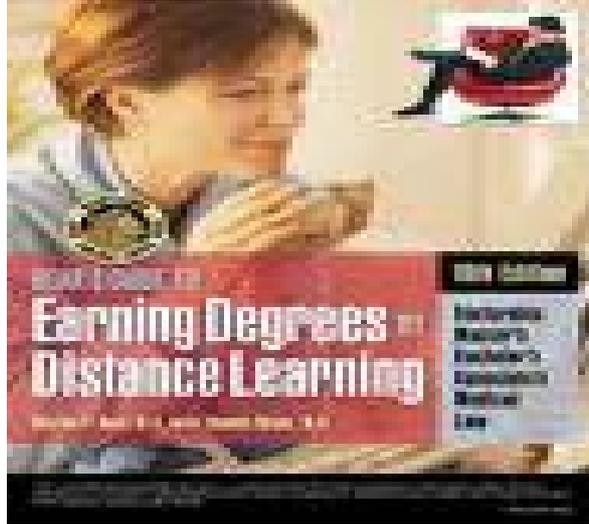


Figure: 5

Distance education program in which emotional attractions are employed

Source: <http://distancelearn.about.com/b/2006/02/03/book-review-bears-guide-to-earning-degrees-by-distance-learning.htm>, Retrieved on 12.2008

Headline and Slogan

The objective of headlines is to arrest the eyes of the reader, attract attention and make the advertisement read. The characteristics of a successful headline include appealing to the field of interest of the reader and attract his/her attention and satisfy his/her requirements, to break news and enhance the element of curiosity (Converse, 2007:547). As the readers' interest lies on having information and reading the news while reading a newspaper, an advertisement headline must stop the reader and attract his/her attention to the advertisement. Therefore, advertisement headlines are striking and intriguing.

Advertisement headlines are diversified for a great many reasons such as different areas of use, advertisement idea, target group, advertised product, advertising campaign strategy, objectives of the campaign, etc. In this context, advertisement headlines are evaluated under a total of eight topics in general: direct headlines, indirect headlines, news headlines, how-to headlines, questions headlines, command headlines, reason why headlines and testimonial headlines (Taylor, 2008:86). Headlines are special and must relate a story.

The story of the advertisement is summarized by the headline. Headlines must be comprehensible and clear, and careful expressions must be used (Russial, 2004:144).

"I applied what I learned online to my job the next day!"

COMPLETE YOUR DEGREE ONLINE IN 15 MONTHS!

More than an online degree, it's the degree of learning you'll get online.

Bellevue University is an expert at helping people learn online. The online degree programs from Bellevue University are interactive, challenging, and relevant to the real world of work today. With our exclusive CyberActive™ Learning Classrooms, you'll interact with people as interested in learning – and earning their degree – as you are. You can discuss class assignments, concepts, and theory online via discussion boards anytime convenient for you.

Bellevue University is a veteran of serving people in the military.

Bellevue University was founded, in part, to serve one of the nation's largest military bases. We understand the needs of active duty military service persons and those transitioning to civilian life.

- Select from 15 accelerated undergraduate degree completion programs – complete your degree in as little as 15 months!
- Earn your master's degree online in 16 to 18 months – selecting from 5 leading-edge programs to help you make your career move, or transition to the civilian job you deserve!

Call today and ask about our 2 NEW online degree programs specifically designed for military personnel.

- The Online Bachelor of Science in Computer Information Systems
- The Online Bachelor of Science in Business Administration

Bellevue University accepts credit you've already earned, plus awards credit for military training and more!

When you enroll with Bellevue University you'll receive credit for all of your SMART, AMTS, CGAP transcript, and the credits listed on your DD214. Plus, all of Bellevue University's degree programs are eligible for military tuition assistance and are GI Bill approved.

Get ready for real learning online. Apply to Bellevue University today!

Call Today! Toll Free: 877-299-0009

BELLEVUE UNIVERSITY
Real Learning for Real Life.
www.bellevue.edu/info/MTY

Accredited by The Higher Learning Commission, Bellevue University is a member of the North Central Association of Colleges and Schools, Commission on Institutions of Higher Education (CAIHE), The Higher Learning Commission, National Military Education Association, National Military Education Association of Active Duty, and National Military Education Association of Reserve Components.

Figure: 6

Distance education advertisement headline examples

Source: <http://www.militarytransitiontimes.com/education/education-training.htm>.

Retrieved on 20.12.2008

Among these headlines, direct and informative headlines are preferred for distance education advertisements. The headline appears in accordance with the message strategy. In the headlines of the distance education advertisements in which informative and direct message is intended to be given, direct headline or news headlines are preferred. Further, question headline is preferred in order to attract the attention of the person who reads the advertisement as well. In using such a headline, it is intended to establish some dialog between the

advertisement and the consumer and to cause to create some interest to the advertisement and the body copy to be read.

Slogan is a group of words which summarizes the benefits of the product and communicates the message in a few words (Lane, et al, 2005,497). Slogan must be easily remembered and be short, easy, effective and striking so that the brand message may be well imprinted in the mind of the customer. An effective slogan must not be more than seven words as well as being comprehensible, easily remembered and repetitive. Effective slogans are stimulants in activating attitudes (Albig, 2007:82) Slogans of the distance education institutions are especially intended to activate the target group and in this context, the slogans created are striking and eye-catching.

Body Copy

Advertisement copy is to write the advertisement idea established in the creative process of the advertising campaign in a manner which describes the idea and gives information together with the headline and visuals. Five percent of the readers read the sub-copies in the advertisements, but as such people are interested in the advertised product and the advertisement itself, such copies must be written in consideration of the fact that such readers are potential customers. The advertising copy may be long or short depending on the goals of the advertisement and the advertised product. If it is a new product, the advertising copies must be informative and long; but if an advertising campaign is organized for the image of the advertised product in the consumer's mind, then copies must be short and impressive. In the distance education, advertising copies usually support the message given in the headline and are descriptive in details. Therefore, body copies are long and informative in the distance education advertisements.

Types of advertising copies include factual copy, narrative copy, testimonial or monologue copy, humorous or offbeat copy, descriptive copy, dialogue copy, institutional copy (Applegate, 2005:57). When these types are assessed, it is observed that the descriptive copy type of advertising copies is usually preferred. In this type, the advertised distance education program is described and all the question marks concerning the distance education program in the mind of the target group who have seen the advertisement. An effective advertising copy must describe, provide information about the benefits of the product or service, designate important dates and state how to get into contact (Morel, 2003:181). In this context, such information as the commencement of the course schedule, enrollment period, address, etc. must be provided in detail.

MEDIA USAGE DECISIONS OF A DISTANCE EDUCATION PROGRAM and ADVERTISING MEDIAS

The target group within the targeted market group is introduced the advertisement message in the media environments which they have selected in accordance with their habits.

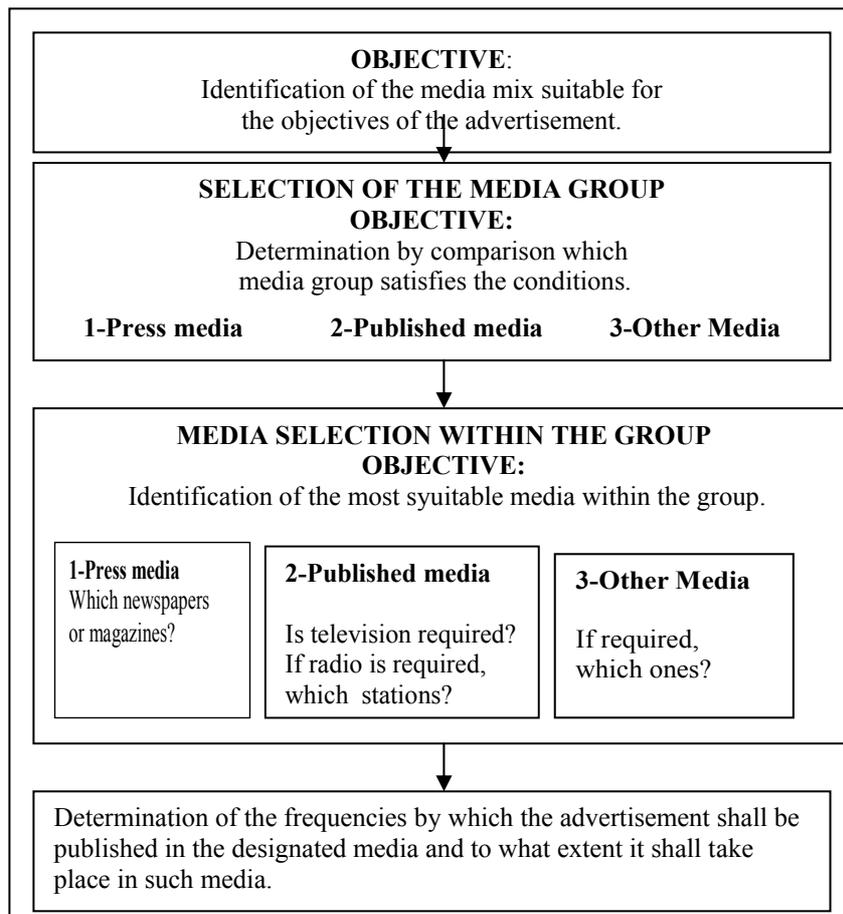


Figure: 7

Media usage decisions

Source: Füsün Kocabas, Müge Elden, *Reklamcılık- Kavramlar, Kararlar, Kurumlar [Advertising, Concepts, Decisions, Organisations]*, 5th Edition, İletişim Yayınları, İstanbul, 2004, p: 97

Making of the media use decisions may be defined as the whole of the efforts concerning the determination of advertising media mix to allow for the most effective and economical accomplishment of the marketing goals and campaign objectives and making of the decision about to what extent and at what frequency the advertisement shall be published in such media.

There are some factors which must be considered before deciding what medium shall be used, and such factors constitute the basic media strategies of the companies as well.

They are the identification of the characteristics of the section of the society to whom the product is wanted to be sold, determination of the media environments which the target group follows and description of the properties of the advertising medium to be used, description of the nature of the advertisement message, description of the market where the product shall be distributed, financial facilities reserved for the media in the advertising budget, publication frequency and continuity of the advertisement message, timing of the advertisement message investigation and study on the advertising strategies of the competitors, investigation of the per capita costs of the advertisement media and making of a choice upon comparison of the same with the expected outcomes and coordination between the media plan and the product-marketing plan. (Kocabas and Elden, 2004: 96-97).

There are some numerical methods employed for the determination of the advertising media mix. At the initial stage, media group is selected and in the next one, the medium is selected from among the selected media group. This process is shown in Figure 7 above.

Specifications, advantages and disadvantages of the media must be known before the selection of the media which shall allow the advertising campaign to reach the target group. The target group which is identified according to the contents of a distance education program and the media environments to be selected in accordance with the advertisement objectives, strategy and creative Works bear a great importance.

For no matter the message, strategy and creative work reflect the service to be provided by the distance education program, the success of the campaign shall be adversely affected if the media to be selected is not correct. At this point, it is useful to look into the advertising media in terms of distance education programs.

Television

Having first started to be used as an advertising medium in the United States in the 1940s, television may attract the attention and interest of the target group to a great extent and frequently used by advertising agencies due to the fact that it may simultaneously appeal to both the eye and the ear (Elden, 2004: 124).

The fact that television may reach so large an audience and simultaneously appeal to both sense organs of such audience with sound, image, effects and colors provides convenience in its use by the advertising agencies. However, the fact that television is an expensive mass communication medium causes the time of any commercials to be broadcasted on this medium not to be long. In this context, it becomes very hard for the consumers to perceive the message given in television commercials. As a result of the research he carried out, Herbert E. Krugman has discussed that consumers cannot remember the commercial later and hence do not have any interest in it due to such reasons as insufficient time of the commercials shown on television, incapability of the consumers to stop and rewind the commercial at times when it is shown, etc. In this context, Krugman claims that the way of being able to create a correct brand concept in the mind of the consumers is frequent repetition of the advertisement messages communicated on television and their back-to-back exposure to the commercials (Krugman, 1965: 351).

When it is selected as the advertisement medium of a distance education program, it is more useful to focus on certain regions so that the media use may be cheaper and more effective. Television commercials directed to certain geographical regions may frequently give messages communicating the innovations concerning the programs. In such cases, commercials of certain television programs may be preferred for the contents and objectives of the distance education program or such specific programs may be sponsored. For instance, if the contents of the education program are related with maritime, commercials or sponsorships of such programs structured upon sea and maritime or such programs with the same theme are preferred (Porter, 1997: 175-176).

In Figure: 8 is shown a frame from the television commercial of a distance education program. When the proper medium selected for the advertising of a distance education program is television, benefits which television shall provide the students with must be described and functional benefits

supported with sounds, images, effects and colors and consumer's attention tried to be attracted and television commercial message frequently repeated and ensured to be remembered.



Figure: 8

A television advertisement of a distance education program

Source: http://www.acc-tv.com/images/globalnews/edu_education_1007.jp, Retrieved on 12.11.08

Radio

Radio was not used for the initial few years by advertising agencies once television particularly made a rapid entry into the communication and advertising world as a mass communication medium in the 1940s.

However, after a while, due to such reasons as the fact that television was too expensive a medium, that it was too crowded by commercials and that it was not relatively suitable for advertising required to be prepared basing on the up-to-date events and sudden changes, advertising agencies started to prefer radio again in the late 1970s.

Thus, radio took its place in the advertising world as a prominent advertising medium once again in those years (Elden, 2004: 95-96). When considered as an advertising medium, radio has some advantages such as its flexible structure of use and hence capability to

broadcast commercial at any desired time, cheaper production and purchase price compared to television and its efficiency in reaching specific target groups. However, it has such disadvantages as the fact that radio does not have any visual elements and hence it shall cause a loss of attention in the target group and those commercials so broadcasted shall cause some confusion in the target group as a consequence of the radio stations which increase with every passing day (Lee and Johnson, 1999: 215).

When radio is selected as the advertising medium of the distance education programs, the most important point which must be paid attention is the requirement of the preparation of rationale-based commercials rather than emotion-based ones. Due to the fact that there are no images in the radio medium, rational attractions of the distance education programs must be placed in the forefront and consumer must be directed to take immediate action through the Hard Sell approach. Due to the format of the radio medium, the distance education commercial must focus on a single idea and it must usually be the benefit it shall provide the student with.

Printed press

Printed press has been an important advertising medium for a period of more than two centuries and used as the only medium in a certain period by advertising agencies. However, upon the appearance of television and radio, reading habits of individuals has started to decline and such individuals started to spare a great part of their efforts for information to television and radio. However, printed press still constitutes a substantial part of advertising media preferences at present (Belch and Belch, 2004: 392). Individuals want to learn the contents concerning the issues in which they are seriously interested in more details and in this context, sometimes consider the printed press to be more important than television and radio. For individuals may read the printed copies in any period of time and at any number of repetitions while television and radio copies rapidly flow. In addition, printed press provides individuals with more details concerning a product and service (Wells, et al, 2007:238).

Printed press advertising media are basically divided into two as newspapers and magazines. Newspaper advertisements may attract the attention of the

target group with the visuals and figures they contain and are useful in terms of the advertisement messages which shall reach a large target groups as they, as media, are capable of possessing so large an audience. Newspapers which are also capable of reaching local audience are also capable of connecting some news with the subject which also contains the advertisement and this fact enhances the effect of the advertisement message. However, newspapers have such disadvantages as the fact that their colors and quality are not as attractive as those of the other media. Further, as newspapers are periodical products, consumers may not sometimes be exposed to the same advertisement message several times. Unlike newspapers, magazines have more colorful images and are more attractive for individuals as the paper quality is better. Magazines are suitable for market segmentation for a great many magazines are published for certain target groups and hence the advertisements published therein shall reach the correct target groups. In addition, such issues as the size, colors, etc. of a printed press advertisement to be published are more flexible in magazine advertising (Kelley and Jugenheimer, 2003: 36-37).



Figure: 9

A newspaper advertisement of a distance education program

Source: <http://www.polygondesign.com/portfolio/print/acs.jpg>, Retrieved on 12.11.08.

In Figures 9 and 10 newspaper and magazine advertisements of distance education programs are contained. As required by the formats of printed media environments, a harmony of copy and visual must be created, which shall attract the attention of the target group. In order for a distance

education program to attract the attention of the consumer, the prepared copy and background must be as colorful or as attractive as possible not to move away from the company image.



Figure: 10

A magazine advertisement of a distance education program

Source: <http://www.newsweekshowcase.com/distance-learning/advertisers/swiss-management-center/swiss-management-top.jpg>, Retrieved on 12.11.08.

If the printed press advertisements of distance education programs are closer to the news of educational issues as contained in the newspaper or magazine, then integrity of meaning shall be achieved in consumer and contents of news and advertisement shall approve each other.

Outdoor

This medium which has been in use for different purposes since the age when cavemen lived was also used 5000 years ago by the Egyptians and Greeks. Outdoor media which are considered to be the most convincing advertisement medium for those individuals who live in urban centers are those media which expose an individual to an advertisement other than in enclosed environments such as billboards, spectaculars; posters, transit ads, etc (Belch and Belch, 2004: 433).

The most basic advantage of outdoor media is the fact that the percentage of exposing a large audience living in urban centers to the advertisement message is high, for an individual shall be exposed to such advertisement message as long as he/she does not leave the location where he/she lives during the process such advertisement keeps being available in such

environment. The fact that the advertisement message has a flexibility which may be positioned at any desired place depending on the market thanks to the outdoor media. Outdoor media has a great importance among the advertisement media in that the advertisement message has a flexibility which may be positioned at any desired place depending on the market thanks to the outdoor media, that the message is capable of being positioned depending on the target group and geographical position, that it ensures repetition, selective perception and memorability and that it provides a greater effect compared to other advertisements.

However, the target group may have detailed information concerning the product less in those messages communicated from such media. This media has such disadvantages as probability of a pedestrian or an individual in a car passing fast by an outdoor advertisement to perceive the advertisement idea and that the most prominent positions have been previously leased at high prices (Kumar and Mittal, 2002: 291-292).



Figure: 11

An outdoor advertisement of a distance education program

Source: http://farm2.static.flickr.com/1158/1009111022_af41c3b3ac.jpg?v=0, Retrieved on 12.11.08.

In Figure: 11 billboard advertisement of a distance education program at the motorway is given. When one selects outdoor media as the advertisement medium of a distance education program, the advertisement message must have been structured to be very simple and to reflect the objective of the program and to attract the attention of an individual all of a sudden. Visuals and colors to be used in the advertisement message must be of a nature not to disturb the image of the distance education program but of an attractive nature.

Internet

Unlike the traditional advertising and marketing concept, the modern one of the present day strives for reciprocal communication. While the communication of the message is in the form of monologue in the traditional concept, it has taken the form of dialogue at present (Arens, 1999: 38). The most significant factor which affects the transition from the traditional advertising and marketing concept to the modern one is the internet which is also one of the most important media of the present day. The most basic reason why the internet is considered to be so important an advertising medium is the increases experienced in the number of those who use the internet every year. At present, there is internet connection and a PC in each house.

In those years when the internet was ready for use as an advertising medium, only a few companies noticed that the internet was the most effective way to reach customers in a globalized world. Appearance of the World Wide Web has in fact provided some advantage for the most effective use of the advertising and marketing activities. Thanks to Yahoo search engines and such portals as America Online, it has been noticed that target-oriented messages might be created and used. And now, a new medium has risen in which advertising agencies and marketers may interact with their customers and ensure that they may notice their products and services (Subramaniam, et al, 2000: 366). In its simplest definition, the internet advertising is any kinds of messages contained in the internet so that companies may promote their products and services.

When compared to the traditional media, the internet plays more effective role in monitoring the behaviors of the customers, reaching certain target groups, communicating personalized messages, attracting the attention of the target group through the prepared messages, establishing two-way communication, creating and/or enhancing brand/product awareness,

providing interactive customer services and establishing relationships. Thanks to interactive communication, customers may access to information by using databases and search engines and advertising agencies and marketers may establish dialogues with their customers through the same way (Cho and Khang, 2006:143). One of the most basic objectives of the internet advertising is the effort to lead any individual who is in the internet at the moment to click on the advertisement message and to access to the information about the product/service or the company. Directing an individual to the web site is called *driving traffic* (Chatterjee, et al, 2003: 520).

Internet comes to the forefront as a very important medium in advertising the distance education programs in the present day. Jeff Harmon, Marketing Director of *University of Illinois Online*, who advocates that the medium which must be selected in the process of advertising the distance education program must usually be the internet, says that the distance education students have internet access and obtain any information on line and hence their whole market is in on-line position and in this context they must invest almost all of their advertising and marketing budget in the online efforts (Lorenzetti, 2005: 5). Internet allows for the individuals to have immense information. In this context, individuals may receive information about a distance education program by pressing a key and enroll in an education programs which suit them best and purchase the program (Shaik, 2008: 2).

There are some types used in the internet advertising. The basic ones of such types are as follows: web sites, banners, buttons, skyscrapers, pop-ups, advertorials, interstitials, superstitials, minisites, search engine advertisements (Google Adwords).

Web Sites

Some companies use their web sites as an advertisement. They include a large-scale booklet concerning their products and services in the site and adorning the site with a variety of graphics, thus trying to attract the attention of the target group and to lead them to frequently visit their sites. The reason why web sites are used as a type and frequently preferred is that they accommodate information more than other advertisement types could.

According to the results of a survey carried out about the types of internet advertising in the United States in 1999, it was revealed that 50 leading advertising agencies usually preferred web sites and they did not think to

change such preferences in the following two years (Arens, 1999: 515). And according to Geissler, Zinkhan and Watson (2001), web sites are one of the most important types of the internet advertising. The design, content and quality of a web site reflect that company. The more the web site has information which is interesting and may satisfy the customer the more the customer shall re-visit that site and there shall be no need to use another internet advertisement type (Singh, et al, 2005: 31).

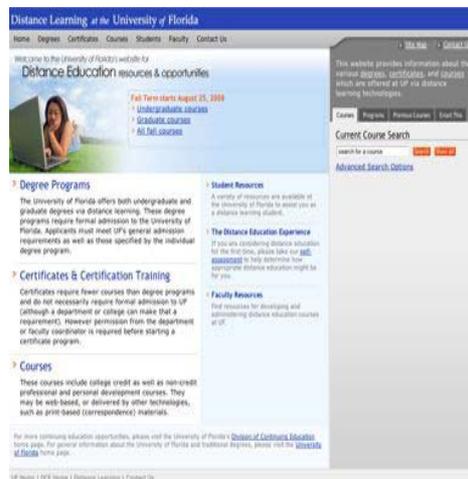


Figure: 12

A web site of a distance education program

Source: <http://telescope1.logika.net/b/scope?u=www.fcd.ufl.edu%2F&c=uxllqkuxspppyxuyllsmxsnlytvlpwz>, Retrieved on 12.11.08.

In Figure: 12 the web site of a distance education program is contained. Those institutions which provide distance education program service may use as an advertising medium either their own web sites or those of their subsidiaries. Detailed information and benefits about the education program provided may be placed in the web site and consumer is tried to be convinced.

Banner Advertisements: Banners which were first used in HotWired.com in 1994 are the type which companies prefer the most in the present day. Banner advertisements that act as bridges between the site in which it is contained and the other sites have animations and dimensions different from one another (Cho and Cheon, 2004: 89). Once commercial web sites have

appeared in the internet, banner advertisements which consist of moving or still images and are designated as the billboards of the digital media have reached a point at which they may compete with the other advertising media in a short time in the present day. The side of the banner advertisements which is different from the other advertising media is that it is capable of selecting the target group. The structure of the target group which is one of the principal components in the efficiency of an advertisement, i.e. the social status, income level, occupational condition, level of education, consumption habits of the target group bear a great importance for advertising agencies. The banner advertisement is also formed by the content of the web site placing an advertisement for that target group. For instance, placing a banner advertisement of a company selling industrial machinery in a web site for the women's world is not a correct strategy. In a general sense, "advertisement for the target group" which is the most basic principles of advertising is also among the basic principles of the banner advertisement (Turgut, 2006). Research carried out on the effect of the banner advertisements shows that if a customer stays in a site containing a banner advertisement for a long time, the memorability of the advertisement is s high even though the advertisement has not been clicked at all (Danaher and Mullarkey, 2003).



Figure: 13

A banner advertisement of a distance education program

Source: <http://www.bemidjistate.edu/academics/fastrack/images/Banner1.gif>, Retrieved on 12.11.08

Designs of the banner advertisements of the distance education programs must be attractive. For the basic objective is to cause the target group to click on the banner and direct them to the site and ensure them to obtain information about

the contents, benefits and properties of the program. In this context, one may say that the banner advertisements of distance education programs must have eye-catching copies and graphics.

Buttons

Button advertisements are considered to be a type of banner advertisements. They cover less space compared to the banners, but serve the same function. This advertisement type which is cheaper than banners as they cover less space may go ahead of the banners in the media selection due to their price. Button advertisements are becoming more and more active with every passing day. For instance, when a parent clicks on the button advertisement of the brand *Mutual Life Insurance* and enters the age of his/her child, he/she may learn how much money he/she must possess for his/her child's university expenses in the future and then the advertisement directs the individual to the site (Arens, 1999: 516).



Figure: 14

A button advertisement of a distance education program

Source: http://www.htctu.net/publications/guidelines/distance_ed/images/chancellorslogo.gif

Retrieved on 12.11.08.

Button advertisements provide very successful access and direction to the sites of the distance education programs when they are used in the promotion of such programs. Button advertisements are so effective in ensuring the memorability of the logo of the education program and establishing its awareness as well.

Skyscraper

A type of the banner advertisement, the skyscraper advertisements are basically different from the banner advertisements in that they do not take place on the top of the page but on the right or left side and cover almost the

whole page. Aiming to attract the attention of the target group thanks to their regularly flashing and changing graphics, the skyscraper type started to be frequently preferred in 2000 by many companies and surpassed the traditional banner advertisement choices (Wells, et al, 2006: 276).



Figure: 15

A skyscraper advertisement of a distance education program

Source: <http://www.newsweekshowcase.com/distance-learning/advertisers/university-maryland/maryland-skyscraper.gif>, Retrieved on 12.11.08.

In Figure: 15 skyscraper advertisements, one of the internet advertisement types, of a distance education program are contained. Skyscraper advertisements ensure that the advertisement of distance

education programs shall be more visible to the target group. For a 160x600mm rectangular advertisement type shall expose an individual to the advertisement even if the individual scrolls down the internet page.

Pop-up advertisements

Pop-up advertisements are an advertisement type which suddenly appears in the screen when a site is entered and tries to influence the target group by staying there for a long time or by re-appearing in the screen at regular intervals. Although pop-up advertisements are a type which disturbs the people, they are still considered to be effective and preferred by advertising agencies. According to the results of the research carried out on the effects of the pop-up advertisements in 2001 by the Statistical Research, while the pop-up advertisements of the market leaders do not disturb the target groups, the banner advertisements applied by the other companies disturb the target group (Burns and Lutz, 2006: 54).

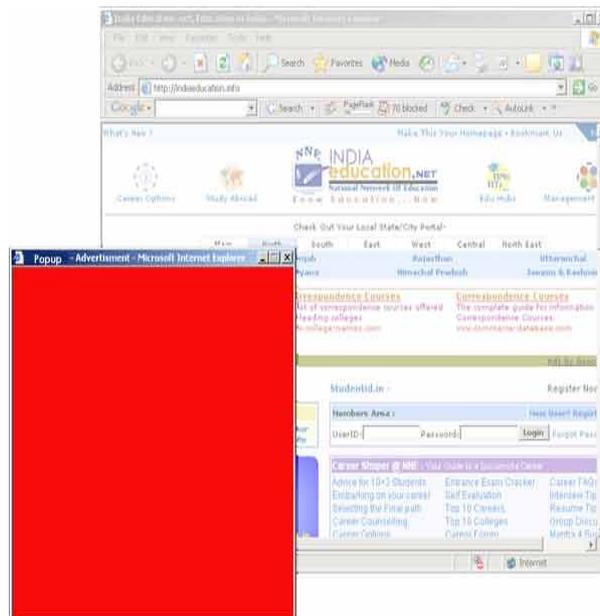


Figure: 16

A pop-up advertisement of a distance education program

Source: <http://www.indiaeducation.net/common/Advertisements/images/1.jpg>, Retrieved on 12.11.08.

In Figure 16 the pop-up advertisement of a distance education program is contained. Research carried out reveals that pop-up advertisements are less effective and less disturbing than the other internet advertisements. In this context, it is considered that pop-up is the type which must be least preferred in the internet advertising of the distance education programs.

Advertorial

Advertorials which resemble a newspaper report or column rather than a usual advertisement format provide detailed information about the product/service. These advertisements contained in the internet site which the target group enters in its own free will reach a certain and limited target group and communicate messages. Advertorials which usually take place in their own home pages have a different place in the eye of the consumer. With this type which is far from the traditional advertisement format, the consumer reads the advertorials without feeling that he/she is exposed to advertisement. They are effective in the promotion of a new product and creation of brand awareness (Subramaniam, 2000: 367).



Figure 17

An advertorial advertisement of a distance education program
Source: www.careercampus.info/careeradvertorial.htm, Retrieved on 12.11.08.

In Figure: 17 an advertorial of a distance education program is contained. Such advertisements shall support the service and success

quality as claimed by the education program with its format which is of news nature.

Interstitials

This type of internet advertising which was first used in 1997 by Timothy L. Kay and Robert Hoffer may be defined as those full-page advertisements which open up before the expected page while one passes from one internet page to another (<http://www.fuelnet.com/glossary/interstitial-webpage>, Retrieved on 12.11.08). The reason why this advertisement type is preferred by advertisers is that the advertisement pages do not embarrass nor disturb the target group.

For these advertisements are uploaded slowly and behind windows and make use of music during uploading. An internet user only watches the advertisement once it has been completely uploaded and is not interrupted.

Diplôme d'études secondaires avec la formation à distance
High school diploma with distance education

L'éducation, la clé du succès.
Education, the key to success.

Vous ne pouvez pas aller à l'école le jour?
OBTENEZ VOTRE DIPLOME D'ETUDES SECONDAIRES A LA MAISON
Complétez vos pré-requis pour le CÉGEP et un DEP;
(crédits du ministère de l'Éducation)
Inscription facile • Ouvert 12 mois par année
Heures flexibles • Apprentissage individualisé

Can't come to school during the day?
EARN YOUR HIGH SCHOOL DIPLOMA AT HOME
Earn your prerequisites for CEGEP and DEP (credits from the ministère de l'Éducation)
Easy registration
Open 12 months a year
Flexible hours
Individualized learning

Support d'un tuteur personnel
Personal tutor support

POUR PLUS DE RENSEIGNEMENTS / FOR MORE INFORMATION
APPELZ SANS FRAIS / TOLL FREE 1 877 463-3775
www.etsb.qc.ca/distanceeducation | www.adulteducation.reseau411.ca

EN PARTENARIAT AVEC / IN PARTNERSHIP WITH

SOAD
Northwest School Board
Lester B. Pearson School Board
Western Quebec School Board
St. Wilfrid Laurier School Board
Central Quebec School Board
New France School Board
Eastern Shore School Board
Eastern Townships School Board

Figure: 18

An interstitial advertisement of a distance education program

Source: <http://www.reseau411.ca/images/clients/AN/2291.jpg>, Retrieved on 12.11.08.

In Figure 18 an interstitial advertisement of a distance education program is contained. Interstitials shall attract the attention of the young student target

group once the company advertising the education program makes the advertisement interactive by the use of HTML or FLASH.

Superstitials: These advertisements have a nature resembling television commercials. Resembling the interstitial advertisements very much, this type is uploaded very fast unlike the other type and says in the screen just like a television commercial for 20 approximately seconds. In the present day, these advertisement types take place in more than 350 internet sites (Wells, et al, 2006: 278).



Figure: 19

A superstitial advertisement of a distance education program

Source: www.dissertationresearch.blogspot.com/, Retrieved on 12.11.08.

In Figure: 19 a specimen superstitial advertisement is contained. Superstitials may improve attractiveness through interactive images and sounds used by a distance education program and in this context may ensure the target group to shift to the awareness stage.

Minisite: Minisites allow the advertisers to promote heir products/services without directing their target groups to another site.

For instance, General Motors minisite may appear when a person is in Shell's site and such person may reduce it at the moment and study that site later.

In the present day, this advertisement type increasingly gains importance. According to the research carried out, one of every five people reduces the appearing minisite without closing it and study that site later (Wells, et al, 2006: 278).

In Figure: 20 a minisite advertisement of a distance education program is contained.



Figure: 20

An minisite advertisement of a distance education program

Source: <http://blogs.guardian.co.uk/digitalcontent/school28apr2008.jpg>, Retrieved on 12.11.08.

Search Engine Advertisements (Google Adwords): The fact that the rates of use of the search engine advertisements are on the increase all over the world has urged the advertising and marketing professionals who seek for new ways to reach their target groups to use such media as an advertising medium. In the present day, search engines are the new and different way for the companies to be able to establish communication with their target groups (Gökaliler and Sabuncuoğlu, 2007: 324). Search engine advertisements are “small” advertisements appearing upon the entry of certain keywords in the search engine page, and pricing may be made by the number of the clicks of the visitors on the advertisement (Mordkovich and Mordkovich, 2007: 6). In case companies use search engines in the process of meeting with

their customers, such web site must be included in the search engine index, be available in the site search domains and sponsor links and participate in the price (Green, 2003: 197). Google started to use an advertising medium which it designated as Adwords and targets the people who visit the site in 2000. Adwords is based upon the overlapping of the words as searched by the web user who seeks information about a product or service with the keywords targeted in the advertisement (“Practical Accountant”, 2006:18). It provides extra information about the product and service advertisements related with the words entered in the Google search box through the Adwords located in the right side of the Google page. Google Adwords is based on the principle of making payment only when the person in the site clicks on the firm advertisement with the per-click-cost practice. Thus, costs may be kept under the control of the companies (Gökaliler and Sabuncuoğlu, 2007: 327).



Figure: 21

An GoogleAdwords advertisement of a distance education program

Source: <http://www.westga.edu/~distance/ojdla/summer82/shaik3.gif>, Retrieved on 12.11.08.

In this advertisement type, the effect of the advertisement and whether or not it reflects on the sales may be definitely determined. Google

states that Google Adwords is clicked 10 to 20 times more than the banner advertisements. In the click rates assessed by Doubleclick, it has been determined that Google advertisements located in the search engine pages are clicked at a rate of 15% while banner advertisements remain below 0.5 percent (Goodman, 2005: 63).

A company considering search engine advertising and having the youth as its target group must take into consideration that a great part of the young people uses the internet and hence structure their search engine advertisements in such designs which may attract the attention of the youth (Gökalliler and Sabuncuoglu, 2007: 336).

In Figure: 21 Google Adwords advertisement of a distance education program is contained. A distance education program whose target group is especially the young people may be suggested to use this medium as an advertising medium and reach its target group in a more efficient way.

EXECUTION OF A DISTANCE EDUCATION PROGRAM'S ADVERTISING CAMPAIGN

The execution process which is one of the most important stages of an advertising campaign is the one in which the advertisement idea starts to be applied. Advertisement idea is not only words, ideas and opinions but a process of visual and/or audio message communication. In an advertising campaign, the advertisement idea and advertising copies accepted by the advertiser are put into practice according to the media decided upon. The copywriter and art director are included in the creative team. While the copywriter is responsible for the written sections of an advertisement such as headline, body copy, etc., the art director is responsible for such visual sections as illustration, photographs, etc. In this context, the creative team and the other people from whom support is obtained perform the special production works for the printed media and the radio media.

Traditionally, advertising campaigns are launched in order to cause the product to be sold or marketed to the target group. Advertisements prepared for this purpose appeal to the feelings of the consumers and convince them to purchase the product by means of the graphical designs in the process of transition to execution. (Bennett and Restivo, 2002:58)

When one studies the execution process by media, visibility is in the forefront in the execution process of the printed media. In printed advertisements, photographs, illustration, colors, typography and design come to the forefront (Wells, et al, 1998:388).

In distance education advertisements, likings, perceptions and life style of the target group must be appealed in the printed media. If a special medium such as a special magazine, newspaper, etc. is available while announcing the education provided by the distance education institution, such institution may communicate the message of the advertisement through such medium. In this context, the tools constituting such eye-catching elements of the printed advertisement as colors, photographs and designs used in the printed advertisement must be selected to appeal to the target group. If a distance education program targeting the youth is to be advertised in the printed media, then the colors are preferred to be eye-catching, animated, and the design to be dynamic to attract the attention of the youth. However, if the target group covers such people who are middle-aged, employed and with children, then it is preferred to use a printed advertisement which provides more information about the distance education program, in which a simple design is used and which creates a sense of confidence in terms of contents and design.

Another medium which plays an effective role in the execution process of advertising campaigns is television. When one studies the execution process in television commercials, one may see three stages: pre-production, production and post-production. In the pre-production process, those works performed before the actual recording and shooting stage of the commercial take place. The production stage covers the period during which the commercial film is shot. The post-production stage covers those works performed after the shooting (Wells, et al, 2007:290).

First the director who shall direct the advertisement film is selected in the distance education television commercial process. Then, the production company is selected and a quotation is obtained, then shifting to the stage of casting. Such decisions as time of shooting, choice of location, costumes, etc. are made in this process. At the production stage, the commercial film is shot at the locations and times with the actors and actresses who are cast in the pre-production stage. And in the post-production stage, the commercial film so shot is given its final form which shall be released for the audience to

watch. In other words, it is mounted and broadcasted in the media identified upon the consent of the advertiser. Distance education institutions do not prefer the television medium in their advertising campaigns due to the costs of the television commercials and the high costs in the execution process. However, television commercials which are a medium preferred in very special cases are preferred to reach a large audience and to attract attention.

When the execution process of radio commercials is studied, the production process differs from television commercials and printed advertisements in that it is a medium which is only based on sound. In the execution process of radio commercials, the agency or the advertiser first makes an agreement with a producing company. The producer chooses a recording studio and the person who shall dub the commercial is found. If the commercial includes music, then the producer makes an agreement with a musical director and the music is chosen. Music and sounds are recorded. The studio combines the music with the sound, thus giving the commercial its final form. (lane, et al, 2005:609) In distance education, radio commercials may be of local or national scale. If a distance education program of national scale is not advertised, then it is preferred to broadcast it on local radios. This is both suitable in terms of costs and preferred to reach the correct target group.

In the execution process of internet commercials, graphic designers who combine their knowledge on designing with that of computer employ such elements as colors, photographs, and etc. as well as such moving elements as animation. Internet commercials include both the web site of the corporation and those published in the other web sites. As the web sites are a domain where enterprises establish communication with the target group, one must act carefully in the execution process. In order for the distance education students to be able to use the site more effectively, links to electronic resources, access to different locations and information about the document delivery system must be available in the web site of the distance education program. (Cassner and Adams, 2004:40) Internet commercials have several different types such as banner commercials, search motor commercials advertorials, etc. It is recommended that web sites must be technically self-contained and supportive for market description. (Smith, 2007:1114) Some of the distance education institutions provide services via internet. Communication process is also provided in the internet in order to meet the requirements of the people who participate in the distance education programs providing education in the internet. In this context, communication efforts are made in the internet in order to achieve the information flow to

consumers which is expressed as e-marketing and marketing strategies. The styles of those e-distance education institutions are applied to satisfy the needs of the members which vary by the change of communication media. The fact that there are communication media in the e-marketing strategies of the e-distance education programs strengthens the place of such programs and increases their sustainability (Granitz and Greene, 2003:16). In this context, e-distance education institutions more intensively prefer the internet medium in communicating the advertisement message of the e-distance education institutions.

Efficiency and capability to reach the target group causes the internet to be a more preferable medium in the message communication process for the traditional distance education institutions as well. In the execution process of this advertisement medium, execution must be made by a graphic designer whose computer skills have especially developed and who has good command of the technology and computer programs. In an advertising campaign, the strategy established, the advertisement idea created and all the copies written animate at this stage and are very carefully produced in order to be able to attract the attention of the target group and to ensure them to perceive the message. Each medium not only has its own respective execution process and possesses different areas of influence as well. In order to be able to create such influence in the most accurate manner, the successful achievement of the execution process of the advertising campaign as well as the success and accuracy of the advertisement idea are required.

EVALUATION OF A DISTANCE EDUCATION PROGRAM'S ADVERTISING CAMPAIGN

Measurement of the efficiency of an advertisement is carried out at three different stages. They are the surveys carried out before the preparation and publication of the advertising campaign are pre-tests, those carried out at the time of the publication of the advertising campaign during-tests and finally those carried out after the target group's exposure to the advertisement or campaign post-tests.

Advertising surveys provide the advertisers and advertising agencies with four basic advantages. They are the prevention of expensive errors, ability to assess alternative strategies, enhancement of the effect of the advertisement and control of whether or not targets have been achieved (Belch and Belch, 2004: 621).

Surveys to be carried out before the advertisements are survey methods which are applied in order to be able to check whether or not the advertisement shall work and to be able to create the targeted effect before spending large amounts of money as there is not any procedure as to how a successful advertisement should be. In other words, they are the whole of methods in which such questions as “What to be said?”, “How to be said? And “Who to be appealed?” are answered and which are made use of in the reproduction of alternatives in the relevant advertising work (Fırlar, 1998: 44).

In consideration of this information, before the advertising campaign of a distance education program, one may say that answers are sought for whom the program is intended for in terms of the content and suggestions of the program, by what message the target group so designated should be ensured to participate in the program and by which advertising media as detailed in the chapter 6 shall be used to communicate the message to be communicated to the target group.

The second form of tests is those tests carried out during the advertising campaigns. They are tests carried out at the time when the advertisement/advertising campaign prepared in accordance with the tests and advertising strategies carried out before the advertisement start to be published in the designated media and the target group is exposed to the messages of this advertisement. The most basic objective of these tests are to be able to assess the efficiency experienced during the campaign and to identify any deficiencies which have been overlooked during the pre-tests.

These tests which are the final section of the process of advertising surveys are carried out in order to assess the outcomes of the advertising campaign and to reveal whether or not the advertisement has achieved its goals. One tries to answer two basic questions at two different stages. At the first stage, the data obtained are assessed and the question “What did we aim to achieve through this campaign?” is tried to be answered. Usually, advertisers and advertising agencies aim at being able to increase the brand awareness by 10% and the memorability of the advertisement by 25 percent through an advertising campaign. At the second stage, to what extent the goals as identified at the first stage could be achieved is studied. For instance, according to the test results, 20% of the target group is aware of the brand. In this context, the question to be asked must be: “How well my brand would

be known if was not for the advertising campaign?” When one compares the answers to how well the target group knows the brand before and after the advertising campaign, the success of the advertising campaign is revealed (Lane, et al, 2005:659-660).

When the advertising campaign of a distance education program comes to an end, assessments are made in accordance with the most basic objective of that program. One tries to determine whether or not the program has reached the target group in an effective way, to what extent the designated target group has been ensured to participate in the program, the levels of awareness of the target group concerning the program and how well they remember the advertisement.

CONCLUSION

One of the most effective components of the marketing communication, advertising has a great importance for both the producers and the consumers in the present day’s global competition environment. Advertising assists the producers in providing the consumers with information about the product specifications and benefits and making them be aware of those products which may satisfy their needs in the so wide a product diversity and obtain information on the matter so that the producers shall not lose their market shares to their competitors and to survive. In this context, one may say that advertising efforts serves as a bridge between the producer and the consumer.

Advertising activities must have been established in controlled and strategic manner and such individual but interconnected advertisements with the same theme must have been planned and prepared at certain times by various media so that such activities may be effective and useful at all times.

In the past years, enterprises did not spare large budgets for their advertising and marketing activities, but at present, this situation does not maintain its validity. At present day, global market and global competitive environment phenomena which appear in the age of globalization and technology we are in bear great importance from the standpoint of enterprises. Many enterprises have now comprehended the fact that the best way to survive is to reach the customer and thus the importance placed on the advertising and marketing activities. In this context, the marketing communication efforts which were in the forefront only for certain sectors in the past years have spread over a variety of sectors at present. Enterprises which now try to create some value

in the mind of the consumer reserve a share for the advertising investments in proportion of their budgets. Distance education programs which have had an important place in the education sector in recent years are also included in these sectors. Distance education programs have started to prioritize the advertising campaigns due to the changing market conditions, inclusion of new institutions into the sector, enlargement of the product range on distance education programs basis, etc. Distance education institutions have started to differentiate in the mind of consumers through the advertising campaigns prepared.

An advertising campaign process consists of survey and situation analysis, identification of the campaign objectives, determination of the campaign strategy, determination of the campaign budget, creative works, making of media utilization decisions execution and assessment. In this context, the study has been assessed within the framework of the advertising campaigns of the distance education programs by examining these campaign processes.

In the survey and situation analysis process which is the initial stage of an advertising campaign, the specifications of the product to be advertised as well as the condition of the sector and the competitors are studied. As a result of the determination of the advantages and the examination of the condition of the sector, the fashion of the campaign idea and the message to be communicated to consumers are formed. In this context, the initial stage for the advertising campaigns to be organized in the distance education sector covers the examination of the advantages and disadvantages of the distance education sector, performance of surveys in order to identify the target group, assessment of the condition of the institutions in the distance education sector and investigation of the institution/program to be advertised in all its aspects.

In the stage of the identification of the campaign objectives which is the second stage, works are performed in accordance with the two most basic objective of an advertisement: communication objective and sales objective. Considering that an advertisement is a communication process, one may notice that the process accommodates all of the communication process elements including the resource, encoding, message, medium, decoding, recipient, noise and feedback, etc. In this context, when the objective is to announce a prepared distance education program to the target group, to provide information about the program and to ensure awareness thereabout, then a resource, i.e. the advertising agency which shall prepare the

advertisement of the distance education program is selected. The advertising agency selected by the company providing the distance education service and its staff members convert the information, ideas, etc. concerning the program which they want to communicate to the target group into a message, employing such symbols, words and signs which shall appeal to the target group and which shall ensure them to understand it; in short, they encode it all together. At the next stage, they decide what medium, i.e. advertising medium, they shall use, depending on the media utilization rates of the target group, the objective of the program and the budget. The target group which is the recipient of a distance education program is formed by the content and objective of the program. In this context, the target group of a distance education program may be such individuals from young university students to children, from engineers to journalists, etc. who want to improve themselves and be educated. The target group who assess the message in accordance with the experience, values, attitudes, etc. which they have earlier possessed converts such message to an opinion and acquire an opinion about the message which the distance education program gives; in short, they analyze the message of the distance education program. As a result of the analyzed advertisement message of the distance education program, the target group is expected to participate in the program or their number increase. In this context, in order to measure the efficiency of the advertisement by the objective of the distance education program, the movements in the rate of participation are looked into or the target group's perceptions and opinion about the advertisement are obtained and this is considered to be the *feedback* of the advertising process.

The sales objective of the advertisement is to ensure that the target group purchases the product or to make the sales previously existing in the market continuous and to solicit and increase demand; in short to promote sales. Achievement of this sales objective is made possible by advertising approaches: Hard Sell which appeals to rationale and Soft Sell which appeals to the feelings of individuals. If the objective of the advertisement objective of the distance education program is to ensure long-term sales, then the advertisement message must appeal to feelings. Such visuals or copies as individuals who become successful upon graduation, appreciation of success, etc. which shall provide the target group with emotional, psychological and social satisfaction and hence be attractive for them may be employed in such advertisements.

If the objective of the distance education program advertisement is to ensure short-term sales, then such copies which shall appeal to the rationale of the target group and indicate the functional benefits of the program and such headlines as “Enroll right away” may take place in the advertisement.

The third stage of an advertising campaign is the determination of the strategies of the campaign. At this stage, a decision is made as to “what to say” about the product or the service. There are some decisions which must be made at the stage of the determination of the advertising campaign of the distance education program. Such decisions as to what portion of the market the distance education program intends to reach and whether or not any direct or indirect behavior may be created in the target group, etc. may be made at this stage.

The fourth stage of an advertising campaign is the process of the determination of the budget of the advertising campaign. At this stage of the advertising campaign, payments to be made to any organizations and media from the survey process to the assessment process are identified and a budget established. Such issues as the overall budget of the advertiser, time of entry into the sector, etc. bear great importance at this stage. In this context, a budget is established in accordance with the budget of the institution in the advertising campaign of the distance education program to be advertised. In general, a portion of 3-5% of the institutional budget is reserved as an advertising budget and this budget is used in a wide range from application to media selection. In addition, the time of existence of the distance education institution in the sector also bears a great importance. If the distance education institution has recently entered the sector, then it tries to establish an advertising budget close to the actual values by examining the advertising expenses of the sector leaders and the competitors while an institution which has existed in the sector for a long time studies the position of the distance education institution in the sector, thus establishing a budget accordingly. Correct determination of the budget is a prerequisite for the successful implementation of the advertising campaign.

After the budget establishment process starts the creative works of advertising campaigns which is the fifth stage. Creative works of advertising campaigns are developed in accordance with the results of strategic decisions, identification of the objectives of the advertisement, market analysis and brand analysis. At this stage, an advertisement idea is created according to the identified goals and data obtained. In this context, the

advertisement idea is created as a result of the strategic decisions established by investigating the sector and the institution and identifying the consumer perceptions in the distance education advertisements so realized. However, at this stage, the distance education institution must not only be able to identify its expectations of the advertisement but analyze its competitors and the condition of the market and communicate this to the advertising agency, in other words, give the creative brief in a correct manner. Creative works cover the copywriting of the advertisement idea so created. In this process, copywriting varies by the characteristics of the sector and the expectations of the institution. Rational advertising attractions are employed and copies are informative, descriptive and long in the advertising campaigns of distance education campaigns. This results from the structure of the distance education sector and the reason for the target group to examine the advertisement being to obtain information.

The sixth stage of an advertising campaign is to make decisions about via what media the advertisement objectives shall be communicated to the target group; in short, the decisions of media use. At this point, the characteristics of the target group must be very well identified. For the advertisement message may be communicated to the target group in the most effective manner if the media as preferred by the target group and their rates of use are known. Making of the media use decisions may be defined as making of the decisions about the whole of the works concerning the identification of those advertising media which shall allow for the accomplishment of the goals and objectives of the advertisement in the most effective and economical manner, to what extent and at what frequency the advertisement shall be published/broadcasted in such media. Considering the matter in terms of the distance education programs, media selection decisions are basically developed basing upon the content of the program and, in this context, the target group identified. If the education programs only target the youth, then such media as internet, television, printed media as preferred by the youth, etc. must be selected. Television may address so large an audience as an advertising medium. At this point, if the target group of a distance education program is not national, then local television channels shall be useful. Education programs on certain subjects may prefer the commercials or sponsorships of those television programs of the same theme. If the medium selected in the distance education programs is radio, then functional benefits of the program may be described in detail and a rational choice creation may be achieved in the individual due to the act that radio does not have any visual format. At the same time, a radio commercial based on emotional

benefit may also be impressive with a slogan or advertisement copy which shall create an emotional impact on the target group. Printed media which is so suitable for market segmentation and local advertising may be often preferred in the advertising campaigns of distance education programs. While the magazine advertisement of an education program concerning engineering education may take place in a magazine with management theme, an education program of local origin may publish a notice in a newspaper. At the same time, a distance education advertisement located near a column with “benefits of distance education” theme as contained in the printed media shall be more effective, and the news and the advertisement theme shall support each other, thus affecting the student candidates. When outdoor environments are used as the media for a distance education advertising campaign, format of such media is the most basic point which must be paid attention. Large headlines and eye-catching visuals are usually employed in the outdoor advertisements for an individual who lives in an urban center may not stop to examine the outdoor advertisements for a long time. In this context, it shall be sufficient for the outdoor environment if the distance education programs provide the target group with a web address or telephone number where they may obtain detailed information and support such information with a successful and effective manner instead of providing them with detailed information about the contents of the program. Internet which is one of the most effective media among the advertising media of the present day due to the age of technology we are in and due to the fact that consumers much consume such medium has come to be so suitable a medium for distance education programs. According to several marketing and advertising specialists, the most basic medium of a distance education program must be the internet for almost all of the students of such programs are such individuals who have access to the internet and all the markets are on line. Distance education programs may easily make use of such forms of internet advertising as web sites, banners, buttons, skyscrapers, pop-ups, advertorials, interstitials, superstitials, minisites, search motor advertisements (Google Adwords).

In the application stage which is the seventh stage of an advertising campaign, the advertisement idea developed in the creative works process is converted into an audio and/or visual message and applied according to the selected media. In this process, the members of the creative group in the advertising agency play an effective role while such professionals as the director, photographer, etc. provide support. In the application process of the advertising campaigns of the distance education programs, an application

complying with the media selection and target group bears a great importance. The application of such media as television, press, radio, internet, etc. also displays differences. While such phenomenon as music, action and sound are important in the application of the commercial in television, copy and colors are important in printed media, sound in the application process of radio commercials and technological information of the applicier in the application of internet commercials. Design is carried out in order to attract the attention of the target group in advertisement applications. In this context, if the target group of the distance education program so advertised is consisted of young people, colors, copy and layout is designed to attract the attention of the youth. In distance education advertisements, media-specific solutions are generated in order to be able to efficiently appeal to the target group and to accurately reflect the advertisement idea.

The final stage of an advertising campaign is the assessment stage. Measurement of the efficiency of an advertisement may be achieved at three different stages in order to be able to provide the advertisers and advertising professionals with such advantages as the prevention of expensive errors, assessment of alternative strategies, enhancement of the effect of the advertisement and control of whether or not targets have been achieved. Surveys carried out before the preparation and publication of the advertising campaign are pre-tests, those carried out at the time of the publication of the advertising campaign during-tests and finally those carried out after the target group's exposure to the advertising campaign post-tests which are carried out at the assessment stage. At the pre-test stage of distance education program, such answers as who the program targets in terms of the contents and proposals of the program, what kind of a way is to be followed in order to ensure the participation of the identified target group in the program and in what advertising media the message to be communicated to the target group shall be flown are sought for. The purpose in the tests performed during the advertising campaign of a distance education program is to determine to what extent the advertisement of the distance education program has so far been effective on the potential students and hence to ensure any deficiencies to be revealed. In the post-tests which are the final part of the assessment stage, one looks into whether or not the point at which the distance education program aimed in the beginning has been reached through the advertising campaign. One looks into whether or not the potential or existing students have become aware of the distance education program thanks to the advertising campaign, whether or not they remember

the contents and features of the education program and to what extent participation has been achieved.

The advertising campaign process which is accomplished in eight different stages is not only valid for each and every sector at present but it is also valid for the distance education sector whose competition environment is getting crowded with every passing day. Those companies providing this service notice the importance of advertising and marketing activities with every passing day. The advertisers who face the fact that a single creative advertisement may not be efficient at all times have noticed the requirement of resting the advertising activities on well-planned, regular and strategic foundations. And distance education programs aim at being able to attract the potential students to themselves or providing the existing students with new education opportunities not to lose them to their competitors. In accordance with such purposes, advertising campaign designed by advertising professionals may be effective for the distance education programs.

REFERENCES

Albig, W. (2007). *Public Opinion*, Read Boks.

Altstiel, T. & Grow, J. (2006). *Advertising Strategy: Creative Tactics from the Outside/in*, SAGE.

Applegate, E. (2005). *Strategic Copywriting: How to Create Effective Advertising*, Rowman & Littlefield.

Arens, W. F. (1999). *Contemporary Advertising*, 7th Edition, Mc-Graw Hill, USA.

Barker, R. & Angelopulo G. C. (2006). *Integrated Organisational Communication*, Juta and Company Limited.

Belch, G. E. & Belch, M. A. (2004). *Advertising and Promotion: An Integrated Marketing Communication Perspective*, 6th Edition, The Mc Graw-Hill Companies Inc., New York, U.S.A..

Bennetta, A. & Resvito, S. (2002). "From a socially intelligent robot concept to an ad: Eliciting audience participation throughout the graphic design

process”, *Design and Emotion: The Experience of Everyday Things*,
Editors: Deana McDonagh, Paul Hekkert, Jeroen van Erp, Diane Gyi, CRC
Pres, USA.

Beesley, D. & Cavins D. L. (2002). “Marketing Distance Learning with an
Ad Agency”, **Online Journal of Distance Learning Administration**,
Volume V, Number II, Summer.

Bozkurt, I. (2004). *Iletisim Odaklı Pazarlama [Communication Focussed
Marketing]*, Kapital Medya A.S., Istanbul.

Brewster, A. J. & Palmer, H. H. (2001). *Introduction to Advertising*, The
Minerva Group Inc.

Burns, K. S. & LUTZ Richard J. (2006). “The Function of Format:
Consumer Responses to Six On-line Advertising Formats”, *Journal of
Advertising*, Vol. 35, No.1, pp.53-63, Spring.

Cassner, M. & Adams, K. E. (2004). “Academic Library Web Sites for
Distance Learners in Greater Western Library Alliance Member
Institutions”, *Internet Reference Services Quarterly*, Vol. 9 Issue 3/4, p33-42.

Chatterjee, P. & Hoffman, D. L., & Novak, T. P. (2003). “Modeling the
Clicksteram: Implications for Web-Based Advertising”, *Marketing Science*,
Vol.22, No.4, pp.520-541, Fall.

Chang-Hoan, C. & Khang, H. K. (2006). “The State of Internet-trelated
Research In Communications, Marketing and Advertising: 1994-2003”,
Journal of Advertising, Vol. 35, No. 3, Fall. pp. 143–163.

Chang-Hoan, C. & Cheon, H. J. (2004). “Why Do People Avoid Advertising
On The Internet?”, *Journal of Advertising*, Vol.33, No.4, pp. 89-97, Winter.

Converse, P. D. (2007). *Essentials of Distribution*, Read Boks.

Danaher, P. J. & Mullarkey, W. G. (2003), “Factors Affecting Online
Advertsing Recall: A Study of Students”, *Journal of Advertising*, Vol.43,
Issue 3, p. 252-267, September.

Elden M. (2004). *Reklam Yazarlığı [Advertising Authorship]*, 2. Baskı,
Iletisim Yayınları, Istanbul.

Ferry-Maccario, N. (2008). *Droit du marketing: Déjouer les pièges juridiques de la communication*, Pearson Education France.

Fırlar, B. G. (1998). *Reklam Araştırmaları [Avertisement Researches]*, Izmir Reklamcılar Derneği Yayınları, Izmir.

Green, D. C. (2003). "Search Engine Marketing: Why it benefits us all", *Business Information Review*, 20(4).Sage Publications.

Goodman, A. (2005). *Winning Results with Google Adwords*, Emeryville, CA, USA: McGraw-Hill.

Granitz, N. & Green, C. S. (2003). "Applying E-Marketing Strategies to Online Distance Learning", *Journal of Marketing Education*, Vol. 25 No. 1, April, pp. 16-30.

Gökaliler, E. & Sabuncuoglu, A. (2007). "Search Engine Advertising And Google Adwords: A Research On The Search Engine Advertising Awareness In Universities of Izmir, Turkey", *Proceedings of 6. International Symposium Communication in the Millenium, Volume 1*, Istanbul, 14-16 May, 323-339.

Hisrich, R. D. (2000). *Marketing*, Barron's Educational Series, USA.

Kaptan, S. S. (2002). *Advertising, New Concepts*, Sarup & Sons.

Kelly, L. D. *Advertising Account Planning: A Practical Guide*, Armonk, Sharpe Inc., NY, USA, 2006.

Kelly, L. D. & Jugenheimer, D. W. (2003). *Advertising Media Planning: A Brand Management Approach*, M.E. Sharpe, USA.

Kocabas, F. & Elden, M. (2004). Reklamcılık- Kavramlar, Kararlar, Kurumlar *in Füsün Kocabas, Müge Elden, Reklamcılık- Kavramlar, Kararlar, Kurumlar [Advertising, Concepts, Decisions, Organisations]*, 5.Baskı, İletişim Yayınları, İstanbul.

Kotler, P. & Armstrong, G. (2002). *Principles of Marketing*, Pearson Prentice Hall, Pearson Intenational Edition, New Jersey.

- Kumar, N. & Mittal R. (2002). *Advertising Management*, Anmol Publications PVT. LTD.
- Krugman, H. E. (1965). "The Impact of Television Advertising: Learning Without Involvement", *The Public Opinion Quarterly*, Vol.29, No.3, (Autumn, 1965), pp. 349-356.
- Lane, W. R., King, K. W. & Russel, J. T. (2005). *Kleppner's Advertising Procedure*, Prentice Hall Inc, 16th Edition, New Jersey.
- Lee, M. & Johnson C. (1999). *Principles of Advertising: A Global Perspective*, Haworth Press, USA.
- Leeds-Hurwitz, W. (1993). *Semiotics and Communication: Signs, Codes, Cultures*, Lawrence Erlbaum Associates.
- Lorenzetti, J. P. (2005). "A New Approach to Marketing Strategies for Distance Education", *Distance Education*, Volume 9, Number 8 April 15, 2005.
- Mooiji, M. K. De. (2005). *Global Marketing and Advertising: Understanding Cultural Paradoxes*, SAGE.
- Mordkovich, E. & Mordkovich, B. (2007). *Pay-Per-Click Search Engine Marketing Handbook: Low Cost Strategies to Attracting New Customers Using Google, Yahoo&Other Search Engines*, Mordcomm Inc, USA..
- Morel, M. (2003). *Promote Your Business: How to Write Effective Marketing Material for Your Small Business*, Allen & Unwin.
- Mulin, B. J., Hardy, S. & Sutton W. A. (2007). *Sport Marketing*, Human Kinetics.
- Paley, N. (2001). *Marketing Strategy Desktop Guide*, GBR: Thorogood, London, UK.
- Pattis, W. (2004). *Careers in Advertising*, McGraw-Hill Professional, USA.
- Petley, J. (2003). *Advertising: Technology, People, Process*, Black Rabbit

- Porter, L. R. (1997). "Advertising Your Distance Learning Program", ***Creating the Virtual Classroom: Distance Learning with the Internet***, Wiley, John & Sons, Incorporated, January.
- Romesh, V. (n.d.). ***Educational Administration***, Anmol Publications PVT. LTD., ISBN 8126122730, 9788126122738.
- Russial, J. (2004). ***Strategic Copy Editing***, Guilford Press, 2004.
- Schramm, W. (1955). ***The Process and the Effects of Mass Communications***, University of Illinois Pres, Urbana, 1955.
- Schroder, C. L. (2002). ***Specialty Shop Retailing: How to Run Your Own Store***, John Wiley and Sons, 2002.
- Schulz, D. & Tannenbaum, S. (1988): ***Essentials of Advertising Strategy***, 2.Edition, Prentice Hall.
- Shaik, N. (2005). "Marketing Distance Learning Programs and Courses: A Relationship Marketing Strategy", ***OJDLA-Online Journal of Distance Learning Administration***, Winter, Volume 11 Issue 4.
- Singh, S. N., Dalal N., Mishra, S. & Patil, V. H., "A Communications View of Web Page Perception", ***Journal of Current Issues and Research in Advertising***, Vol. 27, No.1, Spring.
- Sissors, J. Z., Baron, R. B. & Ephron, E. (2002). ***Advertising Media Planning***, McGraw-Hill Professional.
- Smith, G. J. H. (2007). ***Internet Law and Regulation***, Sweet & Maxwell.
- Sternberg, R. J. & Lubart, T. I. (1999). "The Concept of Creativity. Prospects and Paradigms", ***Handbook of Creativity***, Ed: Robert J. Sternberg, Cambridge University Press.
- Subramaniam, C., S.haw, M. J. & Gardner D. M. (2000). "Product Marketing and Channel Management in Electronic Commerce", ***Information Systems Frontiers***, Vol.1, No:4, p.363-378, 2000.

Taylor, V. (2008). *The Complete Guide to Writing Web-Based Advertising Copy to Get the Sale: What You Need to Know Explained Simply*, Atlantic Publishing Company.

Trehan, M. & Trehan, R. (n.d.). *Advertising And Sales Management*, VK Publications, ISBN 8188597554, 9788188597550.

Turgut, O. P. (2006). "Internet Reklamcılığında Tasarım Sorunları: Banner Reklamlar Üzerine Bir İnceleme", Retrieved 21.11.2006.
<http://inet-tr.org.tr/inetconf10/bildiri/12.doc>

Wells, W., Burnett, J., Moarty, S. & Win, L. (2007). May, *Advertising Principles and Effective IMC Practice*, 1th Edition, Prentice Hall Inc., Singapore.

Wells, W., Burnett, J. & Moarty, S. (2006). *Advertising Principles and Practice*, 7th, Edition, Prentice Hall Inc., New Jersey, U.S.A.

Wells, W., Burnett, J. & Moarty, S. (1998). *Advertising Principles and Practice*, 4th, Edition, Prentice Hall Inc., New Jersey, U.S.A..

Yesin, T. (1998). *Integrated Marketing Communications: The Holistic Approach*, Butterworth-Heinemann, 1998.

Yesin, T. (2006). "Practical Accountant", *Quickbooks 2007 Developments*.

ADDITIONAL READINGS

Because marketing and advertising activities of a distance education program is a new subject, some specific sources of this subject can not be given. But for further readings these specific sources can be given seperately for the subject in below:

Bickerton P. & Pardesi U. & Chartered Institute of Marketing (2000). *Cybermarketing: How to Use the Internet to Market Your Goods and Services*, 2nd Edition, Butterworth-Heinemann.

Drummond G. & Ensor J. (2005). *Introduction to Marketing Concepts*, Butterworth-Heinemann.

- Egan J. (2007). *Marketing Communications*, Cengage Learning EMEA.
- Kotler P. & Armstrong, G. (2008). *Principles of Marketing*, Prentice Hall Inc., 12th Edition, 2008.
- Kotler P. (2003). *Marketing Insights from A to Z: 80 Concepts Every Manager Needs to Know*, John Wiley and Sons.
- Lane W. R. & Whitehill K. & Russell J. T. (2005). *Kleppner's Advertising Procedure*, 16th Edition, Prentice Hall, New Jersey, U.S.A.
- Mooiji, M. K. De. (2005). *Global Marketing and Advertising: Understanding Cultural Paradoxes*, SAGE.
- Moore M. G. & Anderson W. G. (2003). *Handbook of Distance Education*, Lawrence Erlbaum
- Pickton D. & Broderick A. (2001). *Integrated Marketing Communications*, Prentice Hall.
- Porter, L. R. (1997), "Advertising Your Distance Learning Program", *Creating the Virtual Classroom: Distance Learning with the Internet*, Wiley, John & Sons, Incorporated, January.
- Shimp, T. (2000). *Advertising Promoting*, 5th edition. Orlando: The Dryden Press.
- Tyagi C.L. & Kumar A. (2007). *Advertising Management*, Atlantic Publishers & Distributors.
- Wells, W. Burnett & J., Moarty, S. & Win, L.(2007). May, *Advertising Principles and Effective IMC Practice*, 1th Edition, Prentice Hall Inc., Singapore.

WEBLIOGRAPHY

- <http://www.westga.edu/~distance/ojdla/summer82/shaik3.gif> Retrieved on 12.11.08.
- <http://blogs.guardian.co.uk/digitalcontent/school28apr2008.jpg> Retrieved on 12.11.08.
- www.dissertationresearch.blogspot.com Retrieved on 12.11.08.
- "*Interstitial Webpage*", <http://www.fuelnet.com/glossary/interstitial-webpage> Retrieved on 12.11.08.
- <http://www.reseau411.ca/images/clients/AN/2291.jpg> Retrieved on 12.11.08.
- www.careercampus.info/careeradvertorial.htm Retrieved on 12.11.08.
- <http://www.indiaeducation.net/common/Advertisements/images/1.jpg> Retrieved 12.11.08.
- <http://www.newsweekshowcase.com/distance-learning/advertisers/university-maryland/maryland-skyscraper.gif> Retrieved 12.11.08.
- <http://www.polygondesign.com/portfolio/print/acs.jpg> Retrieved on 12.11.08.
- <http://www.newsweekshowcase.com/distance-learning/advertisers/swiss-management-center/swiss-management-top.jpg> Retrieved on 12.11.08.
- http://www.acc-tv.com/images/globalnews/edu_education_1007.jp Retrieved on 12.11.08
- <http://distancelearn.about.com/b/2006/02/03/book-review-bears-guide-to-earning-degrees-by-distance-learning.htm> Retrieved 20.12.2008
- <http://sesantos.com.ph/2007/08/04/the-1st-hr-philippines-convention> Retrieved on 20.12.2008
- <http://media.search4jobs.com.au/images/6019895AA.png> Retrieved on 12.11.2008
- <http://readingwithscissors.files.wordpress.com/2008/02/deadmanworking.j> Retrieved on 12.11.2008.
- <http://www.militarytransitiontimes.com/education/education-training.htm> Retrieved on 20.12.2008
- http://farm2.static.flickr.com/1158/1009111022_af41c3b3ae.jpg?v=0 Retrieved on 12.11.08.
- <http://telescope1.logika.net/b/scope?u=www.fcd.ufl.edu%2F&c=uxllqkuxspppyxuyqlsmxsnlytvlpw> Retrieved on 12.11.08.
- <http://www.bemidjistate.edu/academics/fastrack/images/Banner1.gif> Retrieved on 12.11.08
- http://www.htctu.net/publications/guidelines/distance_ed/images/chancellors_logo.gif Retrieved on 12.11.08.

BIODATA ando CONTACT ADDRESSES of AUTHORS

Lecturer Ayda SABUNCUOGLU, Yasar University, Turkey.



Ayda SABUNCUOGLU was born in Izmir, Turkey in 1982. She graduated from high school in 2000 and then joined at the Baskent University Communication Faculty Department of Public Relations and Advertising. She is still a Ph.D candidate from the doctorate program at Public Relations Department in Ege University since 2006. Her research interest includes advertising, mass communication and gender studies.

Lecturer Ayda SABUNCUOGLU,
Yasar University, Faculty of Communication,
Public Relations and Advertising Department,
Selcuk Yasar Campus, Üniversite Cad., No: 35-37,
Bornova–Izmir, TURKEY
Fax : 0232 411 50 20, Phone: +90 232 4115000
Email; ayda.sabuncuoglu@yasar.edu.tr

Lecturer Ebru GOKALILER, Yasar University, Turkey.



Ebru GOKALILER was born in 1979. She graduated from high school in 1996 and then joined at the Ege University Communication Faculty Department of Radio Television and Cinema. She worked as a copywriter in an advertising agency between 2001-2007. She is still a Ph.D candidate from the doctorate program at Public Relations Department in Ege University since 2006. Her research interest includes advertising, brand, and consumer behavior.

Lecturer Ebru GOKALILER,
Yasar University, Faculty of Communication,
Public Relations and Advertising Department,
Selcuk Yasar Campus, Üniversite Cad., No: 35-37,
Bornova, Izmir, TURKEY
Fax: +90 0232 411 50 20, Phone: +90 232 4115000
Email; ebru.gokaliler@yasar.edu.tr

CHAPTER VII

Marketing and Promoting Online Adult Education

Victor C. X. WANG
California State University, USA

ABSTRACT

To serve a significant portion of the student population, adult learners, in the academy in the 21st century, this chapter argues that online education (e.g., e-learning) has the potential to open wider the door to greater access and advancement for learners across their life spans than the traditional four walled classroom teaching. Some of the major issues revolving around online education and adult learners such as policy, access, completion and equity have been addressed in this chapter. The purpose of this chapter is to show how we can rely on practice and research to harness the great yet untapped potential of online education to market and promote online education programs especially among adult learners. Marketing and promoting online education programs are equally important as helping adult learners learn.

INTRODUCTION

As King (2006, p. 15) reflected upon online education, she indicated, looking at online education for the last 20 years, one cannot help but realize that the field has expanded dramatically. We have lived through a time of great advances in technology, policy, educational readiness, and societal technology adoption, but at the same time we have also struggled with great challenges in these same areas.

The bright side of online education is the simple fact that it reaches learners anywhere, any time and that learners enjoy the flexibility online education can provide for them. In addition, proponents of online education promote it

in any imaginable, innovative ways in order to maximize learning on the part of learners. Even though online education has been in use for 20 some years, it is still in its infancy. What makes the picture rather bleak is the fact that some faculty, policy makers, practitioners including some scholars do not buy into the notion of online education. It is these people who challenge the very existence, popularity, and effective use of online education. It is these people who refuse to buy into the research results about the effective use of online education. It is these people who fail to see the benefits and value of online education.

In addition to assisting with learning anywhere, any time, online education by nature is omnipotent (Wang, 2008). It is omnipotent in the sense that it affects online education program development and delivery. It extends the reach of online education through partnerships. It increases higher education opportunities. It prompts researchers to study its instructional effectiveness through online education.

Online education increases access and completion and equity. Online education can assist with professional development. The benefits and influence online education can provide go beyond the above list. One important and prominent benefit online education can provide is that adult learners in particular have been relying on online education to complete their college degrees and to accomplish their educational goals for the past 20 years. Adult learners by nature have multiple work and family responsibilities (Wang, 2007; Wang, 2008, p. 76).

By no means can they become full time students just like pre-adults or children. While children enjoy the benefit of full time students, adult learners have to come to college campuses in the evening or on the weekend to receive their education and training. When this does not work out for them, adult learners simply depend on online education which can ensure that learning occurs not only in the classroom, but also at home or at work. It is no exaggeration to say that online education and adult learners have become inseparable in this digital age (Wang, 2005). Online education has become a vehicle of instruction in adult education. It is not surprising if we hear that a university has put one third of its courses online in order to accommodate the needs of adult learners on campus. Towards this end, giant online universities have emerged to promote adult education online.

For example, in 2002, the University of Phoenix, part of the Apollo Group, saw its enrollment surpass 100,000 students-making it the largest institution of online higher learning in the United States (Bash, 2003). No need to say that this enrollment figure must include students from overseas. Walden University and Cappella University (both online universities) have never stopped marketing their educational programs among potential adult learners in order to catch up with the University of Phoenix's enrollment.

In short, both traditional universities and pure online universities have realized the potential educational market among adult learners and have started promoting online education programs. Indeed when we compare online education with traditional classroom education, we cannot help but realize the following advantages that online education has over traditional four-walled classrooms:

- Instantaneous (synchronous) and delayed (asynchronous) communication modes.
- Access to and from geographically isolated communities around the globe.
- Multiple and collaborative among widely dispersed individuals.
- Ultimate convenience, when and where you choose.
- Interaction with and among individuals from diverse cultures, and
- Ability to focus on participants' ideas, without knowledge of age, race, gender, or background. (Shrum, 2000)

To echo the above advantages of online education, King (2006, p. 16) in her award winning book *Harnessing Technology in Higher Education: Access, Equity, Policy, & Instruction* defined online education by using interesting comparisons:

- The working mother in rural Nebraska completing her bachelor's degree online through her local state university while her children sleep at night.
- The single young man in New York City studying for the GED exam via public television and telephone tutoring.
- The mid-career business woman executive pursuing her doctorate in education via a hybrid online and residency program in order to change careers.

- The retired bus driver engaged in a collaborative webinar for his class through a University of Beijing class on the Eastern perspective of global issues.

It is not hard to tell that the key feature King describes in her definition of online education is the fact online education serves its chief clientele, that is, adult learners.

While online education has achieved some popularity among adult learners, this is not to say that there are no barriers to marketing online education programs even among adult learners themselves. Hurdles come from within some educational institutions that have hired faculty, policy makers and staff who have negative attitudes towards the omnipotent nature of online education. Unless their old school mentality towards online education can be successfully changed, online education will fail to provide its benefits to the fullest, let alone address higher education issues such as access, equity, policy and instruction.

The purpose of this chapter is to first discuss the relationship between online education and adult learners, proceed to address in depth issues revolving around marketing online education programs, point out future trends regarding online education and adult learners, and finally come to a conclusion by summarizing the major points of this chapter in order to conform to the theme of this book, that is, to show how educational institutions could easily handle the hurdle or marketing the online programs especially among adult learners worldwide. While this book intends to address online education at various levels, this chapter alone has focused only on adult learners at the higher education level.

BACKGROUND

Online education originates in distance education with its roots in correspondence education and correspondence education has a more than 150-year history in the United States (Gibson, 2006). Almost simultaneously, correspondence education appeared in other parts of the world. Later, in the 1940s, 1950s and even 1960s, radio and TV broadcasts were used to deliver courses to learners in other countries. Prior to the advent of online education, eight types of distance education were widely used in China and some other countries as well:

- Radio/TV universities
- Correspondence departments of regular institutions
- Evening colleges attached to regular institutions
- Workers' colleges
- Independent study examination for higher education
- In-service colleges for administrative staff
- In-service teacher-training colleges
- Peasants' colleges (Yu & Xu, 1988).

According to Gagne, Wager, Golas and Keller (2005), the Internet was first called ARPANET (Advance Research Project Agency Network) and it was designed as early as in the 1960s in the United States under the aegis of the U.S. Department of Defense. Then, in the 1980s, the military and universities began to use this network through telephone lines. The network was built to connect users to solve technical problems and other problems by sharing and communicating information through written communication. Later, universities began to use the network to deliver courses to students who were unable to come to campuses to take courses.

By 2002, the internet had become an international platform with over 680 million users (Global Reach, 2003). Even universities in developing countries began to deliver courses via the internet. The internet has truly become the chief delivery mode of distance learning around the globe. For instance, four major internet networks have been used to deliver online education programs in China. They are the China Network, the China Golden Bridge Network, the China Education and Research Network, and the China Science and Technology Network (Tang, 2000).

Unlike radio or television, the internet is capable of delivering instruction asynchronously, which means learners don't have to take a course with an instructor at the same time. In addition, the internet offers a plethora of features that can accommodate learning anywhere, any time.

As e-portfolios, blogging, wikis, and wik-a-longs emerge; to the educational implications of these tools will subordinate the pre-eminence of traditional synchronous proximity to the needs of individual learners (Brown, 2006, p. 107). Brown continues to argue about the influence of online education;

Real time and space education is rapidly becoming, ironically, yet another option rather than a requirement, another of many means to

instruction in increasingly diverse contexts. As we already are witnessing the demise of seat time and the traditional classroom-based community, we can anticipate individual learners, communities of learners, and professionals more and more often interacting with individuals and communities beyond the old boundaries of space, time, and status. (p. 107)

Any discussion of instructional effectiveness is incomplete if it neglects the role of the instructor and the characteristics of the learners as we ponder the implications of online asynchronous models and emerging hybrid models. As traditional age students are increasingly comfortable communicating, gaming, multi-tasking, and experiencing the world from the vantage of the mobile and co-located (Brown, 2006, p. 108), non-traditional age (adult learners) have found online education especially suits their learning needs to complete a college degree at home or at work. Based on the characteristics of adult learners, Knowles, the father of adult education, predicted in the early 1970s that education in the 21st century would be delivered electronically (1970, 1975). His prediction came true as giant online universities emerged and most universities/colleges put one third of their courses online not only to serve the needs of more than 45% of the student population (adult learners) (Bash, 2003), but also to serve the needs of an emerging learning society.

Why do adult learners particularly enjoy online education? Is this because they cannot afford to come to campuses to interact with their instructors face-to-face? One primary reason is that adult learners are capable of self-directed learning given the fact that they have a reservoir of prior experience which can serve as the best resource for learning. In addition, adult learners are internally motivated to learn rather than externally motivated to learn. Adult learners have so many specific developmental tasks and problems in life that learning can tackle these tasks and solve these problems. When traditional four-walled classrooms fail to serve their learning needs, adult learners begin to seek information technologies in this digital age to assist them with learning.

As Bash (2003) noted about the relationship between adult learners and technology, he has this to say,

As the academy enters the 21st century, certain market realities have forced most colleges and universities to rethink their priorities and

mission. Among dramatic new demographics that include the “graying of America,” a level of competition among schools that approaches cutthroat aspects more common in business practice, technological advances moving at light speed, and slimmer operational margins, many schools are facing challenges that threaten their very existence. One of the central strategies being employed by many institutions is the meaningful integration of adult programs to support what has become a significant portion of the student population. (p. 3)

To address this significant portion of the student population, many universities have spent time, effort and investment on the online course design process. Towards this end, many universities have purchased services provided by Elluminate.Com to add more interaction between instructors and students in the online learning environment by incorporating audios, videos and a live whiteboard. Now the focus, according to Brown (2006, p. 102), is moving from teacher and content-centered to learning-centered instruction. He continues to argue that effective design focuses first on goals, and then the activities that students will engage in order to meet those goals. Content like learners’ prior experience is a resource for learning. Brown (2006) found that this simple conceptual shift challenges the way faculty think of themselves. In fact in order to implement effective online education, faculty has turned to rely on principles of adult learning. Based on the art and science of helping adult learners learn, faculty is supposed to be learning facilitators instead of knowledge providers in the online environment. Because of a different online teaching/learning environment, the way knowledge is delivered is totally changed. Brown (2006, pp. 102-103) uses interesting analogies to describe the new role of online course instructors:

Faculties are no longer math or physics or writing teachers. They become, rather, scholars who teach students about math, physics, or writing. This manifestation of moving from the “sage on the stage” to the “guide on the side,” and a guide who is increasingly distributed and asynchronous from learners, is neither a subtle nor easy shift. Yet it represents the newly recognized core of what it means to be an effective educator in new learning environments in which there is collaboration with peers, graduate students, technology professionals, experts, or professionals in the field, and, ultimately the larger community of those who hold a stake in education.

Indeed, our traditional role as faculty has been challenged in this digital age. No longer can we still consider ourselves as pedagogical instructors who assign learners a submissive role of simply following their instructors. Given the nature of adult learners and online education, Knowles (1998) reminded us,

Finally, I found myself performing a different set of functions that required a different set of skills. Instead of performing the function of content planner and transmitter, which required primarily presentation skills, I was performing the function of process designer and manager, which required relationship building, needs assessment, involvement of students in planning, linking students to learning resources, and encouraging student initiative. (p. 201)

There is no doubt that the new role of faculty will help with the online course design process. This online design process will definitely affect the way knowledge is delivered in the online teaching/learning environment. The next section of this chapter focuses on pertinent issues regarding how we can better market online education among learners, especially adult learners in the education arena.

MARKETING AND PROMOTING ONLINE EDUCATION PROGRAMS TO REACH MORE ADULT STUDENTS

There are several definitions of the adult learner. One defines the adult learner as the one who has reached 16 years of age and who has shouldered the responsibility of making major decisions for their own lives, such as getting a driver licence, getting married without the consent from their parents and making important decisions regarding what to learn and how to learn.

According to the adult education literature (Brown, 2006; King, 2006), these adult learners are technology savvy and they are ready to learn on the Internet. Marketing and promoting online education programs to reach these learners should not be an issue as these learners enjoy the convenience of learning anywhere and any time in cyberspace. It may be true that these learners have more computer skills than their course instructors who received their advanced degrees ten, twenty or thirty years ago. However, there are some adult students who are not that technology savvy. The adult learners who were born after the Second World War are the so-called baby boomers

who are about to get retired. Once retired, they will have the absolute freedom to learn what they wish to learn, where to learn and how to learn. Since these learners are technology challenged, promoting and marketing online education may become an issue. This outstanding issue may require institutions to be innovative in terms of how they can promote and market online education programs among these important adult learners. Unlike traditional age learners, adult learners have multiple family/work responsibilities (Wang, 2008). Gradually, online education programs will become more important than the traditional four walled classroom teaching. No institutions of higher learning wish to let go of the opportunity of providing important online education programs for adult learners.

Now that we have the potential educational market among adult learners to initiate online learning activities, a plethora of issues challenge today's universities and colleges. Worthy of note will be policies that need to be created or revised at the institutional levels. Some of the questions that come to mind can be as follows:

- What course management system can be used?
- Who will be qualified to teach an online course?
- How can faculty be rewarded for their online teaching instead of four walled classroom teaching?
- What will be some of the residency requirements when students are virtually anywhere around the globe?

If we fail to answer the above questions, we will definitely fail to market online education programs among adult learners. Although adult learners are self-directed in learning, they still need either a directing relationship with their course instructors in the online environment or a helping relationship with their course instructors (Wang, 2005).

The online environment is not a vacuum. Rather, it is filled with human interaction (Wang, 2005, p. 51). One of the ways to organize the diversity of policy issues, according to Blustain (2006) is to use what King and others (2002) developed as a "three-tiered policy analysis framework:

- Faculty (rewards, support, technology education, intellectual property)
- Students/participants (support, advising, requirements and records, transfers)

- Management and organization (tuition and fees, funding, collaboration, financial support, programming/curricula, delivery)

The way institutions address the varied concerns of the faculty, the way institutions work together with each other and the way institutions divide up costs and revenues will directly affect the way knowledge is delivered in the online environment. Adult learners do not expect institutions and faculty to dump university courses on the computer screens; they expect them to use principles of adult learning to design meaningful courses in the online environment. It is true that institutions are faced with a whole range of policy issues involved in launching and marketing online education programs. Perhaps it is safe to be aggressive but to bite off only what they can chew (Blustain, 2006).

The rapid expansion of internet access and the development of online development software made it possible for institutions of higher learning to extend their reach beyond the campus. If online education fails to reach learners far and wide, its very existence can be questioned. While some institutions do better in terms of reaching learners beyond the campus, other institutions have not achieved much in terms of reaching learners because of failed policies or financial constraints. Like traditional age learners, non-traditional age students are an increasingly diverse student population, most of whom have special needs because of, among other issues, their ethnicity, geographical location, health, job, or family obligations. They are the ones who demand universities and colleges meet their education and training needs via online education.

Lewis's (2006) research found that through collaboration and partnership, institutions were able to take full advantage of the new technological advancements to address the education and training needs of adult learners. In addition, partners were able to get started more quickly and were less likely to encounter unforeseen political and philosophical obstacles (Baer & Duin, 2004, p. 6).

Often times, political and philosophical obstacles come from within institutions of higher learning rather than from partners. Some administrators are babyboomers themselves. These people have never taken online courses before and they are charged with important responsibilities such as assigning online classes to faculty. Because they don't really understand the dynamics of online teaching and learning, they often assign

important courses to wrong faculty who are not that qualified in their particular fields of study. Who is to blame for this? Well, the university administrators should be careful in assigning those middle level administrative positions to adult learners. Their age is not tantamount to their knowledge and skills or attitudes towards online education programs. Those younger adult learners who are technology savvy, who have practical working philosophies should be assigned important positions such as college deans or department chairs. It is these people who often seek collaboration and partnership with experts from certain fields of study.

Those administrators who do everything by the book will fail to market and promote online education programs among adult learners. Because these administrators such as college associate deans or department chairs may have prejudice against online education programs, they may create admission barriers to adult learners. They want all adult learners to get matriculated into their university systems as traditional age students. Because of their special characteristics (e.g., multiple work/family responsibilities), these adult learners will not buy in whatever university deans or department chairs want them to do. Adult learners will look for programs that can help them enroll in classes in an instant. Then, tension between college deans/department chairs and faculty will occur. Faculty will consider these administrators inflexible or incompetent. Eventually, these administrators will be removed from their positions. No institutions of higher learning want “dogs in the mangers.” There are many innovative and creative ways to accommodate the needs of adult learners. No institutions of higher learning want to lose this important group of learners especially when these learners can bring to the universities/colleges a large sum of money via tuition fees that will ultimately support institutions’ financial infrastructure. The 47% of the adult population (Wang, 2005) has almost become the main body of student population on any university campuses.

Recently, the California State University System (23 campuses throughout the state of California in the United States) provided an excellent example in terms of marketing and promoting online education programs. As some campuses created barriers to adult learners in the area of admissions into certain online education programs, the system’s Chancellor’s Office issued a memo which addresses using creating/flexible ways to enroll adult learners in any online education programs on a timely basis. The memo was shared with college deans who shared the memo with program coordinators. This high level order from the Chancellor’s Office indicates that marketing or

promoting online education programs among adult learners would not be possible without administrative support especially from the higher level. As some incompetent college deans violate university policies, luckily leaders at higher levels choose to support online adult education.

MARKETING AND PROMOTING IMPORTANT ONLINE EDUCATION PROGRAMS AMONG ADULT LEARNERS

Barriers to online adult education programs for adult learners in institutions of higher learning are manifold. It is these barriers that make marketing and promoting important online education programs difficult. Administrative understanding of the dynamics of online teaching and learning is the first step towards successfully marketing and promoting online education programs among adult learners. This requires faculty and adult learners to “educate” university/college administrators to change their mindset or prejudice against online education. To change the mindset of these college deans or department chairs is not easy. This may involve in sharing pertinent journal articles, book chapters and other important publications regarding the effectiveness of online education programs. Once they see tangible results, there may be “buy in” on their part. Again, faculty needs to be patient with some ignorant administrators. It takes time to learn anyway. Sound educational policies come from the collective wisdom of administrators, faculty and students. No university administrators should make policies single handedly. Marketing and promoting online education programs rests with creating thinking of the administrators, faculty and students together.

Although decentralization is the hallmark of U. S. higher education, the disadvantage is the fact that differences in curriculum and policy create new barriers to student access. Online education is designed to surmount barriers to access to higher education. Indeed, creative use of technology and partnerships can extend the reach of programs to serve new groups of students and address workforce shortages (Phelps, 2006, p. 77). As institutions focus primarily on students 18 to 25 years of age, despite the efforts of continuing educators, access to higher education has often been difficult for adults who face barriers related to the time and place where education is offered. Online education can help make higher education more available to adult learners. Phelps (2006) made the following observations:

The availability of instruction “any time, any place” has made higher education more accessible to adults and individuals living in

remote locations. In a very short period of time, e-learning has gained wide acceptance as a legitimate form of education. Still, educators have yet to exploit fully the application of new technologies to extend and enrich opportunities for increasing access to higher education. (p. 78)

However, in addressing the barriers to adult students' access to higher education, hurdles do exist. According to the National Center for Education Statistics (1995, 2002), many factors including poverty, inadequate academic preparation, lack of knowledge and role models, and cultural barriers limit opportunities significantly for minority and low-income adult students. Hamlin (2006) addressed the new name of online learning by using e-learning:

By 2005 online learning, often termed "e-learning," was almost wholly internalized in higher education. Few institutions are ignoring online learning. Even institutions that do not offer courses and programs in distance format use Web applications and resources in classrooms. Today, e-learning is also thought to be appropriate for younger college students and higher school students. E-learning has come a long way in a short time. (p. 112)

More importantly, if used positively and effectively, e-learning can support retention of distance learners and eventual program completion. To ensure retention of distance learners and eventual program completion, Hamlin (2006, pp. 124-127) made the following recommendations:

- Institutions should be sure students are technology literate;
- Results must be measured in order to be meaningful;
- Collaborations create cost efficiencies . . . and complication;
- Partnerships between business and education are a plus, sometimes a necessity;
- Staffing projections must be realistic;
- Tutoring might be more broadly conceptualized as "learning support";
- Planning for sustainability is important;
- It is desirable to strive for a holistic approach to online student services.

No doubt, e-learning has the potential to provide education for all. However, in any given society, we have “special populations”—persons of color, those whose first language is not English (often referred to as language minorities), those who are differently-abled, as well as those who are denied access to traditional higher education due to geographic location or life’s work (Gibson, 2006, p. 133). It is these special populations who can present special challenges when confronted with technological solutions. Therefore, flexible access to education remains a key to serving these special populations including working adults. One solution to the issue of access to education, according to Gibson (2006), is to provide access to technology to overcome barriers of time, place, pace, and disability. She continues to suggest that special consideration be given:

- To design for and ensure that learners have appropriate technology skills, academic preparation, learning skills, language skills, and self-management skills. Further, design educational experiences that are relevant to the distinct aspects of these students’ culture, life situation, and language abilities. (p. 134)

To ensure access and success and guarantee that e-learning can be well accepted among working adults including ethnically diverse, language minorities, and differently-abled populations, the U. S. Department of Education’s Learning Anytime Anyplace Program (LAAP) has given us a ready to do checklist of areas when conducting teaching and learning with technology such as in the online environment:

- Support for the technological infrastructure;
- Inclusive, but also accessible for differently-abled or those for whom English is not their first language;
- Learner support including preparatory educational experiences to help learners at a distance, learn with technology, and learn in adulthood;
- Technology support to ensure both faculty and learners are able to function in the environment and have ready help when needed;
- Faculty support for teaching with technology and the design instruction.

One last issue facing online education and adult learners is the issue of faculty development. The explosion of the Internet and of Web-based courses has led to a rapid change in how professional development programs are delivered (Hardy, 2006, p. 152). Addressing this rapid change, Hardy has the following to say:

- Faculty at colleges and universities are commonly involved in committee work, research, and service. Making time for professional development during the week is not a high priority, and many do not wish to have their weekends disrupted by attending face-to-face workshops on campus. Providing professional development online (where educators access content 24 hours a day, seven days a week) gives instructors control of time. (p. 152)

No need to say that online courses are a convenient method of delivering professional development programs and other programs as well. Unless faculty is willing to engage in online professional development opportunities, they won't be able to help market online programs among learners. John Cotton Dana's famous proverb can be changed to "who dares to teach online must never cease to learn online." Based on her own research as well as current research, Hardy summarized the benefits and challenges when conducting teaching and learning with technology. It is imperative that we be aware of these advantages and challenges when marketing online programs among learners. The more we know these benefits and challenges, the better we can help learners learn. Some of the benefits or advantages online education or e-learning can provide are as follows:

- Are flexible;
- Are convenient;
- Are adaptable to individual differences, customization;
- Create a learning community—which can be local, national, or global;
- Help participants master technology;
- Provide more choices than are available in a face-to-face workshop;
- Can have specific goals;
- Provide regular ongoing contact with colleagues;
- Can provide regular support from an online facilitator;
- Remove geographic distance;

- Provide for time to reflect on and prepare assignments and postings;
- Lead to thoughtful discussion;
- Can be cost effective;
- Allow those who are usually quiet an opportunity to participate.
- Challenges can be summarized as follows:
- A need for self-discipline among participants (even among cohorts);
- The lack of spontaneous conversation;
- A need for participants to be resourceful;
- Acknowledgement that much of the online program may rely on independent learning;
- Awareness that some participants have difficulty accessing the Internet;
- Writing is usually the sole source of communication;
- Technology issues can hamper success of the program;
- Participants may not be used to the lack of immediate feedback;
- In most cases, little or no personal contact.

Marketing online education programs among adult learners is not the sole effort undertaken by faculty alone. It involves active collaboration on the part of administrators, staff, practitioners, technologists, technicians, scholars, and students themselves. Before conducting teaching and learning with technology, issues revolving around policy, partnerships, instructional design, access, professional development, equity must be successfully addressed. While the benefits of e-learning support the marketability of online education programs, the challenges may provide opportunities for us to be innovative in overcoming barriers to meaningful online education experiences.

FUTURE TRENDS

As we consider the simultaneous but often contradictory landscapes of online education, adult learners and technology, it is no surprise that online education has become such a demanding and exciting field. Numerous journals on e-learning have been launched in the field to address pertinent issues about online education. Both scholars and practitioners provide their insights, making a conscientious effort to resolve issues revolving around

effectiveness of online education. Faculty, staff and administrators attend and present at conferences on e-learning, hoping to bring back to their universities and colleges solutions to e-learning problems that they cannot possibly solve given their limited resources. Looking at the landscape of online education, it would seem that future trends would continue to rest with some of the old issues that have not been successfully addressed. Among a plethora of issues, the following jump out as salient that cannot escape our attention:

- How does policy affect online education program development and delivery?
- How do we extend the reach of online education through partnerships?
- How do we use online education to increase higher education opportunities?
- What are the new perspectives on instructional effectiveness through online education?
- How do we use Web-based online learning to increase access and completion?
- What do we do in increase equity?
- How can we make all faculties accept technology assisted professional development?
- How do we harness the power of technology to better serve the adult population and special populations?

A closer look at these trends reveals that our time/effort/expertise/investment etc. should be focused on faculty, students/participants and management and organization at the institutional levels.

Another future trend that is worthy of note is the fact that we will continue to find ways to surmount challenges of online education. Some scholars pointed out that hybrid courses will be one easy solution. Clearly, more research needs to be conducted to confirm this projection in the field. Challenges of online education come not only from technology itself, but also from faculty, administrators and students who resist the use of technology for educational pursuits. Research into changing these people's attitudes towards online education will be perennial in the future. The reason is simple: times change, not everyone changes with times. Another reason could be some faculty refuse to change their teaching philosophies to fit an online environment. Thinking of challenges of online education should not take away our

opportunities to develop and market our educational programs through online education (e-learning). The field is demanding but exciting. Some other possible trends that we can think of based on this chapter and the theme of this book can be:

- How can we provide greater access to education for underserved populations?
- How do we champion lifelong learning among the general population by building greater and easier continuity and pathways among educational pursuits?
- How do we provide greater opportunities for technology literacy for groups of all ages and people?
- How do we close the achievement gap in literary, academic study, and math, science, and technology?
- How do we promote innovations to facilitate global cross-cultural communication, understanding, and appreciation?
- How do we develop innovative partnerships to reach greater purposes together than alone?
- How do we promote understanding, strategies, and support for policy making and change across and within organizations?
- How do we explore instructionally-focused and innovative online education technologies and delivery systems?
- How do we create faculty development content, delivery, rewards systems, models and theories?
- The Internet is only the second generation. What do we need to do to prepare ourselves when the third, fourth, and fifth generations become available soon?
- Online education works well with adult learners. How do we integrate principles of adult learning into an online environment? Will these principles be discarded when new generations of the internet emerge?

Some of these trends have been explored in the field but will continue to be explored in the future. According to King and Biro (2006, p. 181), online education via distance learning technologies has been continually moving towards convenience and adoption. The ultimate goal of marketing online education programs should move towards convenience and adoption. Otherwise, overcoming the hurdles, barriers and challenges of online education would be meaningless.

As we continue to explore future trends in online education, we will be taken to places yet unknown. However, we have tremendous technological opportunities continually opening ahead of us to address educational, social, economic, and political needs. Rather than letting the field be dominated by technology breakthroughs, we can chart a course of educational excellence and innovation (King & Biro, 2006, p. 182).

CONCLUSION

Online education has the potential to open wider the door to greater access and advancement for adult learners across their life spans. Because of the asynchronous and synchronous nature of e-learning, it has successfully replaced other electronic modes of education such as radio and television.

With the advent of new information technologies, more and more interactive activities between instructors and students have been arranged in a cost-effective manner. It is believed that new information technologies will overcome many of the challenges online education faces today. Indeed, no one is to underestimate the omnipotent nature of online education in the 21st century. Not only did Knowles's prediction about the electronic mode of education come true in this new century, but also it has provided benefits that traditional four-walled classrooms dare not even think of.

This chapter has provided an integrated overview of the relationship between online education and adult learners. It has demonstrated major issues revolving around online education. Whether these issues can be successfully solved will affect the marketability of online education programs especially at the tertiary level.

Among those important issues, this chapter addressed how policy may affect online program development and delivery, how to extend the reach of online education through partnerships, how to use online education to increase higher education opportunities, what are the central issues revolving around effective instructional design, how to use e-learning to increase access and completion and issues affecting equity.

These issues do not deviate too far from those advantages and challenges associated with online education. In fact, these benefits and challenges all have "ripple effect" on these major issues.

The purpose has been to provide a substantial resource of information, guidance, and controversy that will not only serve as a basis for practice and research to harness the great yet untapped potential of that “tiger” of online education (King & Biro, 2006) in order to market our online education programs among adult learners in the 21st century.

When we think of online education, we cannot help but imagine many of its benefits that traditional four-walled classrooms cannot even think of. The benefits are made possible with the innovations in information technologies. Indeed, e-learning has the potential to span:

- Geographical boundaries;
- Languages;
- Learning styles;
- Learning disabilities;
- Physical disabilities;
- Time and space limitations;
- Technological limitations;
- And many more parameters.

All these parameters are challenges imposed on adult learners. Unless we are willing to learn to use information technologies to design and deliver innovative and effective teaching and learning in the online environment, we will fail to serve this student population, adult learners, in the academy in the 21st century. A final quote from King and Biro (2006) reminds us that not only do we need to change our old school attitude towards e-learning, but also what we can do proactively to promote online education programs among learners:

We urge you, our colleagues, to never be satisfied with the status quo in education, but to seek out the opportunities to use every means available to advance teaching and learning. For many years, distance education has been part of this innovative and effective creative movement to discover new dimensions of teaching and learning, and we see no indication of this receding in years to come. More than ever, we need experienced, talented, visionary, and persistent educators to harness the power of this tiger. (p. 183)

Indeed, it is our responsibility to help our adult learners reach into their futures to realize their dreams and online education is needed throughout our lifetime to help our learners respond to changes in the nature of work, navigate passages from one stage of development to another, accommodate new personal and professional situations (Lamdin & Fugate, 1997).

REFERENCES

Baer, L. L., & Duin, A. H. (2004). *Exploring success indicators for partnerships*. Washington, D. C.: Fund for the Improvement of Postsecondary Education.

Bash, L. (2003). *Adult learners in the academy*. Bolton, MA: Anker Publishing Company, Inc.

Blustain, H. (2006). Policy affecting distance education program development and delivery. In K. P. King & J. K. Griggs (Eds.), *Harnessing innovative technology in higher education: Access, policy, & instruction* (pp. 29-46). Madison, WI: Atwood Publishing.

Brown, G. (2006). New perspectives on instructional effectiveness through distance education. In K. P. King & J. K. Griggs (Eds.), *Harnessing innovative technology in higher education: Access, policy, & instruction* (pp. 97-109). Madison, WI: Atwood Publishing.

Gagne, R. M., Wager, W. W., Golas, K. C., & Keller, J. M. (2005). *Principles of instructional design* (5th ed.). USA: Thomson Learning Inc.

Gibson, C. C. (2006). Increasing equity: Seeking mainstream advantages for all. In K. P. King & J. K. Griggs (Eds.), *Harnessing innovative technology in higher education: Access, policy, & instruction* (pp. 133-150). Madison, WI: Atwood Publishing.

Global Reach (2003). *Global internet statistics*. Retrieved February 28, 2008, also available from <http://global-reach.biz/globstats/index.php3>

Hamlin, A. J. P. (2006). Promising practices: Using web-based distance learning to increase access and completion. In K. P. King & J. K. Griggs (Eds.), *Harnessing innovative technology in higher education: Access, policy, & instruction* (pp. 111-132). Madison, WI: Atwood Publishing.

Hardy, D. W. (2006). No time to spare: Technology assisted professional development. In K. P. King & J. K. Griggs (Eds.), *Harnessing innovative technology in higher education: Access, policy, & instruction* (pp. 151-168). Madison, WI: Atwood Publishing.

King, J. W., Nugent, G. C., Russell, E. B., Eich, J., & Lacy, D. D. (2002). *Policy frameworks for distance education: Implications for decisions makers*. Retrieved February 24, 2008, also available from <http://www.westga.edu/~distance/king32.htm>.

King, K. P. (2006). Introduction. In K. P. King & J. K. Griggs (Eds.), *Harnessing innovative technology in higher education: Access, equity, policy, & instruction*. Madison, WI: Atwood Publishing.

King, K. P., & Biro, S. C. (2006). Conclusion: Harnessing the power of innovative technology in higher education. In K. P. King & J. K. Griggs (Eds.), *Harnessing innovative technology in higher education: Access, equity, policy, & instruction* (pp. 169-183). Madison, WI: Atwood Publishing.

Knowles, M. S. (1970). *The modern practice of adult education: Andragogy versus pedagogy*. New York: Association Press.

Knowles, M. S. (1975). *Self-directed learning: A guide for learners and teachers*. New York: Association Press.

Knowles, M. S., Holton, E. F., & Swanson, A. (1998). *The adult learner*. Houston, TX: Gulf Publishing Company.

Lamdin, L., & Fugate, M. (1997). *Elderlearning: New frontier in an aging society*. Phoenix, Arizona: The Oryx Press.

Lewis, R. J. (2006). Extending the reach of distance education through partnerships. In K. P. King & J. K. Griggs (Eds.), *Harnessing innovative technology in higher education: Access, equity, policy, & instruction* (pp. 47-76). Madison, WI: Atwood Publishing.

National Center for Educational Statistics. (1995). Event, status, and cohort dropout rates. Retrieved Feb. 26, 2008 <http://nces.ed.gov/pubs/dp95/9747.asp>

National Center for Educational Statistics. (2002). Student effort and educational progress—completions. Retrieved March 24, 2008, from <http://nces.ed.gov/programs/coe/2002/section3/indicator25.asp>.

Phelps, M. R. (2006). Using distance education to increase higher education opportunities. In K. P. King & J. K. Griggs (Eds.), *Harnessing innovative technology in higher education: Access, equity, policy, & instruction* (pp. 77-96). Madison, WI: Atwood Publishing.

Schrum, L. (2000). Online teaching and learning: Essential conditions for success! In L. Lau (Ed.), *Distance Learning technologies: Issues, trends and opportunities* (pp. 91-106). Hershey, PA: Idea Group Publishing.

Tang, J. (2000). Recent Internet developments in the People's Republic of China. *Online Information Review*, 24 (4), 316-321.

Wang, V. (2005). Perceptions of Teaching Preferences of Online Instructors. *Journal on Excellence in College Teaching*, 16(3), 33-54.

Wang, V. C. X. (2007). Adult learners' perceptions of the teaching preferences of online instructors. *International Journal of Instructional Technology & Distance Learning*, 4(6). Retrieved March 13, 2008, from http://itdl.org/Journal/Jun_07/article02.htm

Wang, V. C. X. (2008). *Facilitating adult learning: A comprehensive guide for successful instruction* (Rev. ed.). Boston, MA: Pearson Education.

Yu, B., & Xu, H. Y. (1988). *Adult higher education: A case study on the workers' colleges in the People's Republic of China*. Paris, UNESCO: International Institute for Educational Planning.

ADDITIONAL READINGS

Interested readers should read the author's new journal titled *International Journal of Adult Educational Education and Technology*, which will begin publication of articles regarding marketing and promoting online education in January 2010. The journal will be published by Information Science Reference located in Hershey, PA, USA and will be circulated worldwide among scholars and practitioners.

Rena Palloff and Keith Pratt in the United States published some authoritative books regarding online education. These books offer strategic approaches towards marketing and promoting online education programs especially among adult learners in higher education. Their books titled *Building Online Learning Communities: Effective Strategies for the Virtual Classroom* and *Assessing the Online Learner: Resources and Strategies for Faculty* are good reference books for anyone who wishes to market and promote online education.

Finally, *Encyclopedia of Information Technology Curriculum Integration (2-volume set)* by Lawrence A. Tomei offers short theoretical and research-based articles that address marketing and promoting online education programs among adult learners.

BIODATA and CONTACT ADDRESS of AUTHOR

Associate. Prof. Dr. Victor C. X. Wang, California State University, USA



Victor C. X. WANG, Ed.D., is an associate professor/credential coordinator of Career and Technical Education (CTE) and adult education at California State University, Long Beach (CSULB). Wang's research and writing activities have focused on workforce education, the foundations of adult education, adult teaching and learning, training, transformative learning, cultural issues in vocational and adult education, distance education, human performance technology and curriculum development. He has published around 80 journal articles, book chapters and books during his 6 years at CSULB and has been a reviewer for 4 journals. He is the editor-in-chief of the *International Journal of Adult Vocational Education and Technology*. He has won many academic achievement awards from different universities in China and in the United States. He taught extensively as a full professor in Chinese universities prior to coming to study and work in the United States in 1997. He has taught adult learners English as a second language, Chinese, computer technology, vocational and adult education courses, research methods,

administrative leadership, human resource management and curriculum development for the past 19 years in university settings. In addition, he has served as a translator/narrator for national and international leaders both in China and in the United States. The videotapes and DVDs he published for national and international leaders are played all over the world for both educational and investment purposes. He co-edited two books (*Comparative Adult Education Around The Globe; Innovations in Career and Technical Education: Strategic Approaches Towards Workforce Competencies Around the Globe*) with Fordham University's Professor Kathleen P. King, which have been adopted as required textbooks by major universities in the United States and in China.

Victor C. X. WANG
California State University, Long Beach
Associate Professor/Credential Coordinator
Department of Professional Studies
California State University, Long Beach
1250 Bellflower Boulevard, Long Beach, CA. USA
90840-5601
Tel: 562-985-1981
Fax: 562-985-881
Email: cwang@csulb.edu

CHAPTER VIII

The Functionality and Practical Public Relations Implications of Web Sites for Distance Education Institutions

*Mesude Canan OZTURK
Anadolu University, Turkey*

ABSTRACT

The interactive nature of distance education and the change that it has caused in a society encourages the use of web sites for communication purposes. Public relations studies are considered to have highly significant values for the universities offering distance education opportunities to increase their students' motivation and to have better institutional respect. Web sites and internet technologies have the potential burst to serve that purpose. In this study, the characteristics of the public relations applications on the web sites of the universities offering distance education opportunities will be extensively examined.

INTRODUCTION

Web sites have been used as means for offering facilities that distance education technologies provide since 2000s. The designs containing texts, pictures, animations, sound and video files and the availability of the hypertext links help increase the quality of education to the highest level. The distance education institutions benefit from their web sites as means of communication as well as benefiting from it as a source to learn from. Web sites function as the most up to date means of communication, and the distance education institutions can perform their communication strategies effectively. Web sites also appear as effective means for public relations. Distance education universities give places to such public relations applications as well as education services on their web sites. The web sites of many universities aim to get new students; competing in the global field

and desiring to improve their corporate values are expected to give places to such applications. This study aims to reveal the characteristics of those applications. Then the public relations (PR) applications that the distance education universities can perform are also investigated in this study.

In the first part of this study, how the concept of distance education is handled, its characteristics and the benefits that the society can get are tackled, the necessity for the public relations applications, their features and the tools employed are also evaluated, and the outcomes that the use of Internet technologies in public relations applications led are highlighted. Then, the public relations means contained in their web sites and their applications are examined. Finally, these applications are exemplified with web sites of the mega distance education universities.

Conception and Importance of Distance Education

The importance of higher education, satisfying the growing workload, meeting the needs of institutions with the help of education and research play significant role to keep the economical progress ongoing (Baskin, 1997). Distance education meets the need for higher education and lifelong learning, the need for both increases day by day. Receiving education without sticking to time and place is great opportunity and distance education is a great chance for those who desire to develop themselves in their professional life.

Distance education is defined as to present systematically produced education services to the people in different cities and countries with the use of various communication tools. A well planned distance education program helps learners individualize their education, in other words, learners learn depending on when and where they want and how much learning they want the speed that they think they can learn better.

At the start of distance education, learners used to receive educational services through letters. Then, with the rapid improvements in the field of education and communication, letters have been replaced with tools such as radio, television and video cassette. Today, the internet is considered as to be the most basic tool for communication in distance education. The internet benefits from computers and multimedia technologies in learning process. This helps both learners and teachers are more flexible with regards to time and place.

Distance education offers opportunities to many people around the world for higher education with the help of the internet. The target audience of distance education is not only those who wish to receive higher education but also those who desire self-development in their work life. All of these people can also receive the education that they wish without leaving their job with the help of distance education.

We witness today that information is continuously renewed and grows. As a consequence of the rapid improvements in technology and work life, some fields of business disappear and some new fields of business appear. Individuals have to improve themselves with regards to field related information and field related skills so that they can keep up with the ongoing change. Distance education, as a means for lifelong learning, serve that purpose on a large scale.

Distance education eliminates the existing inequality for higher education and makes mass education easier and also helps learners gain learning responsibilities. Especially the internet offers richer learning environments with the help of technology, reduces the cost, increases the quality and makes it easier to update.

Public Relations Applications in Education

When we examine the universities offering distance education services, it is seen that the primary purposes of these universities are to give education-teaching services. Besides, universities are also responsible for determining various problems in society and launching studies to come up with solutions to these problems, following contemporary life standards, developing and transforming these standards as alternatives for the use of the society (Karakoc, 1996). For this purpose, university instructors participate in symposiums and conferences, write articles and develop projects as well as teaching.

As universities fulfill all of these missions, they come up with new practices to affect their target mass. As commercial enterprises do, universities also intend to gain the target crowd's applause, promote the institution's prestige, gain society's appreciation and thus they preserve their continuity. According to Karakoc (1996), "the functions of the public relations at universities are defined as communication attempts to deserve, keep on and gain the supports, interests and positive thoughts of the groups that they interact with". Cutlip (2000) lists the public relations targets aimed at

universities as follows; increasing the awareness, educating, supplying the needed public support, gaining the acceptance and cooperation of the public for educational sales and establishing amities with media.

The universities offering distance education, as many other do, are in an attempt to build communication with their target crowds. Among the communication tools, informing about the services that they offer, making their services preferential, promoting the prestige and awareness of their universities can be counted (Pardey, 1991; Woods, 1998). Universities perform public relations activities to fulfill these purposes. They perform these activities considering various target groups (Dean, 1994; 107). Therefore, the distance education universities should primarily exhibit their properties and determine their messages. When we examine the distance education universities, the target groups which can be counted among those can be listed as follows:

- Employee
- Students
- Potential student
- Alumni
- Government
- Products and Service Provider for University
- Buyer Benefit and Services form University
- Whole country
- Environment
- Social Communities
- Domestic and International Civil Society Institution
- Media
- Higher Education Institutions
- Other domestic Universities
- Universities of Distance Educations in the world.

The distance education can furnish worldwide services. That puts them into a global competition. In that case, the communication and interaction attempts gain more significance. Therefore, communication purposes as well as educational purposes should be planned and applied very well. Universities have started to take more interest in their images and how they can attract new students. Therefore, they produce attractive and creative introduction tools (Thrupp, 2003, 80). Thus, they attempt to take more places in media and produce positive introduction opportunities. Such attempts are

considered to be effective in students' choice of university. So, they benefit from some public relations applications such as, mailing lists, newsletters, brochures, audio-visual presentations, peaches, billboards, posters and websites.

Usage of Internet Technology in Public Relations

At the very beginning of the internet technology, it used to be only by some important institutions such as universities, military bases. Nowadays, the number of the people using the internet has been increasing. Whereas the number of the computers with the internet access was only 1 million in 1992, today it has reached over 1 billion 115 million 16.9% of the world population, in other words 1 billion 114 million 275.000 have internet access. The number of the people with the internet access has increased by %208 (webmerkezi.com).

The internet has gone forward as a different structure differently from other mass communication tools since 1992. The internet, in the beginning, was considered as to be a tool for interchanging scientific information, has grown to be as an important global communication means. Internet users throughout the world can exchange messages, surf on web sites and also exchange information in large scales. Thousands of firms, institutions and media web sites can sell their products and introduce their services with the help of the internet (Wilcox and others, 2003). They have the opportunity to communicate with millions of network users through written texts, pictures, photos and sounds.

The emerge of the internet also brought about many advanced facilities with regards to public relations applications (Hallahan, 2004; Naude and others, 2004). The internet makes it easier to transmit information to target groups, offers opportunities for interaction with target groups, and functions as an effective tool to overcome crisis.

Besides, it also offers great easiness such as making research worldwide with little cost, inexpensive and easy communication through e-mail, distribution of news bulletins, the spread of ideas, sharing sound and video files. Public relations are based on two way communications. Without any feedback, public relations are short of one significant side of communication. Therefore, majority of public relations aim to get feedback and to evaluate it (Kazanci; 1997; 53). The internet's being interactive offers

great advantage with regards to its being based on two way communication (Wilcox and others, 2003).

Internet technologies offer facilities to interact with target groups in many ways, synchronously or asynchronously. Some internet services such as online chat rooms, e-mail, forum, news groups and blog help target groups and institutions build between new interaction facilities. E-mail and chat rooms also help users persuade one another as well as exchanging of ideas. The internet offers the following facilities related to public relations purpose.

- *e-mail sharing*: it helps share individual messages, press release, multimedia files.
- *Web sites*: it offers an environment to institutions so that they can share what activities they are involved in. It also helps introduce new projects and defend strategies.
- *Brochure software*: new environment to share introductory materials and brochures.
- *Forums*: it offers interactive and dynamic opportunities. Participants can have access to discussions signing in the list.
- *News groups*: it helps read other participants' reactions and make comments depending on users' fields of interest and on institution
- *Blogs*: it helps institutions share their ideas and views with internal and external target groups on the internet.

Communication with internal and external groups plays significant role for universities so that they can keep their permanency and success ongoing. Therefore, universities perform many public relations activities intended to internal, external surroundings. When performing these activities, they need to benefit from many public relations communication tools. Web site, which is one of the most advanced communication tools, is used to serve that purpose.

PUBLIC RELATIONS TOOLS IN WEB SITES

As web sites are considered as public relations applications, they also perform other traditional public relations applications within their structure. That shows that web sites take great responsibility with regards to public relations. In addition to this, these web sites offer facilities and opportunities for two-way communication with target groups, increase the significance of

web sites with regards to public relations. Web sites give institutions the chance for effective communication with various target groups with little cost. (Perry and Bodkin 2000) If institutions design their web sites considering some principles, they can build communication with target crowd. (Kent, Taylor and White 2003) Although public relation applications attempt to integrate their web sites with media programs, these tools are not still used accurately.

Moreover, web sites and internet communication are not benefited adequately with regards to the other communication ideas (advertisement and PR). (Albrighton and Thomos, 2001; Naude and others, 2004).

The leaders and the directors of the institutions should comprehend the significance of internet communication and web sites to be able to improve institutional communication strategies. For an effective communication, they need to be integrated with the other communication tools (Albrighton and Thomos, 2001). The written, audio-visual publishing, the programmed chat meetings can be backed up by web sites. Thus, institutions can advertise their products, prices and distribution information.

Web sites are sources of information for many institutions. However, to be able to perform an effective communication, it is important to design the content of web page. If institutions are present information about themselves as they do when advertising their products, the behaviors of the consumers will be changed in intended way (Perry and Bodkin, 2000). The visitors to web sites become more active with regards to communication and interaction. Therefore, institutional web sites should be interactive, contain menus to open new pages, contain search engine and a customized page design. Besides, web pages should contain feedback mechanism and messages which will offer multiple environmental skills. Web pages should be user-friendly to attract more visitors and make them think positively and to utilize information and to build communication, no matter if they aim to make profit or not. The tools like leaflets, brochures, all of which have been used as traditional PR tools should be presented to visitors with the help of web pages.

As traditional PR tools are utilized, designers should always remember that web designing is very significant task as graphic design is. To make the web sites persuasive ones, the layout and graphic properties of the web sites should be designed well (Pardey, 1991). If the design is well-constructed, it

becomes easier to build communication with the target groups, it will also help the institution strengthen its profile, differentiate from other institution, have more chance to build communication with larger groups and influence the decision makers.

When it is time to launch the newly designed web sites, some properties should be paid special attention (Kang and Norton; 2004): Design of web pages should have a user friendly interface, give useful information on the site and offer communication facilities. The web sites with complicated layout may make difficulties for users in comprehending the point and may leave the subject in the background. Therefore, interfaces should be designed as simple as possible, it should be made possible for users to reach every kind of useful information they need with the help of the links within the site. The knowledge presented for the use of users on the page should be appropriate to the aim of the site. Visitors should be able to reach the details about the campaign, including what the issue is, what the campaign claims, how that campaign could be helped. Users should be able to have access to comments or questions. Content of the site is very significant. While visitors are surfing among pages, they should be able to know where they are at any moment. To avoid confusion, page designs should be very similar to one another. Visitors should be able to know what they can do with every page (Albrighton and Thomos, 2001)

Besides, web sites should serve both internal and external target groups. Thus, the web sites handled as public relations tools come up with the best service, and they function as advertising elements and it also reflects the value given to students, and thus it helps institution create a positive image.

Institutions give the intended message in the most effective ways during the PR and communication process. Communication attempts should be performed under strategic plans and considering some institutional targets. If it is a charitable fund or private university, they are expected to involve in communication considering to make profit (Boyer, 1997). For the universities which have no concern for making profit, there exist many rules and regulations related to the maintenance of the institution. Such institutions never have much money and they may need financial backup. Web sites help universities perform effective interaction with little cost. Institutions can benefit from advantages considering the institutional targets.

Web sites help present institutional related elements, deliver publications of institutions in large scales and with reasonable cost, make the relations easier with media and extend communication facilities as well as the introduction of the institution. Taking the characteristics of the web sites will help them be good PR tools.

However, web sites are stated to host other traditional PR tools. The advantages that web sites offer institutions about public relations applications can be listed as follows (Ozturk & Ayman, 2007):

- Target groups are kept updated introducing institutions with the help of web sites. Web sites can give place to notes related to the history of the institutions, to information about services and products, to directors, reports and letters.
- Web pages contain elements reflecting institutional identity, which is very significant with regards to public relations. It is significant to give place to information related to vision; mission and values as well as visual elements as it reflects institutional identity.
- Web sites also play significant roles in maintaining amities with media. The institutions having concern for making profit should also pay special attention to giving place to type of information that media workers may need. As well as giving place to information aimed at target groups, media workers should also be considered and they should be able to have access to the type of information that they may need while preparing news.
- Institutions perform controlled public relations activities with the help of the periodicals and newspapers that they publish. They sometimes publish various publications to inform and influence target groups. When institutions share these publications on their web sites, it becomes easy for them to update them. As they spend no money on printing and posting, they economize.
- Institutions can benefit from their web pages as notice boards to announce other public relations activities. They can perform their campaigns on the web. Announcing the activities which were performed or which will be performed, giving place to information related to seminars, conference, exhibition, festival, fair and competitions, rewards taken and the ceremonies held will attract attention at least as much as the activities themselves

and thus it will help the image of the institution grow for better. Besides, giving place to information related to sponsorship and institutional social responsibility would be good PR practices.

- Forming a forum page on web sites so that clients can submit their demand and complaints is quite significant as a means for feedback. Putting some e-mail addresses where target people can submit their views, having forum pages and blogs are significant for interaction.

When we consider these properties, it can be seen that institutions have web sites satisfying all or some of the above mentioned points. However, the points satisfied by institutions can vary depending on the structure of the institutions. Taking the properties that universities, especially those offering distance education programs had, what points web sites should potentially satisfy, with regards to public relations will be handled in the following part.

APPLICATIONS IN WEB SITES OF DISTANCE EDUCATION UNIVERSITIES

Universities function not only as the institutions supplying the highest level of educational service, but also contribute to the improvement of the society with research and development studies. The society guiding studies require them to be more careful in their studies (Karakoç, 1996). Universities have to keep in touch with many institutions, people and groups as significant parts of their mission. The positive effects of these relations, having the complete supports of these people and groups are considered to be significant for the permanency of their success.

All universities focus on positioning their marks and making it common. They should somehow transmit their messages to target groups. Internet medium can achieve these goals very easily. The need for information should be met for various target groups. Novelties should be followed closely and creative studies should be carried out. Universities never miss the opportunities which can possibly strengthen their institutional brand values (Albrighton and Thomos, 2001). Among the services that the internet presents with regards to distance education are to function as mentor for students, provide the flow of information and to tutor and all of which make it possible to create a global society. When technological improvements related to communication are closely followed, it is seen that the internet is gaining more and more significance day by day. Almost all institutions

have started to utilize the internet as a means for public relations tools which grow day by day with the help of web sites, as well as the within institution communication.

Distance education contributes higher education and lifelong learning. The speed for information to emerge and rivalry has increased with the help of globalization (McIntoch, 2005). Universities had to fall into step with quantitative and qualitative changes. The number of higher education students around the world has grown up to 100 millions. Students' demands continuously change. The information growing day by day, the changes in job types force workers keep themselves updated all the time. All of these compel universities to take opportunities and lunch new studies. The names of mega 11 universities that Daniel determined in 1996:

University	Country	Establishing Year
Allama Iqbal Open University (AIOU)	Pakistan	1974
Anadolu University (Anadolu)	Turkey	1958
China Cetrnal Radio and TV University (CCRTVU)	China	1979
Indra Gandhi National Open University (IGNOU)	India	1985
Universitas Terbuka (UT)	Indonesia	1984
Korea National University (KNOU)	Korea	1972
Open University (OU)	UK	1969
Payame Noor University	Iran	1987
Sukhothai Thammathirat Open University (STOU)	Thailand	1978
University of South Africa	S. Africa	-
Shanghi TV University (SHTVU)	China	1960

Mega universities have the leading roles among the universities following educational and communicational technologies related to distance education. Such universities serve more than 100.000 students in the field of higher education (Daniel, 1996). Daniel gave place to 11 mega universities in his book which was written for the purpose of introducing mega universities.

Nowadays, we come up with various numbers for universities when we search on search engines. Wikipedia.com site states about 52 universities, NationMaster.com states 26 and onpedia.com states 23 universities.

Mega universities should be models to other universities for distance learning and life long learning purposes. They can model them with regards to economical growth, international student profiles, educational methods and utilization of cost effective methods. Distance education activities have been growing day by day even if it is criticized in some ways such as lacking of traditional academic values, lacking of social life and the share of customs, the shortcomings of pedagogical standards.

Most of mega universities adapt their programs considering the country which they are bounded to. The globosity of the education given by distance education universities should not be neglected. Web sites should also give place to global content in distance education. To be able to position yourself well in distance education market, at least English version of web page should be made available for those who wish to gather information about the institution.

Mega universities are also expected to perform PR applications as other universities do. As these institutions are expected to have leading roles with regards to education technologies that they utilize and the quality of their education service, they are also expected to be the universities which perform PR applications best. As these institutions serve a very large target crowd, they are scrutinized and as a consequence of that they face many critics. Therefore, they have to pay enough attention to PR applications to strengthen institutional image and attract more students.

When we examine the web sites of the listed universities with regards to what PR characteristics they satisfy, we have to take that they work with no problems into consideration. It is witnessed that all university web sites serve smoothly, with no problems in opening, except for Allama Iqbal Open University. (when web sites are under regular care or when they are updated,

it is normal to experience such problems, these problems are temporary) When we again examined the web sites of mega universities, it was seen that the web sites of only Shanghai TV University is in Chinese, four universities are only in English, (Indira Gandhi National Open University (IGNOU), Open University, Sukhothai Thammathirat Open University (STOU), University of South Africa) and than four univesities are in both english and native language (Anadolu University: Turkish+English; China Cetral Radio and TV University (CCRTVU): Chinese+English; Universitas Terbuka (UT) Korea National University (KNOU): Korean+English; Payame Noor University: Farsi+English).

Web sites shoud have some characteristic for the quality these are:

Main Page (home), Site Map, Quick Navigation, Search, Related Links, Hot Links, FAQ (Frequently Asked Questions). Putting the latest date for update will also make people think that these web sites are considered to be very significant as communication tools.

Universities have a large target crow as they are listed. University web sites speak to everybody wishing to gather information related to the institution.

However, many web sites give place to direct links. Among those come already registered students. It is possible here to suggest that university candidates are next target people which should be paid attention to. But graduates of these universities are also among target people which should not be forgotten. A special part should be devoted to the graduate students on web sites. It is important to indicate that graduate students are also considered to be significant as the ongoing students. That helps reach new target people (Dehne, Brodigon and Topping, 1991).

Apart from that, donators, media and board of trustees should not be forgotten, and they should also be considered to be significant devoting a special part on web pages. It is possible to put forth the most basic characteristics of distance education institutions looking at their target crowd and PR applications of 9 above mentioned mega universities. These applications can be grouped under the following titles: Introduction of the University and its program, news and announcements, utilizing traditional PR tools, giving place to titles related to institutional identity, the use of internet based communication tools for PR purposes.

Target Audience

When we investigated the web sites of the listed mega universities, it was seen that their educational purposes were naturally aimed at their registered students. Graduates and university candidates were also considered significant and PR applications were given place for them on their web sites, in addition to already registered students. The links related to graduates and candidates are given place on the main page. It was also observed that links aimed at staff and donators were available.

Publicity of University and Programs

Web sites offer many opportunities for introduction of institutions and services. The web sites of nine universities investigated here contain introductory parts related to university and program. When we examined the titles on the main page and secondary link page, some subtitles such as General Information, About University, About Us, Profile were found to be available. The subtitles placed under these titles are as follows:

- Welcome
- Brief Introduction
- Photo allbum
- Organization
- Organizational Structure
- Presendent's information
- President's Message
- Video Presentation
- History
- Milestones
- Contact Info

Contact info link is available at all university web sites. However, under this link, traditional post address, phone and fax numbers were found to be available for access.

News, Events and Announcements

All of the mega universities investigated contain at least one of the following titles; news, events and announcements. With the help of these titles, information about the issues related to performances, rewards, festivals, meeting, seminar and conferences as well as registration and exams were found to be available.

Representing Traditional Public Relations Tools on Web Pages

When we examined the web sites of mega universities, it was seen that many traditional PR tools were given place on web sites. Many of these tools utilized here contain lettering. It would be more appropriate to support these tools with special planning and other multimedia tools.

- E-newspaper
- Online-Radyo
- Online-TV
- Univsersity and Program Catalogs
- Reports
- Corporate Publications (bulletein, e-journal, newsletters)
- Brochures
- Movies
- Online prospectus
- Publications: Annual Review
- Campaigns
- News releases
- Media Affairs media contacts, executives speeches, media releases, contact directory

Giving Place to Titles Related to Institutional Identity

When we evaluated the web sites of the investigated mega universities to see if they contained elements related to institutional identity, all of them were seen to have university logos on their web pages. Most of the universities share their mission, vision and their objectives with visitors. One single university was found to have given place to information about philosophy and brand.

- Logos
- Our Philosopy
- Our Brand
- Missons
- Visions
- Objecties

Utilization of Internet Mediated

Communication Tools for Public Relations Purposes

It was seen that the web sites of the mega universities investigated had no surprising internet based tools with surprising interactive characteristics.

Although they gave their e-mail addresses under the links of course follow up and faculty links, most of the universities did not give any communication address, even an e-mail address.

Universities are institutions which have the potential capacity to utilize online questionnaire, forum and blogs effectively. With the help of these tools, it becomes easier to facilitate interaction among students, teaching staff, university candidates, graduates and administrative personnel.

THE FUTURE OF PUBLIC RELATIONS APPLICATIONS FOR DISTANCE and OPEN EDUCATION INSTITUTIONS

Mega universities speak to very large target crowds and that increases their significance and responsibilities. The education system, which is globing and the potential for people to meet many foreigner students from different parts of the world all require mega universities to involve in studies related to institutional communication and marketing communication. Students can access to these institutions and receive education with the help of their web sites.

The attention that traditional universities pay to their buildings, their campuses are paid significance on their web sites by mega universities no more.

As students receiving distance education falls away from university campuses, web sites start to function as their modern campus. Therefore, students should be welcome by a campus like web site and the interface should be eye catching.

Although the web sites of the investigated mega universities utilized PR tools, it was found that majority of them were found not to have benefited from rich multimedia facilities.

The use of internet technology and substructure characteristics varies from country to country. It is possible to benefit from the latest technology on web pages, but the number of internet users which can utilize these above mentioned technologies is of great concern.

These universities, each of which aimed at different target crowd may prefer to make use of alternative introduction materials.

That case will help them increase their prestige as institutions which benefit from the latest technology.

That case will also lead mega universities to easy adaptation to future technologies.

As the world develops, new job types will appear and depending on that, new educational needs will have to be met. Universities which are stated to have thousands of students as target crowds, have to overcome these problems.

REFERENCES

Albrighton, F. &Thomos, J. (2001) *Managing External Relations in Higher Education*. McGraw-Hill.

Baskin, O. and Aronoff C. Lattimore (1997). *Public relations: the profession and the practice*. 4th ed. Boston, McGraw-Hill.

Boyer, R. (1997). "Public Relations and Communications for Nonprofit Organization". In *The Handbook of Strategic Public Relations & Integrated Cmmunications*. Edited by Clarke L. Carwood. Mc Graw Hill.

Cutlip, S. M., Center, A. H. And Brom, G. M. (2000) *Effective public relations*, 8th ed. Upper Saddle River, N.J.: Prentice Hall International, c2000.

Daniel, J. S. (1996). *Mega-Universities and Knowledge Media: Technology Strategiews for Higher Educaiton*. London, Kogan Page.

Dean, J. (1994). *Managing the Primary School*. London, UK: Routledge Falmer.

Dehne, G. C., Brodigan, D. L. and Topping, P. (1991). *Marketing Higher Education*. Washington, D.C.: Consortium for the Advancement of Private Higher Education

Hallahan, K. (2004). "Protecting an orgranization's digital public realtons assets", *PublicRelation Review*. 30: 255-268.

Karakoc , N. (1996). *Universitelerde Halkla İlişkiler Orgütü ve Yapı Onerisi[Publi Relation Units in Universities ang A Srtucture Suggestion]*. Balıkesir Üniversitesi Yayınları 20.

Kang, S. and Norton, H. E. (2000). “Nonprofit organizations’ use of the World Wide Web: are they sufficiently fulfilling organizational goals?”. *Public Relations Review*. Volume 30, Issue 3. September 2004, pp. 279-284

Kazancı, M. (1997). *Halkla İlişkiler [Public Relations]*. Ankara: Turhan Kitabevi. Second Edition.

Kent, M. L., Taylor, M. White, W. J. (2003). “The relationship between Web site design and organizational responsiveness to stakeholders”. *Public Relations Review*. 29: 63-77.

McIntosh, C. and Varoglu Z. (2005). *Life Long Learning & Distance Higher Educaiton*. Commonwealth of Learning & UNESCO Publishing.

Naude, A. M. E., Froneman, J. D., Atwood, R. A. (2004). “The use of the Internet by ten South African non-governmental organizations-a publicrelations perspective”, *Public Relations Review*, 30. 87-94

Ozturk, M. C., Ayman, M. (2007). “Usage Of Web Sites fort he Purpose of Public Relations”, *Journal of Selcuk Communication*, Volume 4, Number 4, 57-66, Konya.

Perry, M. and Bodkin, C. (2000). “Content analysis of Fortune 100 company web sites”. *Corporate Communications*. Bradford: Vol.5, Iss. 2; p. 87

Thrupp, M. (2003). *Educational Management in Managerialist Times: Beyond the Textual Apologist*. Berkshire, GBR: Mc Grawhill Education.

Pardey, D. (1991). *Marketing For Schools*. Kogan Page.

Web Merkezi:

http://www.webmerkezi.com/bilgi_bankasi/internetin_kullanici_sayisi.htm

Wilcox, D., Cameron, G. T., Ault, P. H. and Agee, W. K.(2003). *Public Relations*. Seventh edition. USA: Pearson Education, Inc.

Woods, P. (1998). *School Choice and Competition: Markets in The Public Interest*. London. GBR: Falmer Press

ADDITIONAL READINGS

Adams, J. & Eveland, V. (2007). "Marketing Online Degree Programs:How Do Traditional-Residential Programs Compete?" *Journal of Marketing for Higher Education*, Vol. 17(1)

Beesley, A. D. & Cavins, D. L.(2002). "Marketing Distance Learning with an Ad Agency" *Online Journal of Distance Learning Administration*, Volume V, Number II, Summer.

Chen, L. H. (2008) "Internationalization or International Marketing? Two Frameworks for Understanding International Students' Choice of Canadian Universities" *Journal of Marketing for Higher Education*, Vol. 18(1)

Close,A.G., Dixit,A.& Malhotra, N. K. (2005). "Chalkboards To Cybercourses: The Internet And Marketing Education" *Marketing Education Review*, Volume 15, Number 2 (Summer 2005).

Helgesen, Q. (2008). "Marketing for Higher Education: A Relationship Marketing Approach" *Journal of Marketing for Higher Education*, Vol. 18

Kenneth Saban. K., Lackman, C., Lanasa, J.& Burns, D. (2000) "MBA Marketing Curriculum for the 21st Century" *Journal of Marketing for Higher Education*, Vol. 10(2)

Kittle, B.&Ciba, D. (2001). "Using College Web Sites for Student Recruitment:A Relationship Marketing Study" *Journal of Marketing for Higher Education*, Vol. 11(3)

Lorenzetti, J. P. (2005). "A New Approach to Marketing Strategies for Distance Education" *Distance Education Report*, Volume 9, Number 8.

Peyronel. P. C. (2000). "The Role of Senior Public Relations Administrators in Institutional Decision Making: Are They at the Table?" *Journal of Marketing for Higher Education*, Vol. 9(4) 2000

Ramasubramanian, S., Gyure, J. F. & Mursi, N. M. (2003). "Impact of Internet Images: Impression-Formation Effects of University Web Site Images" *Journal of Marketing For Higher Education*, Volume 12, Issue 2 December 2003 , pages 49 - 68

Strauss, J. & Hill, D. J. (2007). "Student Use And Perceptions Of Web-Based Instructional Tools: Laggards In Traditional Classrooms" *Marketing Education Review*, Volume 17, Number 3 (Fall 2007).

Wasmer, D. J., Williams, J. R. & Stevenson, J. (1997). "A reconceptualization of the Marketing Mix: Using the 4 C's to Improve Marketing Planning in Higher Education" *Journal of Marketing for Higher Education*, Vol. 8(2)

BIODATA and CONTACT ADDRESSES of AUTHORS

Assist. Prof. Dr. Mesude C. OZTURK, Anadolu University, TURKEY



Dr. Mesude Canan **OZTURK** is currently an Assistant Professor in Faculty of Communication Science in Anadolu University Communication Sciences Faculty, Department of Public Relations and Advertising. She graduated from Ankara University Faculty of Communication Sciences, Department of Radio-Television. She received her M.A degree from Anadolu University Graduate School of Social Sciences, Department of Communication Sciences, and she received her Ph.D. degree from Ankara University, Graduate School of Social Sciences, Public Relations and Advertising. She worked as a education designer in Anadolu University Open Education Faculty, Department of Computer Based Education for fourteen years. She lectures Social Campaigns, Public Relations, Public Relations and Internet, International Advertising.

Mesude Canan OZTURK, Ph.D. Assistant Professor
Anadolu University, Communication Science Faculty
Department of Public Relations and Advertising
Eskisehir, TURKEY
Phone: 90 222 33505 80 / 2521, Fax 90 222 3204520 (fax)
Email: mozturk@anadolu.edu.tr

CHAPTER IX

University Students' Satisfaction on Virtual Platforms in an International E-learning Program

*Manuel CUADRADO-GARCIA
María-Eugenia RUIZ-MOLINA
University of Valencia, SPAIN*

ABSTACT

Teaching and learning have been getting profit from globalization and new technologies for last years. Innovation projects between universities around the world have arisen to facilitate and adapt students' learning to a professional and social reality. Within the above context, an interdisciplinary collaboration project was held between two European universities through a virtual platform: Moodle. Students had to work both on linguistic aspects and economic and management topics. After several analyses we found that potential sources of insatisfaction with the e-learning platform that may have an influence on students' performance. In this way we aim at identifying these sources of insatisfaction in order to improve our teaching activities in further editions of our interdisciplinary, bilingual and virtual project.

INTRODUCTION

Internet is a powerful new tool people can use for leisure, work and study [URL: [Internetworldstats](#)]. Within this context, E-learning is a current possibility for students all over the world. Not only the implication with new technologies by young people but also the European university system has intensely changed. Universities in the European context have been collaborating for the last decades through different programs. Continuous efforts have been made to strengthen links between education institutions throughout the European Union and also the world. These agreements have facilitated the exchange of thousands of students and many lecturers. One

step beyond is the European Higher Education Area (EHEA). This process has yielded the homogeneity of university studies in our continent. In this sense, a specific credit system, the ECTS system, was designed to describe educational programmes [URL: European Commission].

On the other hand, the convergence process towards EHEA involves numerous challenges for universities in Europe – and in Spain, in particular (Ramírez et al., 2007), e.g. increasing competition with other organisations, such as the new public and private universities, and with companies providing education through corporate universities contributing to the lifelong learning process of their own employees; the increasing internationalisation of education; the pressure to harmonise the different national university systems; and the need to improve the teaching quality in universities. Since the Bologna process enhances the globalisation of European universities, those institutions that modify their marketed services to anticipate to these changes may enjoy an improved competitive position in the Higher Education market.

In the present paper we first introduce e-learning as a pedagogical resource. Then we describe a collaboration e-learning project between two European universities in the scope of the agreements in the European Union. Through this project we have aimed at creating a classroom environment that stimulates the development of self-regulated learning through social interaction. In this sense, we expect to increase students' intrinsic motivation to take part in class activities, to encourage students' autonomous work and, thus, to improve final results. Finally we explain the research we undertook on student satisfaction with the online activities in the Moodle virtual learning environment and its influence on student performance. They both are expected to be a measure of the success of our experience.

E-LEARNING AS A TOOL TO ADD VALUE TO THE TEACHING LEARNING PROCESS

In the university teaching-learning process, pedagogic methods and resources are necessary. For practical lectures, specific teaching methods have been proposed to allow the student to acquire the necessary skills for his/her professional career, through the development of analytical, reasoning, problem resolution and communication competences, among others (Pujol and Fons, 1981). These authors also classified the techniques to be developed in these groups into the following three types: *more structured*

techniques –e.g. symposium, round table, panel, public debate-; *less structured or more informal* -e.g. preliminary meetings in small groups, simultaneous dialogues; and *other techniques* -e.g. case study, role-playing and business games-. Considering the less structured or more informal techniques, active and cooperative learning can be seen as a collection of teaching strategies that use students to help each other learn (Slavin, 1990).

Besides, pedagogical resources constitute an important part in every educational program as they provide students and teachers with *information and data*; allow to *simulate experiences*; offer the possibility of *developing cognitive and affective skills and competences*; enable the creation of *specific communication models* for the agents of the teaching-learning process; enable the *transmission, representation and reconstruction* of academic contents and provide with new study elements; and can generate *self-assessment processes* of students and teachers, upon analysis, study and discussion of the data collected and stored by these agents (Cebrián, 1994). Among the different formats of resources, audiovisual resources – i.e. computer programs and resources available on line through the *Internet*, the so called e-learning- have shown a higher impact in class because of their notable communication conditions. In this sense, the important advances in multimedia programs and the development of telecommunications, allow to develop new pedagogical alternatives oriented towards facilitating the teaching-learning process (Mir, Reparaz and Sobrino, 2003). Web-based peer-to-peer learning activities have proved to be more efficient, effective and satisfactory for students than other activities and/or alternative scenarios (Rada, 1998). In particular, intrinsic value and interactional fairness play important roles in satisfaction with the usage of the e-learning resource and, thus, in learners' intention to continue using Web-based learning (Chiu, Sun and Ju, 2007).

All in all, traditional learning models, where the teacher prescribes and students perform, do not support self-regulated learning and, in fact, can deter it (Boekaerts, 1997). Alternatively, creating classroom environments that actively engage students both experimentally and cognitively have the potential of stimulating the development of self-regulated learning (Young, 2005). Taking responsibility for learning requires active participation by the learners to initiate and control their learning process along with supportive learning strategies (Loranger, 1994). Students' increased involvement in their own learning process is thought to better prepare them for rapidly changing technologies and careers that demand long-life learning skills

(Young, 2005). Marketing literature provides several examples of instructor-created classroom environments to actively engage students with activities such as student management groups (Lilly and Tippins, 2002), documented course participation (Peterson, 2001), experiential learning exercises (Gremler, Hoffman, Keaveney and Wright, 2000), student-operated Internet businesses (Daly, 2001) and Web-based projects (Siegel, 2000). Marketing actions to add value to the teaching-learning activity and the quality of the services offered by the educational institution may have a positive influence on student commitment and satisfaction, that has proved to be related to student satisfaction, loyalty, positive word of mouth, promotion and thus, to the enhancement of university image (Al-Alak, 2007).

Furthermore, creating an active learning environment, as compared to the traditional classroom, has been linked to higher student motivation (Garcia and Pontrich, 1996; Stipek, Salmon and Givven, 1998). In this sense, there are different approaches about student motivation. On one side, the cognitive theory states that student performance is influenced by the will to reach specific academic objectives, that can be learning-oriented or goal-oriented (Elliott and Dweck, 1988; Ames, 1992; Dupeyrat and Mariné, 2005). On the other hand, student social motivations have been also proposed as antecedents of academic goal achievement (Wentzel, 1993; Urdan and Maehr, 1995; Covington, 2000; Humphrey, 2004). Thus, social acceptance, academic self-esteem, classmates and teacher personal assessment can play important roles in the students' involvement in their learning process (Cuestas, Fenollar and Roma, 2006). Student motivation is closely related with participation (Martin, 2007). However, Davies and Graff (2005) conclude that the reported beneficial effects of online participation and interaction do not necessarily translate into higher grades at the end of the year, with students who participated more frequently not being significantly awarded with higher grades. Notwithstanding, students who failed in one or more modules did interact less frequently than students who achieved passing grades.

Regarding online learning platforms, it has been pointed out that they offer an online environment with a multiplicity of tools and capabilities, but are poor in design and guidance (Hannon and D'Netto, 2007). In this sense, some authors postulate that technologically advanced environments such as web-mediated group work and discussion spaces, and instructing students about the task, purpose of group work and norms of behaviour, do not always drive to successful learning (Cecez-Kecmanovic and Webb, 2000).

Finally, cultural and language differences brought by learners when they engage with the technologies of online platforms may have an influence on students' results in an environment with cultural diversity (Hannon and D'Netto, 2007).

AN INTERDISCIPLINARY COLLABORATION PROJECT BETWEEN TWO EUROPEAN UNIVERSITIES THROUGH A VIRTUAL PLATFORM

As a consequence of the collaboration agreement signed between the London School of Economics and Political Sciences (U.K.) and the University of Valencia (Spain), an interdisciplinary online project was designed for e-learning of their students. The project, carried out through a Moodle system, was held in Spanish and in English. This collaboration was based not only on linguistic aspects but also on different economic and management topics. The project aimed to explore the appropriateness of Virtual Learning Environments for learners across disciplines, institutions and countries to improve their learning in both the foreign language and the subject area. It was considered that student experience would be enhanced through authentic exchanges with their counterparts in the other country. The collaborative project would also allow students from two different disciplines and different universities to meet other students with different backgrounds through the VLE, to debate and acquire knowledge on other realities and to improve their foreign language skills. Specifically, the objectives of the project were to promote cooperation and exchange of ideas between students through the use of new technologies; to engage learners in activities that develop their linguistic skills in the target language and raise awareness of the attitudes, values and beliefs of the target cultures; to provide a unique and fruitful environment for debating topics related to social sciences (ie, political, economic, managerial, socio-cultural and technological factors affecting British and Spanish markets); to encourage independent learning in the subject area; to promote critical thinking and analytical skills in comparing cultural, social, business and managerial practices, and to develop transferable skills such as negotiation skills and time management (Byrne, Coca and Cuadrado, 2007).

The project involved collaborative work between a group of undergraduate students learning Spanish and Society as an Outside Option to their Social Sciences degrees at the LSE and a group of students of Marketing as a core course in the Business degree at the UV. All exchanges had to take place

using a Moodle virtual learning environment. All participants from the UV were given access. There were also training sessions for the teachers taking part in the Project. The students participated in a set of oral and written activities and debates assigned by the teachers leading the project. All exchanges were monitored by responsible teachers and students were expected to produce assessed related tasks (short essays, reports, oral presentations or personal research project). For the first two tasks, students were grouped in fours to facilitate the exchange of information. During those stages students had to complete guided tasks, although they were able to decide independently the topics, the length and frequency of the exchanges at the final stage of the project. The working language for all topics proposed by LSE was in Spanish whereas for those programmed by UV, English was the communication vehicle. Participants had to demonstrate a higher intermediate / advanced level in the foreign language (level B2 Council of Europe Framework for Languages).

All in all, through the collaborative agreement signed between these two universities it is aimed to add value to the teaching-learning experience so that to improve students results as well as to increase students satisfaction with their studies and their respective university. Since there is wide evidence of the relevance of customer satisfaction in services marketing, increasing student satisfaction with the teaching activities and with their studies is expected to have a positive influence in the marketability of the universities involved in this online activities. This point is crucial to compete in the increasingly competitive market of higher education in Europe.

HYPOTHESES AND RESEARCH DESIGN

Considering the evidence reported by the literature (Hannon and D'Netto, 2007), we assume that students' final performance will be determined by student satisfaction with the online platform. Thus, we expect that those students who find less problems communicating with the online technology, those who better understand the rules and expectations of the activities and those who find useful support are obtaining better results than those students who find the online environment less "user-friendly". Therefore, we expect the existence of differences in the assessment of the online environment between the "best" and the "worst" students. Since satisfaction is a crucial concept in marketing, we hope that increasing student satisfaction will generate positive word-of-mouth and increase the marketability of the studies offered by the universities involved in this project.

Notwithstanding, we also assume that the level of student participation or involvement may have an influence on student satisfaction, in the sense that those students more involved or those that have taken part in the online activities from the beginning are expected to manage better in the online learning environment, feeling more comfortable and thus showing higher levels of satisfaction with the virtual learning environment and the proposed activities.

In order to test these hypotheses, we consider only the students of the University of Valencia participating in the online program with the London School of Economics. The project described in the present paper, which will only consider the University of Valencia from now on due to data availability reasons, has been carried out in the core course “Marketing Management II” of the Business Administration studies. In spite of the existence of 11 groups, the project has only been implemented in the so-called international group, the only one in which the language of instruction is English. We decided to test the activity in a reduced group in which all students have a good command of English, as communications with LSE students are both in English and in Spanish. The project has already been carried out in three consecutive academic years (2005-06, 2006-07 and 2007-08). The number of students of UV that took part in this project in the three editions was 32, 77 and 39, respectively. This difference in size is consequence of the large number of students in this group who are granted by the Socrates-Erasmus program. Demand of this course in English can then vary every year. In all the editions, the project lasted six weeks. Results of the students’ participation, together with their reports were analysed at the end of the projects by the responsible teachers. In doing so, we collected information about student participation and assessment (final grade in the practical part of the course, ranging from 0 –minimum- to 10 -maximum). We also examined the satisfaction of students with the online platform and activities to take part in the third edition of this e-learning activity since the two first editions were just a pilot experience. In this sense, we adapted the scale of Hannon and D’Netto (2007) for assessing satisfaction with the online platform activities. Students were asked to rank in a scale from 0 to 10 the items in the survey during the last session of the course. Univariate and multivariate analysis were undertaken with data using the statistical package SPSS 15.0 for Windows. In order to test our hypotheses, we estimated several descriptive statistics and ANOVA analysis and we also performed a linear regression.

RESULTS

The participation rate at both universities has been very high. Interaction between students at LSE and UV was then a reality apparently showing students' great interest in the project. Furthermore, the assessment of the different essays handed in showed that students were able to use and structure the information provided by partners after posing guided questions.

Table: 1
Descriptive statistics for student satisfaction with the virtual learning environment and the online activities

Variables	Mean	Median	St. dev.
1. I had no problems using the online technology	4.30	5.00	0.812
2. Online activities in the program are useful and relevant	3.65	4.00	0.978
3. I need to ask for the lecturers advice often during the course	2.78	3.00	1.058
4. The rules and expectations in using online discussion are clear to me	4.05	4.00	0.911
5. I sometimes need help using the online software and finding my way around	2.51	2.00	1.096
6. I usually write long posts to online discussion	2.97	3.00	0.941
7. I find easy to use an informal style in an online discussion	3.89	4.00	0.966
8. I find difficult to write in an analytical or critical style	2.24	2.00	0.895
9. Technical help is available and helpful	3.43	3.00	0.987
10. I found online communication a friendly experience, not a lonely one.	3.78	4.00	1.205

Due to data availability reasons, the following results will be exclusively referred to the students of the Universitat de Valencia. For these students, Table: 1 shows the main statistics about student satisfaction with the virtual learning environment and the online activities. As shown in Table: 1 students do not find relevant problems in using the technology and have a

positive perception of the online activities developed. However, differences in these assessments are expected across students.

Table: 2
Student satisfaction depending on full and partial attendance

Variables	Full attendance	Partial attendance	F
1. I had no problems using the online technology	4.32	4.17	0.181
2. Online activities in the program are useful and relevant	3.55	4.17	2.069
3. I need to ask for the lecturers advice often during the course	2.77	2.83	0.015
4. The rules and expectations in using online discussion are clear to me	4.06	4.00	0.025
5. I sometimes need help using the online software and finding my way around	2.48	2.67	0.136
6. I usually write long posts to online discussion	3.17	2.00	9.575***
7. I find easy to use an informal style in an online discussion	3.90	3.83	0.026
8. I find difficult to write in an analytical or critical style	2.13	2.83	3.316*
9. Technical help is available and helpful	3.45	3.33	0.070
10. I found online communication a friendly experience, not a lonely one.	3.74	4.00	0.226

* Statistically significant at 10%, **5%, ***1%

First, in order to test the significance of the differences in satisfaction with the virtual environment and the online activities depending on student participation in the course, we used a variance analysis (ANOVA). Taking into consideration that some students joined the course later, we examined the existence of differences in participation and performance between those attending all the sessions (full attendance) and those who took part in only

some sessions (partial attendance). Results are shown in Table: 2. All in all, full attendance students showed better results than those who joined later.

Even though those students that joined the course several sessions later were encouraged to take part in this project and to catch up with the rest of the group, they showed significantly more difficulties to write in an analytical or critical style and did not so often post long messages in comparison to those students that joined this project from the beginning. Thus, experience seems to contribute positively to student writing style and involvement in the online activities. Furthermore, we explore the existence of differences in student satisfaction depending on student results.

Table: 3
Mean values and ANOVA of satisfaction Indicators depending on final grades

Variables	Grade below median	Grade above median	F
1. I had no problems using the online technology	4.25	4.44	0.527
2. Online activities in the program are useful and relevant	3.31	3.78	2.055
3. I need to ask for the lecturers advice often during the course	3.13	2.61	2.104
4. The rules and expectations in using online discussion are clear to me	4.31	3.72	3.770*
5. I sometimes need help using the online software and finding my way around	2.38	2.56	0.209
6. I usually write long posts to online discussion	2.87	3.11	0.551
7. I find easy to use an informal style in an online discussion	3.56	4.17	3.479*
8. I find difficult to write in an analytical or critical style	2.19	2.17	0.005
9. Technical help is available and helpful	3.56	3.22	1.160
10. I found online communication a friendly experience, not a lonely one.	3.50	3.83	0.648

* Statistically significant at 10%, **5%, ***1%

In order to achieve this aim, students were splitted in two groups: those whose final mark in practice lectures was below the median value of the group, and those whose grade was above the median value. Table: 3 shows the results obtained for the mean values in each group of students (ie, below and above the median grade) and the F test.

All in all, full attendance students showed better results than those who joined later. Even though those students that joined the course several sessions later were encouraged to take part in this project and to catch up with the rest of the group, they showed significantly more difficulties to write in an analytical or critical style and did not so often post long messages in comparison to those students that joined this project from the beginning.

Thus, experience seems to contribute positively to student writing style and involvement in the online activities. Furthermore, we explore the existence of differences in student satisfaction depending on student results.

In order to achieve this aim, students were splitted in two groups: those whose final mark in practice lectures was below the median value of the group, and those whose grade was above the median value. Table 3 shows the results obtained for the mean values in each group of students (ie, below and above the median grade) and the F test.

As a general result we obtained a positive perception of the platform and the online activities by most of students. Notwithstanding, we observe the presence of significant differences between those students with higher grades in comparison to students with those students with grades below the median for the items 4 and 7. In particular, students with higher grades show a lower average score for “The rules and expectations in using online discussion are clear to me” in comparison with students with grades below the median.

This fact may be explained by psychographic characteristics of “good” students, who may be more demanding with themselves and might be involved in the activity in a greater extent than “not so good” students. Furthermore, students with grades above the median find significantly easier to use an informal style in online discussions than students with grades

below the median. From this result we infer that students with higher grades feel more comfortable interacting in online discussions than their classmates with lower grades.

Table: 4
Linear regression of performance depending on satisfaction with the virtual platform

Independent variables	Unstandardized coeff.	Standardized coeff.	Sig.
Constant	2.620	-	0.006
1. I had no problems using the online technology	0.162	0.237	0.181
2. Online activities in the program are useful and relevant	0.275	0.523	0.026
3. I need to ask for the lecturers advice often during the course	-0.251	-0.514	0.007
4. The rules and expectations in using online discussion are clear to me	-0.160	-0.293	0.125
5. I sometimes need help using the online software and finding my way around	-0.022	-0.049	0.783
6. I usually write long posts to online discussion	-0.109	-0.201	0.245
7. I find easy to use an informal style in an online discussion	0.133	0.259	0.145
8. I find difficult to write in an analytical or critical style	0.033	0.057	0.745
9. Technical help is available and helpful	-0.147	-0.268	0.136
10. I found online communication a friendly experience, not a lonely one.	-0.013	-0.031	0.880

R = 0.705, R2 = 0.497, F = 2.171, Sig. = 0.062

Finally, in order to test if the final performance in the course depends on the different aspects of satisfaction with the virtual learning environment, we estimate a linear regression (Table 4).

The dependent variable was the students' final grades (as a measure of performance) and the independent variables were the different aspects considered for evaluating satisfaction with the technology, according to the scale of Hannon and D'Netto (2007). As a result, we observe a significant positive relationship between student performance and perceived usefulness and relevance of the online activities in the program. In this sense, those students that seem to be more motivated by the online activities show better results than those who do not feel so attracted by these activities.

Furthermore, a significant negative influence on satisfaction with the online activities is observed in the item "I need to ask for the lecturers advice often during the course". Thus, students who feel less confident about the online activities and have to ask more questions are those who obtain the worst results. This result sounds logical, since those students who have more difficulties with language or with the specific instructions for the online activities do not obtain comparable results to those students that can follow the online activities without problems.

CONCLUSION

Following the evidence obtained, we consider that the interdisciplinary collaboration between UV and LSE through this e-learning project has involved positive effects on students' motivation, involvement and performance. Notwithstanding, results on student performance are conditioned by perceived usefulness and relevance of the online activities in the program as well as the need of help from lecturers during the development of the online activities. This result has implications on the design of attractive teaching-learning activities that may stimulate student's participation therefore contributing to improve his/her final results. This evidence is in the line of Deci and Ryan (1985), who assumed that the activation of intrinsic motivation is determined to a great extent by characteristics of the task. In this sense, we agree with Bergin (1992) regarding the existence of a relationship between intrinsic motivation, academic activities and leisure that the lecturer must take advantage of in favour of the teaching-learning process. In the line of Amory, Naicker, Vincent and Adams (1999), we consider that the use of ludic activities

provide sufficient stimulation to engage students in knowledge discovery, while at the same time developing new skills.

At the same time, the lecturer support is vital for guaranteeing the success of online activities for all students. Some participants in these activities may have some difficulties in managing their tasks in virtual learning environments or may have some language difficulties. Thus, in order to provide all students with the same opportunities, we suggest scheduling an initial session for getting students familiar with the Moodle platform and the type of tasks demanded during the course. Furthermore, class organization on groups mixing “more capable” and “less capable” students may promote cooperative learning and contribute to improve the skills of those that are more dependent on lecturer’s help. Additionally, further research should be conducted about the type of help required from the lecturer in order to help students to overcome difficulties by themselves.

All in all, the results obtained for the students of University of Valencia seem to support the positive influence of this interdisciplinary activity in the students’ performance and the use of learning methods that facilitate active and cooperative learning through audiovisual pedagogical resources. The collaboration project allowed students from two different disciplines and different universities not only to meet others with different backgrounds through an online system but also to debate and get more information on other realities and improve their foreign language skills.

Both the qualitative and quantitative results seem to confirm the positive contribution of this interdisciplinary e-learning activity to the teaching-learning process and, according to previous literature, the convenience of the use of Internet tools in class. Nevertheless, the evidence is not conclusive, as it has been an exploratory research and the activity should be replicated in further years and for different courses. Regarding the quantitative data, the results obtained could be biased because of some students’ work in groups using only one password during some sessions.

On the other hand, causality between satisfaction with the online activities and student’s final grade has not been explored. In this sense, do students have better results because of their satisfaction with this e-learning activity? Or do the “best” students tend to be more satisfied with this activity more than others? “Best” students might be more intrinsically motivated by these class activities and vice versa, and in this sense, considering the performance

of students in other subjects could improve the explanatory power of our model. Furthermore, evidence from LSE and qualitative analysis – e.g. interviews with students – might contribute to shed additional light on this research.

Acknowledgement

This research has been financed by the Spanish Ministry of Science and Innovation in its “Analyses and Studies” programme (Project no: AE2008-0327).

REFERENCES

- Al-Alak, B.A.M. (2007). The Impact of Marketing Actions on Relationship Quality in the Higher Education Sector in Jordan, *Journal of Marketing for Higher Education*, **16 (2)**, pp. 1-23.
- Ames, C. (1992). Classrooms: Goals, structures, and student motivation. *Journal of Educational Psychology*, **84 (3)**, 261-271
- Amory, A.; Naicker, K.; Vincent, J.; Adams, C. (1999). The use of computer games as an educational tool: identification of appropriate game types and game elements. *British Journal of Educational Technology*, **30 (4)**, 31-21.
- Bergin, D.A. (1992). Leisure activity, motivation, and academic achievement in high school students. *Journal of Leisure Research*, **24**, 225-239.
- Boekaerts, M. 1997. Self-regulated learning: A new concept embraced by researcher, policy makers, educators, teachers and students. *Learning and Instruction*, **7 (2)**, 161-186.
- Byrne, N.; Coca, M.; Cuadrado, M. (2007). *Interdisciplinary university e-learning through weblab systems. A two-country project*. Valencia: INTED Conference.
- Cebrián, M. (1994). *Medios y recursos didácticos en el ámbito universitario*. Valencia: Universitat de València.
- Cecez-Kecmanovic, D.; Webb, C. (2000). Towards a communicative model of collaborative web-mediated learning. *Australian Journal of Educational Technology*, **16 (1)**, 73-85.

Chiu C. M.; Sun, S.-Y.; Ju, T.L. (2007). An empirical analysis of the antecedents of web-based learning continuance. *Computers and Education* , 49 (4), 1224-1245.

Covington, M.V. 2000. Goal theory, motivation and school achievement: an integrative review. *Annual Review of Psychology*, 51, 171-200.

Cuestas, P. J.; Fenollar, P.; Roman, S. (2006). *Las motivaciones sociales como antecedentes del éxito académico de los estudiantes universitarios de marketing*. Almeria: XVIII Encuentro de Profesores Universitarios de Marketing.

Daly, S. B. (2001). Student-operated Internet businesses: True experiential learning in entrepreneurship and retail management. *Journal of Marketing Education*, 23 (3), 204-215.

Davies, J.; Graff, M. (2005). Performance in e-learning: online participation and student grades. *British Journal of Educational Technology*, 36 (4), 657-663.

Deci, E. L.; Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. New York: Plenum.

Dupeyrat, C.; Mariné, C. (2005). Implicit of intelligence, goal orientation, cognitive engagement, and achievement: A test of Dweck's model with returning to school adults. *Contemporary Educational Psychology*, 30, 43-59.

Elliot, E.; Dweck, C. (1988). Goals: An Approach to Motivation and Achievement. *Journal of Personality and Social Psychology*, 54: 5-12.

Garcia, T.; Pontrich, P. R. (1996). The effects of autonomy on motivation and performance in the college classroom. *Contemporary Educational Psychology*, 21 (4), 477-486.

Gremler, D. D.; Hoffman, K. D.; Keaveney, S.M.; Wright, L.K. (2000). Experiential learning exercises in services marketing courses. *Journal of Marketing Education*, 22 (1): 35-44.

Hannon, J. y D'Netto, B. 2007. Cultural diversity online: student engagement with learning technologies. *International Journal of Educational Management*, 21 (5), 418-432.

Humphrey, N. (2004). The death of the feel-good factor? *School Psychology International*, 25 (3), 347-360.

Lilly, B.; Tippins, M J. (2002). Enhancing student motivation in marketing classes: Using student management groups. *Journal of Marketing Education*, 24 (3), 253-264.

Loranger, A. L. (1994). The study of strategies of successful high school students. *Journal of Reading Behavior*, 26: 347-360.

Martin, A. J. (2007). Examining a multidimensional model of student motivation and engagement using a construct validation approach. *British Journal of Educational Psychology*, 77, 413-440.

Mir, J. I.; Reparaz, C.; Sobrino, A. (2003). *La formación en Internet. Modelo de un curso on line*. Madrid: Ariel.

Peterson, R. M. (2001). Course participation: An active learning approach employing student documentation. *Journal of Marketing Education*, 23 (3), 187-194.

Pujol, J.; Fons, J. L. (1981). *Los métodos en la enseñanza universitaria*. Pamplona: Ediciones EUNSA.

Rada, R. (1998). Efficiency and effectiveness in computer-supported peer-peer learning. *Computers and Education*, 30 (3-4): 137-146.

Ramírez, Y.; Lorduy, C.; Rojas, J.A. 2007. Intellectual capital management in Spanish universities, *Journal of Intellectual Capital*, 8 (4), 732-748.

Siegel, C. E. (2000). Introducing marketing students to business intelligence using project-based learning on the World Wide Web. *Journal of Marketing Education*, 22 (2): 90-98.

Slavin, R.. E. (1990). *Cooperative learning*. New Jersey: Prentice-Hall.

Stipek, D. ; Salmon, J. S. & Givven, K. B. (1998). The value of practices suggested by motivation research and promoted by mathematics education reformers. *Journal of Research in Mathematics Education*, 29 (4): 465-488.

Urduan, T.; Maehr, M L. (1995). Beyond a two-goal theory of motivation: A case for social goals. *Review of Educational Research* 65: 213-244.

URL European Commission. Retrieved 9.9.07
http://ec.europa.eu/education/programmes/socrates/ects/index_en.html

URL: *Internetworldstats*: <http://www.internetworldstats.com> Retrieved 9.9.07

URL: *London School of Economics*: <http://www.lse.ac.uk> Retrieved 9.9.07

URL: *Universitat de Valencia*: <http://www.uv.es> Retrieved 9.9.07

Wentzel, K. R. (1993). Does being good make the grade? Social behavior and academic competence in middle school. *Journal of Educational Psychology*, 85 (2): 357-364.

Young, M. R. (2005). The motivational effects of the classroom environment in facilitating self-regulated learning. *Journal of Marketing Education*, 27 (1): 25-40.

ADDITIONAL READINGS

Alexander, S. (2002). 'Designing learning activities for an international online student body: what have we learned'', *Journal of Studies in International Education*, Vol. 6 No. 2, pp. 188-200.

Lanham, E. and Zhou, A. W. (2003). 'Cultural issues in online learning is blended learning a possible solution?', *International Journal of Computer Processing of Oriental Languages*, Vol. 16 No. 4, pp. 275-92.

Leask, B. (2004). 'Internationalisation outcomes for all students using information and communication technologies (ICTs)', *Journal of Studies in International Education*, Vol. 8, No. 4, pp. 336-51.

McLoughlin, C. (1999). "Culturally responsive technology use: developing an online community of learners", *British Journal of Educational Technology*, Vol. 30 No. 3, pp. 231-43.

Macfadyen, L. P., Chase, M., Reeder, K. and Roche, J. (2003), Matches and mismatches in intercultural learning: designing and moderating an online intercultural course, Proceedings of the UNESCO Conference on International and Intercultural Education, Jyva" skyla" , Finland, June 2003. retrieved 17.01.2009, also available from <https://circle.ubc.ca/bitstream/2429/1326/1/Macfadyen+et+al+2003.pdf>

Resta, P. and Laferrière, T. (2007), *Educational Psychology Review*, Vol. 19, No. 1, pp. 65-83.

BIODATA and CONTACT ADRESSE of AUTHORS

Dr. Manuel CUADRADO, University of Valencia, SPAIN



Manuel CUADRADO is Associate Professor of Marketing at the University of Valencia, Spain. His main research areas are arts and cultural marketing, innovation in teaching and e-learning. He has internationally presented and published, in academic journals, several surveys regarding these topics. Among other titles, he is the leading role of the interdisciplinary, bilingual and online exchange project between the London School of Economics and the University of Valencia.

Dr. María-Eugenia RUIZ-MOLINA, University of Valencia, SPAIN



María-Eugenia RUIZ-MOLINA is Assistant Professor in the Department of Marketing and Market Research, University of Valencia, where she earned her PhD in Business Administration and Management. She is also consultant at Catalonia Open University (UOC). Her current research interests are consumer behaviour, retailing and service marketing. She is the corresponding author and can be contacted at M.Eugenia.Ruiz@uv.es

CHAPTER X

International Marketing Of Distance Education: Intellectual Property Issues

Michael D. RICHARDSON

Kenneth E. LANE

Robert Jason HANCOCK

Southeastern Louisiana University, USA

ABSTRACT

Distance education has created an environment for learning that enables persons around the world to take advantage of education in a manner unparalleled in history. Distance delivery of education has also presented educators and service providers with numerous challenges and opportunities. The ownership of intellectual property in the global marketplace has proven to be exceptionally cumbersome and difficult to resolve. Inconsistent intellectual property rights in various countries have created a legal malaise that often threatened the intended recipients of the educational delivery. Educators and policy makers must work collectively to address the issues of intellectual property rights to ensure the continued international delivery of quality education.

INTRODUCTION

Over the past ten years, the pressure to "be international" or to "internationalize" has dramatically intensified in all aspects of education, especially higher education. Propelled by a global economy, interest and research in international education has moved closer to the center of educational research throughout the world (Bartem & Manning, 2001). The

push to become “international” has exploded in education, particularly in the use of technology for the delivery of educational services and content.

Increasingly, the availability of technology has created a climate for change in the scope and magnitude of educational services (Werry, 2002). As technology creates a “smaller world”, globalization is forcing all educators to examine education from an increasingly international perspective (Berg, 2002). The paradox is that as technology makes the world smaller it also opens more of the larger world to educational opportunities (Cornell, Shavinina & Sandervert, 2001). This new technology has created issues of delivery, quality of delivery, ethical implications of delivery, and ownership of content and delivery (Branstetter, Fisman & Foley, 2006). The advent information-based economy has worldwide higher education in a new paradigm, global competition (Welch, 2001). Most of the industrialized nations now perceive higher education to be the solution to international business competition. Throughout the world higher education has become a valuable commodity with large expenditures and investment in its success (ACM, 1999). As such, higher education, particularly international higher education is now subjected to enormous political pressures and often regulatory control (Altbach, 2004).

There is a need internationally for strong distance learning programs (Feenberg, 1999). The number of students being served by such programs has increased exponentially in the past ten years (Allen & Seaman, 2005). The need is often driven by economics. As market analysts continue to proclaim, an education can never be taken away and will more than pay for itself with increased lifetime earnings. The United States has experienced a dramatic increase in the number of distance candidates, but so have universities around the world (Altbach & Tiechler, 2001). With economics such a driving force, many international universities and private service providers are experiencing pressure to control expenditures, enhance the quality of instruction offered to the customer, focus service on client needs, and counter competitive pressures in the international market place (Marron & Steel, 2007). Distance learning technologies have the potential to assist in solving these challenges.

Many advantages of distance learning can be viewed as financial. International universities strive to be financially accountable by delivering educational services with the least expense (Rhoades, 2001). Use of distance education promises to save costs and increase revenues by increasing class

size and reducing class expenses. This concept is particularly attractive to many international universities found in developing countries who have limited facilities and more limited faculties (Slaughter & Rhodes, 2004). Bollag and Overland (2001), speculate that developing countries are adapting state run distance education programs in an effort to bifurcate the needs of an expanding population with a reduction in physical building space. Universities in Beijing, Jakarta, Brazil and Argentina use distance learning to contact students who would otherwise be inaccessible (Mansfield, 2000). Countries like China are moving from “elite to mass education,” which means that traditional universities cannot meet the demand for high quality instruction delivered to a mass market (Bosworth & Yang, 2000; Liu & Jiang, 2000). China has long been a player in distance education, but now uses the technology extensively (Liu & Jiang, 2000; Marron & Steel, 2007). The United Arab Emirates view distance learning and online delivery as innovative practices in the education of their population (Chen & Puttitanun, 2005). In Australia, England and Norway, distance education has been linked together to provide access for the delivery of high quality instruction in remote areas (Law, 1995), offering an educational opportunity to those who cannot attend traditional educational settings (Atkins, 1991; Farrington, 2001).

Distance education can be viewed as an instructional delivery method used to reach a diverse and geographically-dispersed population (Alger, 1998). Again, the primary focus for many international higher education institutions is to make education more cost-effective by increasing class and program size while reducing the cost of resources (Ng, 2000; Rumble, 2008). Distance education proponents claim online education to be the answer to both challenges (Omoregie, 1997). In addition, researchers have speculated that the use of intellectual property rights in developing countries encourages domestic innovation and increases marketing and financial rewards in the economy (Chen & Puttitanun, 2005; Park & Ginarte; 2007). Many international university administrators depend on distance education (Etzkowitz & Leydesdorff, 1997) and trust that its deployment can justify the possible negatives associated with such technology (Davis, 1998; Werry, 2002).

Distance education has a bright future, but it is not without issues and problems (Edelson, 1998). Issues of quality instruction, and higher education administrations speculation that distance learning methods will help make higher education more cost-effective are but two of many (Dibiase, 2000). If

not approached seriously however, distance programs can quickly become second rate (Berge & Muilenburg, 2001). Other obstacles reported include poor quality of the technology and the instruction (Berge, 2002), failure to reach communities traditionally marginalized by higher education (Bollag & Overland, 2001), and the commercialization of distance education in some countries (Dhanarajan, 2001). To be effective for the majority of clients, distance education, particularly at the international level, must develop good instructional practices and begin to rely on appropriate technology, not the latest fads (Dhanarajan).

Intellectual property (IP) has long been an issue of debate among higher education institutions in the United States and other countries (Pahl, 2003). However, determining ownership and the income dispersion of creative works is still a relatively new phenomenon in the distribution and delivery of distance education in a virtual world that knows no boundaries (Farrington, 2001). Despite dramatic national efforts at improvement such as the Technology, Education, and Copyright Harmonization (TEACH) Act of 2001 (Harper, 2002) and international efforts by the World Intellectual Property Organization (WIPO (Jiang, 2008), many higher education institutions, especially at the international level, do not have adequate policies to govern the determination of rights to copyrightable materials (Frydenberg, 2002; Nemire, 2007; Wallace, 2007), further complicated by copyright laws that remain very unclear regarding the ownership of works created in an electronic environment (Braga & Fink, 1998). Increased use of the Internet and distance technologies (Milheim, 2002) in the delivery of distance education has compelled colleges and universities to re-evaluate, revise, and in many cases, create intellectual property (IP) policies (Berg, 1999). Many higher education institutions claim ownership to the materials created by faculty for on-line and distance education courses, and often the courses themselves (Chen & Puttitanun, 2005).

DISTANCE EDUCATION

Distance learning is still relatively new to many higher education institutions around the globe (Salmi, 2003), and although many institutions have intellectual property policies to cover materials created in the tradition print media (Salamon, 1994), few have policies concerning materials created for distance education (Maskus, 1998). Copyright issues have not challenged use of materials created for distance learning and on-line courses, especially in the global marketplace (Davis, 1998). Ownership and income are two very

important factors creating intellectual property in a global economy (Thursby & Kemp, 2002). Many faculty members create IP that has no real market value, but does represent many hours of hard work (Dyson, 1995). However, higher education institutions around the world are being influenced by for-profit entities that use content and delivery in a different culture (Oravec, 2003). Time is money for the institution as well, and in most cases, institutional resources and other faculty incentives (release time, decreased course load) are critical to faculty production in distance education, particularly in international delivery (Altbach, 2004).

Greenberg (2004) defined contemporary distance learning as “a planned teaching/learning experience that uses a wide spectrum of technologies to reach learners at a distance and is designed to encourage learner interaction and certification of learning” (pg. 36). Holmberg (1989) reported that “the term distance learning has been applied to many instructional methods: however, its primary distinction is that the teacher and the learner are separate in space and possibly time” (p. 128). Mazzarol, Soutar, and Seng (2003) stated that distance education produces the technological separation of teacher and learner. Consequently, these definitions describe a process whereby the teacher and student are separated by distance but not necessarily by time (Holder, 2005).

The history of distance education could be tracked back to the early 1700s in the form of correspondence education. By 1883, a Correspondence University headquartered at Cornell University was established, but was ultimately unsuccessful (Gerrity, 1976). In 1883, Chautauqua College of Liberal Arts became the first college authorized to grant degrees to students who completed correspondence work and summer institutes (Watkins, 1991). With the introduction of audiovisual devices into the schools in the early 1900s, education was forever changed (Hull, 1962). It was not far from the turn of the century when Thomas Edison proclaimed that, due to the invention of film, “Our school system will be completely changed in the next ten years” (Saettler, 1968, p. 68). This monumental change did not happen, but instructional media were introduced into the classroom by 1920 in the form of slides and motion pictures (Saettler).

These new media forms did not dramatically impact the extension of post-secondary education into the home environment beyond what print correspondence had already achieved in this area (Pittman, 1986). Radio was thought to have promise in cracking open this market but also failed (Atkins,

1991). During the years between the World Wars (1918-1946), the federal government granted radio broadcasting licenses to 202 colleges, universities, and school boards, but by the year 1940 there was only one college-level credit course offered by radio and that course failed to attract any enrolments (Atkins). A similar pattern of expectations was demonstrated in the development of extension programs for television with Iowa state being the first on the air in 1958 and 17 university programs on air by the end of the 1950s (Hull, 1962). Overall, television was much more successful in extending programs than radio, but it still failed to meet overall expectations (Pittman).

During the 1960s, the shift in focus in effort and funding went away from instructional television to the development of public television (Hull, 1962). Reasons given by researchers for instructional television not being adopted included teacher resistance to television in the classroom, the expense of the television systems, and the inability of television alone to meet the various conditions for student learning (Reiser, 1987). In the late 1970s and early 1980s, cable and satellite television came into use as a delivery medium for distance education courses (Watkins & Wright, 1991). During the 1980s, many quality telecourse offerings were available by using cable and satellite delivery and these remain part of the inventory of available distance offerings (Watkins & Wright). By the 1990's live video instruction was the most popular and fastest growing delivery mode in the United States (Ostendorf, 1997).

In the 1980s the first major steps in online university programs began to be taken. During this time some universities began to offer degree programs combined online and face-to-face classes (Hill, 2001). This time frame also saw the development of the Electronic University which offered a variety of college credit and personal enrichment courses to the users of the popular Commodore 64 home computer platform (Morabito, 1997, 1999). The 1980s also saw the growth of computer based teleconferencing (virtual online conferencing) which opened the way for the boom of such courses in the 1990s (Hill; Morabito).

During the 1990s higher education saw the stabilization of what is now considered the norm for online virtual classrooms (Palloff & Pratt, 2001). The standard for the virtual classrooms was an online library of downloadable documents, a message board, and electronic whiteboard, all with personal support through electronic mail (Morabito, 1999; Palloff &

Pratt, 2000). In 1996, participation in web-based higher education courses was estimated to be one million students (Edelson, 1998). It was also during the late 1990s to early 2000s when online learning came to be synonymous with distance learning, and distance learning and teaching moved from the periphery of university life to the center (Feenberg, 1999).

In the first decade of the new millennium, distance learning as online learning has become a ubiquitous practice as a result of the spread of online learning resources, a practice which has changed the shape of formal education (Ko & Rossen, 2001). Some signs of this change are:

- a significant number of students are enrolling in online courses as regular resident students (Malloy, 2001; Scheines, Leinhardt, Smith, & Cho, 2003); (2) 78% of U.S. universities are offering distance education courses (Reiser, 2002);
- the U.S. Senate considered easing the rule by which a college must enroll no more than 50% of its students through distance programs if the students are to be eligible for federal aid (Carnevale, 2003; Mayadas, 2001);
- some universities, in their pursuit to educate "global scholars," now require students to enroll in at least some online distance courses (Carr, 2000); and
- a faculty commission at Harvard considered reducing the time of residence required for students to earn a degree (Young, 2002).

Issues arose early in the new millennium regarding quality of instruction in the now proliferating online course/degree market (Palloff & Pratt, 2000). Palloff and Pratt presented a paper session to remind educators that "technology does not teach students; effective teachers do" (p. 4). They made the point that the issue is not technology itself, but how it is used in the design and delivery of courses that provided for success or failure.

As for the quality of distance education itself, the jury is still out. Despite sufficient evidence as to its parity with classroom education (Jones & Timpson, 1991; Josendal, Fosse, & Andersen, 1991; Maloy & Perry, 1991), distance education has often been dismissed without careful consideration of its aims, processes, and products (Simonson, 1997). Technology and distance education has been asked to meet standards of perfection often absent in classroom teaching and learning (Jaffee, 1998). The majority of empirical research on the subject has been directed to test the effect of delivery

technologies without considering the extent to which principles of good teaching and effective learning are enacted in the instructional environments (Russell, 1999).

Claims about the quality of distance education, which have been influenced by the unfortunate and too real existence of diploma mills that sell degrees with little or no quality control, must be addressed in the marketing of quality online programs (Pittman, 1991). Researchers suggest that the effectiveness of distance learning is based on preparation, the instructor understands of the needs of the students, and an understanding of the target population (Omoriege, 1997; Simonson, 1997). It is these elements which must be focused on and the success in providing these elements that must be highlighted in a marketing campaign if the program is to be successful. The development of distance education materials should follow sound principles of instructional design. The decision of what is to be taught and how it should be taught should be governed by the development of an instructional strategy (Jonassen, Grabinger, & Harris, 1990).

Moulton (1917) said at the turn of the last century that a university remains an imperfect stage until it realizes how it must extend its influence to the whole body of people; how it must extend its education to the whole period of the human life; and how it must bring its high ideas to bear upon all the vital interests of mankind. In that time frame, as now, quality is the hallmark of success. A program is going to succeed online or offline for principally the same reasons: the clarity of its educational vision, the organization's drive to meet that vision, and for marketing purposes its efforts to share that vision with its potential partners in education (Bourne, Harris & Mayadas, 2005).

Additionally, Simonson (1997) suggested that providers of distance learning are currently faced with a paradox: students who not really want to learn at a distance, but are increasingly demanding more access to distance learning opportunities.

This paradox has created a dilemma for many international higher education institutions as they scramble to meet the additional demands for certifications and degree programs. Researchers speculate that more traditional institutions will increasingly turn to distance education, particularly online education, to provide access to the mounting demands (Ferguson & Wijekumar, 2000; Howell, Saba & Linsay, 2004; Lau, 2000).

INTELLECTUAL PROPERTY

Electronic delivery of courses has become widespread internationally (Bates, 1995). The World Intellectual Property Organization (created in 1967) attempted, in 1996, to reform copyright law to reflect computer communications technologies, without great success (ACM, 1999). Legal and ethical issues continue to arise at an ever-increasing rate (Cate, Gumpert, Hauser & Richardson, 1998). In universities intellectual and copyright policies that are not specific usually result in decisions that are ad hoc in nature. Unfortunately, litigation likely will follow to decide the issues of ownership (Albert, Laff & Laff, 1999). Burk (1997) states that technology in higher education is now accelerating the intellectual property issue and forcing faculty and administrators to re-examine the traditional allocations of ownership interests in the exchange of discoveries and works-in-progress, dissemination of new information to students, and selection of course materials.

With the advent of multimedia presentations, electronic discussion, and web pages, professors are developing these resources as original works providing greater flexibility for instruction and learning (Lape, 1992). This development is requiring guidance and an in-depth understanding of copyright laws and intellectual property as instructors develop courses and support materials, determine the posting of interaction, and establish Internet links for classes (Primo & Lesage, 2001). Professors create intellectual and professional works, copyrighted books, videos, taped recordings, CD ROM's, and other such recordings in their classrooms to develop new knowledge, learning, and accessibility for students and the profession. However, as professors develop these new materials for technological delivery, opportunities exist for new revenue sources for the creator, the university, and outside vendors (Finkelstein, Frances, Jewett & Scholz, 2000). Products developed at the university that have market potential are now being more closely scrutinized to determine authorship, ownership, and revenue potential (Gorman, 1998). To address these issues, policies now address the development and delivery of electronic materials that change traditional ways of looking at intellectual property, copyright, patents, trademarks, and license agreements (Harney, 1996). New contracts and policies are being written by universities that affect every professor and employee (Halbert, 1999).

In academia, print materials written by faculty members have traditionally been considered the intellectual property of the creator (Nelson, 1998). Perhaps this explains why most institutions do not address the issue of ownership of distance learning courses and curriculum materials in faculty contracts or policies (Gorman, 1998). However, the potential economic value of multimedia and online course materials has raised the stakes for higher education institutions and prompted them to critically examine or create intellectual property policies (McIsaac & Rowe, 1997; Harney, 1996). In some ways, online courses and course materials are like inventions, and in other ways, they are like textbooks. Laws in many countries are unclear concerning ownership by faculty or the institution of scholarly materials created for distance education (Markusen, 2001).

According to Carnevale and Young (1999), faculty members desire ownership of their creative works, not for profit, but because they have put so much personal time, hard work, and knowledge into them. Researchers suggest that liberal intellectual property policies tend to drive faculty to create online courses, while policies that are more stringent weaken faculty enthusiasm to get involved in distance education (Carnevale & Young, 1999; Samuels, 2004; Scott, 1998). Naidoo (2003) maintains that the impetus for technological innovations in higher education often comes from outside the academy, which threatens the autonomy of individual professors.

Visser (2000) stated that “when a piece of software or other technology is developed, intellectual property--in the form of copyrights, trade secrets, and priority patents - is created as well” (p.23). Copyright protection is a form of intellectual property that provides protection to the authors of “original works of authorship” including literary, dramatic, musical, artistic, computer software, audiovisual works, and certain intellectual works (Kaplin & Lee, 2006). This protection is available for both published and unpublished works and begins at the creation (Harper, 2000). Registration is not required, but recommended if enforcement is needed (Kwall, 2001).

Traditionally, the creator retains right of ownership and copyright. According to the Copyright Act of 1976 [section 106], copyright owners have the exclusive right to:

- the reproduction of work,
- prepare derivative works based on the original work,
- distribute copies of the work,

- perform the work publicly, and
- display the work publicly.

Section 107 of the Act, the legal principle of “Fair Use”, provides for certain limitations on the exclusive rights of the copyright holder. Ownership of scholarly works has been historically that of the creator (Klein, 2004). Currently, universities are challenging that tradition and developing policies to expand their ownership under the work for higher provision of the copyright laws (Lan & Dagley, 1999).

Further, the Work Made for Hire Doctrine (Kilby, 1994; Laughlin, 2000) makes employers the “authors” of all copyrightable works created by their employees within the scope of employment (17 U.S.C. §§ 101, 201b). An employer also owns the copyrights to the works unless the employer and employee have an agreement in writing to the contrary (Lerner & Poltorak, 2002). Without such a written agreement, the employer enjoys all rights granted to copyright owners under the statute (17 U.S.C. §§ 106). In the absence of an agreement, such activity belongs to the teacher, not the college or university (*Hays v. Sony Corp.* 847 F. 2d at 416). Additionally, in *United States v. Dubilier Condenser Corp.*, the Supreme Court concluded that an employer owns an invention only if the employee is specifically hired to work on the invention.

Universities argue that if a person is employed at the university, the work that one creates during this employment is a product of the university (Piali & Banks, 1996). Universities use the scope of one's employment provision to support their argument (Bastedo, 2005). Under the common law of agency, an employee is considered to be within the scope of the university if three criteria are met:

- the activity must be motivated, at least in part, by the servant's intent to serve the master's purpose, and not simply his own;
- the activity in question, if not specifically authorized, must be performed in a manner, place, and time that do not vary substantially for that which is normal for the particular activity; and,
- it must always be shown that as to the specific conduct performed, the master had the right to control the actions of the servant (2006).

Who then owns intellectual property--the professor who created the work or the university that employs the professor? Answers to authorship and ownership will be debated for some time (Vaidhyathan, 2001). Current international copyright laws appear to lack specificity in the area of using technology for instruction (Spearitt & Julian, 1996).

Professors argue that the work in developing courses and writing articles for publication is not work for higher education administrators to claim as the property of the university (Tysver & Bolin, 1996). Tenure and promotion procedures require this type of activity, but it is not limited to scholarly works. Scholarly activity, the manner and way in which a professor creates scholarly works, does not always occur at the university (Weinstein, 1997). Further, invoking this provision results in an invasion of academic freedom and the advancement of the profession would be limited (Twigg, 2000). In addition, professors would claim the teachers' exception developed under the work for hire doctrine under the 1909 act (Copyright Act of 1909). The courts have used academic tradition to establish that universities do not own the copyright to a professor's unfixed lecture notes, oral lecture notes, or the lecture notes themselves (Williams v. Weisser, 78 Cal. Rptr. 542 [Cal. Ct. App. 1969]).

It should be noted that legal scholars do not agree on the existence of the teachers' exception. In the case *Community for Creative Non-Violence v. Reid I* (490 U.S. 730, 109 S.Ct. 2166 (1989)), the Supreme Court adopted a standard that states in general, a professor's works are not works made for hire within the scope of employment.

If a work, in this case a technology product, is identified as marketable, potential steps should be taken to insure that the actual commercialization or transfer from the university is possible (DiRamio & Kops, 2004). Licensing of the scholarly works may be an option. A license is a contract which awards to a party other than the owner(s) of the intellectual property the right to make, use, or sell the intellectual property (Liebeskind, 2001). Licenses may be awarded on an exclusive or non-exclusive basis and may provide for payment of fees, royalties, or other income to the owner(s) of the intellectual property. The licenses do not change the authorship.

All or part of the copyright can be transferred subject to time, geography, or usage (Gana, 1995). In other words, the transfer can be made to fit the needs of both parties. Typically, the advantage to licensure is that faculty members

may not have the resources to police infringement of their works that universities may have. The process of licensing involves finding a suitable company to handle the product and marketing of the product and the negotiations of the licensing terms. This process is important because it ultimately determines what benefits the professor and the university will each receive (Valentine, 2002).

Some Myths About Intellectual Property Issues

In order to give fair consideration to intellectual property issues, the discussion cannot be clouded by misconceptions. For this reason, and as a starting point for thought on the subject, some myths are listed and rebutted here as adapted from "Some myths about intellectual property" (Public domain).

Intellectual Property Is Recognized Worldwide

Intellectual property is not recognized worldwide. Note the conflict between the United States and China as a prime example of this not being true (Bosworth & Yang, 2000). It is predominantly a United States policy objective to force this issue on other nations--an unwelcome form of intellectual imperialism all too frequently ignored by watchdog groups (Antonelli, Geuna & Steinmueller, 2000). The advent of the internet, coupled with increased computer technology, make copying information easier than ever.

As a result, intellectual property rights have become more valuable than ever. Piracy, or theft, of intellectual property is prized in some locations, particularly as related to economic espionage (Correa, 2005).

Intellectual Property Is An Ancient Principle

Intellectual property is an explicitly modern notion. The first patent law was in 1623 and the Statute of Anne, the precursor of modern copyright, came in 1710. These were severely limited in scope. The broader interpretation of these principles used in the Western world is quite modern with certain elements being added in the last few years.

Without Intellectual Property, No One Will Produce Original Work

Given that intellectual property made its debut in 1623, any work produced before this time would dispel the myth.

Intellectual Property Is Necessary To Create Incentives for The Production of Original Works

This myth has become the mantra of intellectual property supporters. Sadly, they are mistaken; intellectual property rights are not essential to creation and in some circumstances even deter persons from creativity. Consider the software industry. Free for years, the industry now struggles from the limitations of intellectual property. Software development has become an industry with the most creative of environments in the modern world. With the advent of patent law into computing, however, many individual programmers live in fear of lawsuits from large corporations who claim "ownership" of techniques such as scroll-buffer. Intellectual property rights have often been more about publishers and powerful firms than about creative individuals (Maskus & Bergsten, 2005).

To Take Away Intellectual Property Rights Is To Deny Creators the Right To Profit From Their Labors

Even if there were no copyright, money can be made and no better example is found than in academia, where a great deal of idea production takes place without the ideas being "sold" to the universities which sponsor their creators. Removing intellectual property rights would not deny creators the right to profit from their labors (Dreyfuss, 1987).

While there are some myths and stereotypes about intellectual property, some major concerns continue to plague creators of intellectual property and the institutions that employ them (Hughes, 1988). The ownership of intellectual property generated for teaching via the Internet is one of those striking issues. Using the Internet to teach and post materials changes the economics of content because any work posted on the Internet can be instantly copied and re-produced anywhere in the world (Dalziel, 1997). The use of login names and passwords for accessing intellectual property is not a deterrent. Computer hackers may break into the system, or easier yet, students accessing the course can copy the materials and pass them along to other people. The question becomes how tightly does the author want to control materials? Dyson (1995) described the issue of posting intellectual property on the Internet:

The question of what happens to intellectual property on the Net may be summed up like this: value shifts from the transformation of bits rather than the bits themselves, to services, to the selection of content, to the presence of other people, and to the assurance

of authenticity-reliable information about sources of bits and their future flows. In short, intellectual assets and property depreciate while intellectual processes and services appreciate. (para 11).

Since current copyright law protects the written works of a person for one's life plus 50 years, a case can be made that materials created by and posted on the Internet by an instructor for teaching purposes are protected (Hughes, 1988). However, as pointed out vividly above, protected and free from copying on the Internet are not the same (Levine & Sun, 2002). Furthermore, the very nature of the use of the internet as a delivery system for distance education raises a critical question: How do the new technologies, such as compressed video and teleconferencing, which allow professors to be electronically face-to-face with students in several locations at various times, affect the literal definition concerning a teacher's interaction with a class that traditionally shared the same physical location (Howell, Saba, & Lindsay, 2004)?

Books and manuscripts written for academia have traditionally been owned by the creator. Any materials that are prepared for classes have also been considered the property of the inventor. With the development of software and Internet courses, questions are being raised concerning who owns the property (Carnevale & Young, 1999; Litman, 2001). Universities view the development of these multimedia materials as a lucrative business and are becoming interested in receiving their fair share of the revenue gained from these works (Crews, 2002). The issues of intellectual property and copyright do not have easy or clear-cut answers. Professors and international distance education providers need to be aware of copyright, licensure, and ownership policies at their respective universities (Dratler, 2000). If policies do not exist, the professors must become involved in the development of policies to address these issues of future ownership (Markusen, 2001).

IMPLICATIONS

Global copyright law is very unclear regarding the ownership of works created in an electronic environment (Maskus & Bergsten, 2005). The increased use of the Internet and distance technologies in education has necessitated the need for global colleges and universities to critically examine intellectual property policies impacted by international delivery (Marron & Steel, 2007). The current inadequacy of international copyright

law to address ownership of materials created for distance and on-line education (Lan & Dagley, 1999) has forced colleges and universities to make their own interpretations and determinations of IP ownership (DiRamio & Kops, 2004).

Intellectual property (IP) issues are numerous and often complex in higher education because colleges and universities are major suppliers and consumers of distance learning, particularly in the global environment (Antonelli, Geuna & Steinmueller, 2000). Technology has unquestionably complicated the issue of intellectual property in higher education with ownership being one of the most widely debated issues (Cate, Gumpert, Hauser & Richardson, 1998). The advent of the World Wide Web and other distance and multimedia technologies have, however, raised the eyebrows of colleges and universities, prompting them to reexamine their intellectual property issues and assess the economic benefits to be gained in international distribution (McIsaac & Rowe, 1997).

Scholarly communication, for the purposes of increasing a knowledge base or research, has long been a vested principal of the international educational community (Thompson, 1999). Such communication requires the ability to cite and quote others' works, regardless of the format, and build upon previous learning. Within each profession, this communication is based upon the ethical responsibility to publish and condemn plagiarism (Holder, 2007). However, as international education service providers become more abundant, and universities become more interested in the ownership of the property and the revenue generated by such ownership, freedom to publish and add to the professional knowledge base may become limited (Brennan & Shah, 2000). The lack of stated standards has resulted in many international service providers and officials to debate the ownership of courses and support materials developed for electronic distribution including delivery by interactive television and the Internet (Dolby & Rahman, 2008).

The increasing use of technology in education has significantly changed the face of intellectual property in the global marketplace (Marron & Steel, 2007). Much of global law is unclear as to who owns traditional scholarly materials, which have traditionally been considered the property of their creators (Gorman, 1998; Piali & Banks, 1996; Jiang, 2008). However, the potential economic value of distance learning and on-line course materials has gained the attention of university administrators who realize that treating such works as traditional scholarly material may mean great loss in potential

institutional revenue (Samuels, 2004). Beyond ownership of intellectual property, international institutions must determine how income will be dispersed (Liu & Jiang, 2000).

Many higher education institutions are currently creating or revising intellectual property policies, and the process by which these policies are adopted is of significant importance (Berge & Mullenburg; 2001). Policies must be developed that adequately address IP issues for both faculty and institutions within the global economy (Park & Ginarte, 2007). According to Alger (1998), institutions should review their intellectual property policies to make sure they protect academic freedom rights of faculty and encompass the variety of technological possibilities in both teaching and learning in a global environment. Variations in institutional policies indicate that colleges and universities are taking very different positions on the issue with some favoring faculty and others favoring the institution (Burk, 1997). The current economic decline has caused more universities to revisit the question of who owns intellectual property.

In the current milieu of international concerns, intellectual property issues and the distance delivery of courses and programs, the demands punish both ends of the delivery spectrum: both the deliverer of the material and the receiver. Thus, the relationship between the professional values of the instructional provider and the market values of the instructional receiver must be clarified (Greatrix, 2001). The connection between the professional provider and the market driven receiver must be mutually compatible to make distance education a viable, efficient and effective tool for international education. Instructional delivery must be of the highest quality and not marginalized by second-rate performance (Klesius, Homan & Thompson, 1997). As internet service providers become more prolific, increasing numbers of faculty will be tempted to try their hand at distance delivery (Madoff, 1997). Rather than find more who wish to try the medium, those already engaged should spend the time and effort necessary to increase their productivity and proficiency in delivery.

In addition, corporations are constantly raiding the intellectual commons created by individuals and universities. Entrepreneurs attempt to patent and copyright all manner of intellectual projects, including course notes, which they then market for profit. On the other side university administrators and professors often act in entrepreneurial ways; administrators attempt to increase institutional revenues, while faculty members enhance their

personal profits. Most of the recent tension regarding intellectual property has been relationships between higher education, business and industry and the international area (country, etc.) as services are commercialized at an ever increasing pace (Merges, Menell & Lemley, 2000). Such a relationship is unsteady and tenuous at best, adversarial, at worst. Ineffective delivery or inefficient delivery often leads to disastrous results for the receivers of the service, through no fault of their own (Murray & Stern, 2007). This relationship, most often built on economic expediency, contributes to the deepening legal morass now associated with intellectual property (Ng, 2000). Shifts in the demands for distance learning and online information delivered via increasingly sophisticated educational technology have developed from two sources: students at a distance who cannot physically attend a university, and entrepreneurs who desire to create revenue from the new technology (Sims, Dobbs & Hand, 2002). Many, but not all, of the entrepreneurs are housed in universities around the world. Although some of the technology has been borrowed from the corporate world, most has been adapted for use by colleges and universities, particularly internationally (Altbach, 2004).

The most flexible assets of higher education are faculty time and contributions. University faculty members have wide discretion in how they use their time (Fairweather, 1996) and the intensity of the contributions they make to the teaching/learning enterprise. As a consequence, traditional higher education can be expensive due the labor intensity of faculty teaching few students during a short work day (Levin, 1991). In theory, distance delivery of information attempts to control some faculty incurred costs by increasing efficiency with more students per course, or more contact hours with a professor. Distance delivery advocates also attempt to improve cost effectiveness by increasing measurable student learning relative to the cost of instruction, or increasing productivity (Lane, Kehr, & Richardson, 2009).

Ultimately, the question becomes one of revenue. Which model of productivity will prevail (Ng, 2000)? The creativity of the internet, coupled with increased technological innovations, has left universities and professors in a dire dilemma that will result in substantial turmoil. Given the critical economic condition of the world economy, who is to profit from distance delivery, the provider (university) or the producer (faculty)? Will universities increase their role in the proliferation of distance education services, or will they fall on their own sword of greed? Many university administrators entered the distance education market as a revenue generating

venture, not as a benefit to the recipient (Antonelli, Geuna & Steinmueller, 2000). Too many universities have discovered that mandating a service does not make the service productive or profitable in the open market, particularly the international market. So what does the future hold? No one has definitive answers, but many want to be players as the future unfolds.

Acknowledgment

The authors gratefully acknowledge the contributions of Beth Myers to this chapter.

CONCLUSION

Ultimately, the question becomes one of revenue. Which model of productivity will prevail (Ng, 2000)? The creativity of the internet, coupled with increased technological innovations, have left universities and professors in a dire dilemma that will result in substantial turmoil. Given the critical economic condition of the world economy, who is to profit from distance delivery, the provider (university) or the producer (faculty)? Will universities increase their role in the proliferation of distance education services, or will they fall on their own sword of greed? Many university administrators entered the distance education market as a revenue generating venture, not as a benefit to the recipient (Antonelli, Geuna & Steinmueller, 2000). Too many universities have discovered that mandating a service does not make the service productive or profitable in the open market, particularly the international market. So what does the future hold? No one has definitive answers, but many want to be players as the future unfolds.

REFERENCES

Albert, G. P., Laff, W., & Laff, S. (1999). *Intellectual property law in cyberspace*. Washington, D.C.: Bureau of National Affairs.

Alger, J. R. (1998). Going global with your work-or is it yours after all? *Academe*, 84(3), 80.

Allen, I. E., & Seaman, J. (2005). *Growing by degrees: Online education in the United States*. Needham, MA: Sloan Consortium.

Altbach, P. G. (2004). Globalization and the university: Myths and realities in an unequal world. *Tertiary Education and Management*, 10(1), 3-25.

Antonelli, C., Geuna, A., & Steinmueller, W. E. (2000). Information and communication technologies and the production, distribution and use of knowledge. *International Journal of Technology Management*, 20(1-2), 72-94.

Altbach, P., & Teichler, U. (2001). Internationalization and exchanges in a globalized University. *Journal of Studies in International Education*, 5(1), 5-25.

Association for Computing Machinery (ACM). (1999). *Intellectual property in the age of universal access: A collection of articles from leading authorities defines and interprets the emerging technologies and the laws they instigate*. New York: The Author

Atkins, R. (1991). *Distance education: New technologies and opportunities for developing distance education in New South Wales*. New South Wales Education Department.

Bartem, R., & Manning, S. (2001). Outsourcing in higher education: A business officer and business partner discuss a controversial management strategy. *Change*, 33(1), 43-47.

Bastedo, M. N. (2005). Thwarted ambition: The role of public policy in university development. *New England Journal of Public Policy*, 20(2), 45-65.

Bates, T. (1995). *Technology: Open learning and distance education*. New York: Routledge.

Berg, G. A. (1999). Digital copyright policy issues in higher education. *WebNet Journal*, 1(2), 5-6.

Berg, G. A. (2002). *Why distance learning? Higher education administrative practices*. Westport, CT: Praeger.

Berge, Z. L., & Muilenburg, L. (2001). Obstacles faced at various stages of capability regarding distance education in institutions of higher education. *TechTrends*, 45(4), 40-45.

Berge, Z. L. (2002). Obstacles to distance training and education in corporate organizations. *The Journal of Workplace Learning*, 14(5), 182-189.

Bollag, B., & Overland M.A. (2001). Developing countries turn to distance education. *Chronicle of Higher Education*, 47(40), 29-31.

Bosworth, D., & Yang, D. (2000). Intellectual property law, technology flow and licensing opportunities in the People's Republic of China. *International Business Review*, 9(4), 453-477.

Bourne, J., Harris, D., & Mayadas, F. (2005). Online engineering education: Learning anywhere, anytime. *Journal of Asynchronous Learning Networks*, 9(1), 15-41.

Braga, C P., & Fink, C. (1998). Reforming intellectual property rights regimes: Challenges for developing countries. *Journal of International Economic Law*, 1(4), 537-554.

Branstetter, L. G., Fisman, R., & Foley, C. F. (2006). Do stronger intellectual property rights increase international technology transfer? *The Quarterly Journal of Economics*, 121(1), 321-349.

Brennan, J., & Shah, T. (2000). Managing quality in higher education: An international perspective on institutional assessment and change. Buckingham: Open University Press.

Burk, D. L. (1997). Ownership of electronic course materials in higher education. *Current Issues*, 20(3), 13-18.

Carnevale, D., & Young, J. R. (1999). Who owns on-line courses? Colleges and professors start to sort it out. *The Chronicle of Higher Education*, 46(17), A45-46.

Carnevale, D. (2003). Congress may end distance-education limit. *Chronicle of Distance Education*, 49(22), 2.

Carr, S. (2000). A university moves to require distance courses. *Chronicle of Higher Education*, 47(8), 48.

Cate, F. H., Gumport, P. J., Hauser, R. K., & Richardson, J. T. (1998). Copyright issues in colleges and universities. *Academe*, 84(3), 39-45.

Chen, Y., & Puttitanun, T. (2005). Intellectual property rights and innovation in developing countries. *Journal of Development Economics*, 78(2), 474-493.

Copyright Act of 1909, ch. 320, § 62, 35 Stat. 1075, 1087-88.

Copyright Act of 1976, 17 U.S.C. § 101.

Cornell, R. A., Shavinina, L. V., & Vandervert, L. R. (Eds.). (2001). *Cybereducation: The future of long distance learning*. Larchmont, NY: M.A. Liebert

Correa, C. M. (2005). Implementing the TRIPS agreement in the patents field. *The Journal of World Intellectual Property*, 1(1), 75-99.

Crews, K. (2002). New copyright law for distance education: The meaning and importance of the TEACH Act. Retrieved May 31, 2008 from http://www.copyright.iupui.edu/teach_summary.htm

Dalziel, C. (1997). *Background and summary. Fair use guidelines for educational multimedia: The final document and its implementation*. Ames, IA: Consortium of College and University Media Centers.

Davis, J. C. (1998). Protecting intellectual property in cyberspace. *Technology and Society Magazine*, 17(2), 12-25.

Dhanarajan, G. (2001). Distance education: Promise, performance and potential. *Open Learning*, 16(1), 61-68.

Dibiase, D. (2000). Is distance education a Faustian bargain? *Journal of Geography in Higher Education*, 24(1), 130-136.

DiRamio, D. C., & Kops, G. C. (2004). Distance education and digital intellectual property issues. *Planning for Higher Education*, 3(2), 37-46.

Dolby, N., & Rahman, A. (2008). Research in international education. *Review of Educational Research*, 78(3), 676-726.

Dratler, J. (2000). *Cyberlaw: Intellectual property in the digital millennium*. New York, NY: Law Journal Press.

Dreyfuss, R. C. (1987). The creative employee and the Copyright Act of 1976. *University of Chicago Law Review*, 54, 590-647.

Dyson, E. (1995). Intellectual value. *Wired* [On-line], 3.07. Retrieved from www-swiss.ai.mit.edu/6805/articles/int-prop/dyson-wired-7-95.html

Edelson, P. J. (1998, February). *The organization of courses via the Internet, academic aspects, interaction, evaluation, and accreditation*. A presented at the National Autonomous University of Mexico, Mexico City.

Etzkowitz, H. & Leydesdorff, L. (Eds.). (1997). *Universities in the global knowledge economy: A triple helix of academic-industry-government relations*. London: Cassell

Farrington, D. J. (2001). Borderless higher education: Challenges to regulation, accreditation and intellectual property rights. *Minerva*, 39(1), 63-84.

Feenberg, A. (1999). Distance learning: Promise or threat? *Crosstalk*, 7(1), 12-14.

Ferguson, L., & Wijekumar, K. (2000). Effective design and use of web-based distance learning environments. *Professional Safety*, 45(12), 28-33.

Finkelstein, M. J., Frances, C., Jewett, F. I., & Scholz, B. W. (Eds.). (2000). *Dollars, distance, and online education: The new economics of college teaching and learning*. Phoenix: The American Council on Education and The Oryx Press.

Frydenberg, J. (2002). Quality standards in eLearning: A matrix of analysis. *The International Review of Research in Open and Distance Learning*, 3(2). Retrieved January 5, 2009 from www.irrodl.org

Gana, R. L. (1995). Has creativity died in the Third World? Some implications of the internationalization of intellectual property. *Denver Journal of International Law*, 24, 109-124.

Gerrity, T. W. (1976). College-sponsored correspondence instruction in the United States: A comparative history of its origin (1873–1915) and its recent development (1960–1975). Unpublished doctoral dissertation, Teachers College, Columbia University.

- Greatrix, P. (2001). Quality assurance into the 21st century: Command and control or enlightened accountability? *Perspectives*, 5(1), 12-16.
- Gorman, R. A. (1998). Intellectual property: The rights of faculty as creators and users. *Academe*, 84(3), 14-18..
- Greenberg, G. (2004). The digital portfolio. *Educause Review*, 39(4), 28-37.
- Halbert, D. J. (1999). *Intellectual property in the information age: The politics of expanding ownership rights*. Westport, CN.
- Harney, J. O. (1996). Copyrights and the virtual classroom. *Connection: New England's Journal of Higher Education and Economic Development*, 11(3), 47-49.
- Harper, G. (2000). Developing a comprehensive copyright policy to facilitate online learning. *Journal of College and University Law*, 27, 5-14.
- Harper, G. (2002). The TEACH Act finally becomes law. Retrieved May 32, 2008 from <http://www.utsystem.edu/ogc/intellectualproperty/teachact.htm>
- Hill, I. (2001). Early stirrings: The beginnings of the international education movement. *International Schools Journal*, 20(2). 11-22.
- Holder, B. (2005). An investigation of hope, academics, environment, and motivation as predictors of persistence in higher education online programs. *The Internet and Higher Education*, 10(4), 245-260.
- Holmberg, B. (1989). The concept, basic character, and development potentials of distance education. *Distance Education*, 10(1), 127-135.
- Howell, S. L., Saba, F., & Linsay, N. K. (2004). Seven strategies for enabling faculty success in distance education. *The Internet and Higher Education*, 7(1), 33-49.
- Hughes, J. (1988). The philosophy of intellectual property. *Georgetown Law Journal*, 77, 287-368.
- Hull, R. (1962). *A note on the history behind ETV. Educational television, the next ten years*. Stanford, CA: Institute for Communication Research

- Jaffee, D. (1998). Institutionalized resistance to asynchronous learning networks. *Journal of Asynchronous Learning Networks*, 2(2), 21-32.
- Jiang, F. (2008). The problem with patents: Traditional knowledge and international IP law. *Harvard International Review*, 30(3), 30-34.
- Jones, C., & Timpson, W. M. (1991). Technologically mediated staff development: A retrospective case study. *American Journal of Distance Education*, 5(1), 51-56.
- Jonassen, D. H., Grabinger, S., & Harris, N. (1990). Analyzing and selecting instructional strategies and tactics. *Performance Improvement Quarterly*, 3(2), 29-47.
- Josendal, O., Fosse, G., & Andersen, K. A. (1991). Distance diagnosis of skin diseases. *Tidsskr Nor Laegeforen*, 111(1), 20-22.
- Kaplin, W. A., & Lee, B. A. (2006). *The law of higher education* (4th ed.). San Francisco: Jossey-Bass.
- Kilby, P. A. (1994). The discouragement of learning: Scholarship made for hire. *College and University Law*, 21(3), 455-488.
- Klein, M. W. (2004). The "equitable rule": Copyright ownership of distance-education courses. *Journal of College and University Law*, 31, 143-192.
- Klesius, J. P., Homan, S., & Thompson, T. (1997). Distance education compared to traditional instruction: The students' view. *International Journal of Instructional Media*, 24(9), 207-220.
- Ko, S., & Rossen, S. (2001). *Teaching online: A practical guide*. Boston, MA: Houghton Mifflin
- Kwall, R. R. (2001). Copyright issues in online courses: Ownership, authorship, and conflict. *Santa Clara Computer and High Tech Law Journal*, 18, 1-34.
- Lan, J., & Dagley, D. (1999). Teaching via the Internet: A brief review of copyright law and legal issues. *Educational Technology Review*, 1(11), 25-30.

Lane, K. E., Kehr, G. R., & Richardson, M. D. (2009, January). The paradox of marketing productivity in higher education. A paper presented at the *annual meeting of the International Academy of Educational Leaders* in Vancouver, Canada.

Lape, L. R. (1992). Ownership of copyrightable works of university professors: The interplay between the Copyright Act and university copyright policies. *Villanova Law Review*, 37(2), 223-271.

Lau, L. K. (Ed.). (2000). *Distance learning technologies: Issues, trends, and opportunities*. Hershey, PA: Idea Group.

Laughlin, G. K. (2000). Who owns the copyright to faculty-created Web sites?: The work-for-hire doctrine's applicability to Internet resources created for distance learning and traditional classroom courses. *Boston College Law Review*, 41, 549-584.

Law, W. (1995). The role of the state in higher education reform: Mainland China and Taiwan. *Comparative Education Review*, 39(2), 322-355.

Lerner, P. J., & Poltorak, A. I. (2002). *Essentials of intellectual property*. New York, NY: Wiley.

Levine, A., & Sun, J. C. (2002). *Barriers to distance education*. Washington, DC: American Council on Education/EDUCAUSE.

Liebeskind, J. P. (2001). Risky business: Universities and intellectual property. *Academe*, 87(5), 49-53.

Litman, J. (2001). *Protecting intellectual property on the internet*. Amherst, MA: Prometheus.

Liu, H., & Jiang, Y. (2000). Technology transfer from higher education institutions to industry in China: Nature and implications. *Technovation*, 21(3), 175-188.

Madoff, E. (1997). Freedom to link under attack. *New York Law Journal*. Retrieved from www.ljx.com/internet/0623link.html

- Malloy, T. E. (2001). Difference to inference: Teaching logical and statistical reasoning through online interactivity. *Behavior Research Methods, Instruments, and Computers*, 33(2), 270-273.
- Maloy, W. L., & Perry, N. N. (1991). A Navy video teletraining project: Lessons learned. *American Journal of Distance Education*, 5(2), 40-50.
- Mansfield, E. (2000). Intellectual property protection, direct investment and technology transfer: German, Japan and the USA. *International Journal of Technology Management*, 19(1-2), 3-21.
- Markusen, J. R. (2001). Contracts, intellectual property rights, and multinational investment in developing countries. *Journal of Interantioanl Economics*, 53(1), 189-204.
- Marron, D. B., & Steel, D. G. (2007). Which countries protect intellectual property? The case of software piracy. *Economic Inquiry*, 38(2), 159-174.
- Maskus, K.E. (1998). The international regulation of intellectual property. *Review of World Economics*, 134(2), 186-208
- Maskus, K.E.E., & Bergsten, C. F. (2005). *Intellectual property rights in the global economy*. New York: World Bank
- Mayadas, A. F. (2001). Testimony to the Kerrey Commission on Web-Based Education. *Journal of Asynchronous Learning Networks*, 5(1), 134-138.
- Mazzarol, T., Soutar, G., & Seng, M. (2003). The third wave: Future trends in international education. *International Journal of Educational Management*, 17(3), 90-99
- McIsaac, M. S., & Rowe, J. (1997). Ownership and access: Copyright and intellectual property in the on-line environment. *New Directions for Community Colleges*, 25(3), 83-92.
- Merges, R. P., Menell, P. S., & Lemley, M. A. (2000). *Intellectual property in the new technological age* (2nd ed.) Gaithersburg: Aspen Law & Business.

Milheim, W. (2002). Faculty and administrative strategies for the effective implementation of distance education. *British Journal of Educational Technology*, 32(5), 535-542.

Morabito, M. G. (1997). *Foundations of distance education*. (ERIC Document Reproduction Service Number ED 412 357).

Morabito M. (1999). *Online distance education: Historical perspective and practical application*. New York, NY: Dissertation.com; Universal Publishers.

Moulton, R. G. (1917). The place of university extension in the history of education. In *Proceedings of the Annual Conference of the National University Extension Association* (pp. 55-59). Boston, MA: Wright & Potter.

Murray, F., & Stern, S. (2007). Do formal intellectual property rights hinder the free flow of scientific knowledge: An empirical test of the anti-commons hypothesis. *Journal of Economic Behavior & Organization*, 63(4), 648-687.

Naidoo, R. (2003). Repositioning higher education as a global commodity: Opportunities and challenges for future sociology of education work. *British Journal of Sociology of Education*, 23(2), 249-259.

Nelsen, L. (1998). The rise of intellectual property protection in the American university. *Science*, 279(5356), 1460-1461.

Nemire, R. (2007). Intellectual property development and use for distance education courses: A review of law, organizations and resources for faculty. *College Teaching*, 55(1), 26-31.

Ng, K. (2000). Costs and effectiveness of online courses in distance education. *Open Learning*, 15(3) 301-308.

Oravec, J. A. (2003). Some influences of on-line distance learning on US higher education. *Journal of Further and Higher Education*, 27(1), 89-103.

Ostendorf, V.A. (1997). Teaching by television. Teaching and learning at a distance: what it takes to effectively design, deliver, and evaluate programs. *New Directions in Teaching and Learning*, 71, 51-57.

Omoregie, M. (1997). *Distance learning: An effective educational delivery system*. (Information Analysis 1070). (ERIC Document Reproduction Service No. ED 418 683).

Pahl, C. (2003). Managing evolution and change in web-based teaching and learning. *Computers & Education*, 40(2), 99-114.

Paloff, R., & Pratt, K. (2000, March). Making the transition: Helping teachers to teach online. Paper presented at *EDUCAUSE: Thinking it through Conference* in Nashville, TN. (ERIC Document Reproduction Service No. ED 452 806).

Paloff, R. M., & Pratt, K. (2001). *Lesson from the cyberspace classroom: The realities of online teaching*. San Francisco, CA: Jossey-Bass.

Park, W. G., & Ginarte, J. C. (2007). Intellectual property rights and economic growth. *Contemporary Economic Policy*, 15(3), 51-61

Piali, R., & Banks, B. (1996). My research, your development. *Canadian Business*, 69(11), 13.

Pittman, V. (1986). Station WSUI and the early days of instructional radio. *The Palimpsest*, 67(2), 38-52.

Pittman, V. (1991). Academic credibility and the "image problem": The quality issue in collegiate independent study. In B. L. Watkins & S. J. Wright (Eds.), *The foundations of American distance education: A century of collegiate correspondence study* (pp. 109-134). Dubuque, IO: Kendall/Hunt.

Primo, L.H., & Lesage, T. (2001). Survey of intellectual property issues for distance learning and online educators. *Ed at a Distance Journal*, 15(2), 18-31.

Reiser, R. A. (1987). Instructional technology: A history. In R.M. Gagne (Ed.) *Instructional technology: Foundations* (pp. 11-48). Hillsdale, NJ: Lawrence Erlbaum Associates.

- Reiser, R. A. (2002). A history of instructional design and technology. In R.A. Reiser & J.V. Dempsey (Eds.), *Trends and issues in instructional design and technology* (pp.26-53). Upper Saddle River, NJ: Merrill Prentice Hall.
- Rhoades, G. (2001). Whose property is it? Negotiating with the university. *Academe*, 87(5), 39-53.
- Rumble, G. (2008). Cost analysis of distance learning. *Performance Improvement Quarterly*, 12(2), 122-137.
- Russell, T. L. (1999). *The no significant difference phenomenon as reported in 355 research reports, summaries and papers*. Chapel Hill: North Carolina State University.
- Saettler, P. (1968). *History of instructional technology*. New York: McGraw-Hill.
- Salamon, K. D. (1994). A primer of distance learning and intellectual property issues. *West's Education Law Quarterly*, 4(2), 313-321.
- Salmi, J. (2003). Constructing knowledge societies: New challenges for tertiary education. *Higher Education in Europe*, 28(1), 65-69
- Samuels, R. (2004). The future threat to computers and composition: Nontenured instructors, intellectual property, and distance education. *Computers and Composition*, 21(1), 63-71.
- Scheines, R., Leinhardt, G., Smith, J., & Cho, K. (2003). Replacing lecture with Webbased course materials. *Journal of Educational Computing Research*, 32(1), 1-26.
- Scott, M. M. (1998). Intellectual property rights: A ticking time bomb in academia. *Academe*, 84(3), 22-26.
- Simonson, M. (1997). Does anyone really want to learn at a distance? *Contemporary Education*, 68(2), 104-107.

Sims, R., Dobbs, G., & Hand, T. (2002). Enhancing quality in online learning: Scaffolding planning and design through proactive evaluation. *Distance Education*, 23(2), 135-148.

Slaughter, S., & Rhoades, G. (2004). *Academic capitalism and the new economy: Markets, states, and higher education*. Baltimore: Johns Hopkins University Press.

Spearitt, P., & Julian, T. (1996). Academic intellectual property in a new technological and industrial context. *Australian Universities' Review*, 39(1), 29-33.

Thompson, D. F. (1999). Intellectual property meets information technology. *Edcom Review*, 34(2), 14-21.

Thursby, J. G., & Kemp, S. (2002). Growth and productive efficiency of university intellectual property licensing. *Research Policy*, 31(1), 109-124.

Twigg, C. A. (2000). *Who owns online courses and course materials? Intellectual property policies for a new learning environment*. Troy, NY: Center for Academic Transformation.

Tysver, D.A. & Bolin, B. (1996). *BitLaw internet law: Linking*, Retrieved from www.bitlaw.com/internet/linking.html (Jan. 1998).

Vaidhyanathan, S. (2001). *Copyrights and copywrongs: The rise of intellectual property and how it threatens creativity*. New York: New York University Press.

Valentine, D. (2002). Distance education: Promises, problems and possibilities. *Online Journal of Distance Learning Administration*, 5(3)

Visser, J. A. (2000). Faculty work in developing and teaching web-based distance courses: A case study of time and effort. *American Journal of Distance Education*, 14(3), 21-32.

Wallace, L. (2007). Online teaching and university policy: Investigating the disconnect. *Journal of Distance Education*, 22(1), 87-100.

Watkins, B.T. (1991). 18 universities joint effort to offer bachelor's degrees in management, entirely through cable television. *The Chronicle of Higher Education*, 38(5), A18-A20.

Watkins, B. L. & Wright, S. J. (1991). *The foundations of American distance education: A century of collegiate correspondence study*. Dubuque, Iowa: Kendall/Hunt.

Welch, A. (2001). Globalisation, post-modernity and the state: Comparative education facing the third millennium. *Comparative Education*, 37(3), 474-492.

Werry, C. (2002). The work of education in the age of ecollege. *Computers and Composition*, 19(2), 127-149.

Weinstein, P. (1997). Education goes the distance. *Technology and Learning*, 17(8), 24-25.

Young, J. R. (2002). Harvard reviews rule for on-campus courses. *Chronicle of Higher Education*, 48(28), 3

ADDITIONAL READINGS

Altbach, P. (2004). Globalization and the university: Myths and realities in an unequal world. *Tertiary Education and Management*, 10(1), 3-25

Altbach, P., & Teichler, U. (2001). Internationalization and exchanges in a globalized university. *Journal of Studies in International Education*, 5(2), 21-25.

Anderson-Levitt, K. (2004). Reading lessons in Guinea, France, and the United States: Local meanings or global culture? *Comparative Education Review*, 48(4), 57-76.

Apple, M., Kenway, J., & Singh, M. (Eds.). (2005). *Globalizing education: Policies, pedagogies and politics*. New York: Peter Lang.

Arnone, R., & Torres, C. (Eds.). (2007). *Comparative education: The dialectic of the global and the local* (2nd ed). Lanham, MD: Rowman & Littlefield.

- Burbules, N., & Torres, C. (Eds.). (2000). **Globalization and education: Critical perspectives**. New York: Routledge
- Cambridge, J. C. (2002). *Global product branding and international education*. *Journal of Research in International Education*, 1(2), 227-243
- Cambridge, J., & Thompson, J. (2004). Internationalism and globalization as contexts for international education. **Compare: A Journal of Comparative and International Education**, 34(2), 161-175
- Carnoy, M. (1993). *The new global economy in the information age: Reflections on our changing world*. University Park, PA: Pennsylvania State University Press
- Carnoy, M., & Rhoten, D. (2002). The meanings of globalization for educational change [Special issue]. *Comparative Education Review*, 46(1)
- Carter, A. (2001). Interactive distance education: Implications for the adult learner. *International Journal of Instructional Media*, 28(3), 249-261.
- Cheah, P., & Robbins, B. (Eds.). (1998). *Cosmopolitics: Thinking and feeling beyond thenation*. Minneapolis: University of Minnesota Press
- Cohen, J. (1994). Copyright in the electronic era: Implications for higher education. *Journal of Higher Education Management*, 10(1), 13-28.
- Crossley, M. (1999). Reconceptualising comparative and international education. *Compare: A Journal of Comparative and International Education*, 29(3), 249-267
- Crossley, M., & Watson, K. (2003). *Comparative and international research in education: Globalisation, context, and difference*. London:
- de Wit, H. (2002). *Internationalization of higher education in the United States of America and Europe: A historical, comparative, and conceptual analysis*. Westport, CT: Greenwood
- de Wit, H., & Knight, J. (1999). *Quality and internationalisation in higher education*. Paris: Organisation for Economic Co-operation and Development

- Gabbard, D. (2000). *Knowledge and power in the global economy: Politics and the rhetoric Of school reform*. Mahwah, NJ: Lawrence Erlbaum
- Gilbert, S. W. (1990). Information technology, intellectual property, and education. *Educom Review*, 25(1), 14-20.
- Hargreaves, A. (2003). *Teaching in the knowledge society: Education in the age of insecurity*. New York: Teachers College Press.
- Hayden, M. C., Levy, J., & Thompson, J. J. (Eds.). (2007). *The Sage handbook of research in international education*. Thousand Oaks, CA: Sage
- Hayden, M. C., Thompson, J. J., & Walker, G. (Eds.). (2002). *International education in practice*. London: Kogan Page.
- Held, D., & McGraw, A. (2003). *The global transformations reader: An introduction to the globalization debate* (2nd ed). Cambridge, UK: Polity.
- Henry, M., Lingard, B., Rizvi, F., & Taylor, S. (1999). Working with/against globalization in education. *Journal of Education Policy*, 14(1), 85-97.
- Imel, S. (1998). *Myths and realities of distance learning*. Columbus, Ohio: ERIC Clearinghouse on Adult, Career, and Vocational Education. Ohio State University. (ERIC Document Reproduction Service No. ED 414 446).
- Jones, P. (1998). Globalisation and internationalism: Democratic prospects for world education. *Comparative Education*, 34(1), 143-155
- King, K., & McGrath, S. (2002). *Globalization, enterprise, and knowledge: Education, training, and development in Africa*. Wallingford, UK: Symposium Books.
- Marginson, S. (2002). Nation-building universities in a global environment: The case of Australia. *Higher Education*, 43(3), 409-428.
- Marginson, S. (2004). National and global competition in higher education. *Australian Educational Researcher*, 31(2). 1-28

McSherry, C. (2001). *Who owns academic work? Battling for control of intellectual property*. Cambridge, MA: Harvard University Press.

Peters, M. (2005). *Education, globalization, and the state in the age of terrorism*. Boulder, CO: Paradigm Publishers.

Piper, B., Dryden-Peterson, S., & Kim, Y. S. (2006). *International education for the millennium: Toward access, equity, and quality*. Cambridge, MA: Harvard Educational Review .

Prewitt, T. (1998). The development of distance learning delivery systems. *Higher Education in Europe*, 23(2), 187-194.

Rhoads, R., & Torres, C. (2006). *The university, state, and market: The political economy of globalization in the Americas*. Stanford, CA: Stanford University Press.

Rizvi, F. (2004). Debating globalization and education after September 11. *Comparative Education*, 40(2), 157-171.

Sherritt, C. (1996). *A fundamental problem with distance programs in higher education*. (Opinion paper no. 120). (ERIC Document Reproduction Service No. ED 389 906).

Slaughter, S., & Leslie, L. (1997). *Academic capitalism: Politics, policies, and the entrepreneurial university*. Baltimore: Johns Hopkins University Press.

Spring, J. (1998). *Education and the rise of the global economy*. Mahwah, NJ: Lawrence Erlbaum.

Stromquist, N. (2002). *Education in a globalized world*. Lanham, MD: Rowman & Littlefield.

Suárez-Orozco, M., & Qin-Hilliard, D. (2004). *Globalization: Culture and education in the new millennium*. Berkeley: University of California Press.

Tikly, L. (2001). Globalisation and education in the postcolonial world: Towards a conceptual framework. *Comparative Education*, 37(1), 151-171.

Welch, J. F. (2007). Course ownership in a new technological context. *The Journal of Higher Education*, 71(6), 668-699.

Yamato, Y, & Bray, M. (2006). Economic development and the marketplace for education. *Journal of Research in International Education*, 5(1), 57-82.

BIODATA and CONTACT ADDRESSES of AUTHORS

Michael D. RICHARDSON, Southeastern Louisiana University, USA



Michael D. RICHARDSON is the Hibernia Endowed Professor of Educational Leadership and Head of the Department of Educational Leadership and Technology at Southeastern Louisiana University. He previously held faculty and administrative appointments at Western Kentucky University, Clemson University, Georgia Southern University and Mercer University. He completed bachelors and masters degrees in Education at Tennessee Technological University and was awarded the Doctorate of Education from the University of Tennessee.

Dr. Richardson served as Founding Editor of the *Journal of School Leadership* an internationally refereed journal of educational leadership, as Editor of *The Journal of At-Risk Issues* and Founding Editor of *Contemporary Issues in Educational Leadership* and *The Mercer Journal of Educational Leadership*. He has authored or edited fourteen books, published more than one hundred articles in professional journals, and made more than one hundred and fifty presentations to regional, national and international professional organizations. Dr. Richardson served as a secondary and elementary principal, Personnel Director, Director of Special Projects, Coordinator of Federal Programs, and Assistant Superintendent before entering higher education.

Dr. Michael D. Richardson
Professor and Department Head, Educational Leadership and Technology
Hibernia Endowed Professor, Charles B. Cate Teacher Education Center
1300 North Pershing Street Suite 1004, SLU 10549, Hammond, LA 70402
Phone: 985-549-5713 (Office), Fax: 985-549-5712 (Fax)
Email: mrichardson@selu.edu

Kenneth E. LANE, Southeastern Louisiana University, USA



Dr. Lane is currently serving as the Director of the National Center for Excellence in Distance Learning at California State University, San Bernardino, a project to provide educational opportunities for the civilian workforce in the U.S. Navy. Dr. Lane has an extensive background in Educational Administration and Leadership including experience as a school administrator in Texas and as a Department Chair/ Program Coordinator on the university level. Additionally, he has chaired initiatives in developing copyright and intellectual property policies as well as successful accreditation procedures. Dr. Lane holds a Doctorate in Educational Administration from Texas A&M University-Commerce, a Master's in Counseling from the University of Missouri-St. Louis and a Bachelor's degree in sociology from Indiana State University. Additionally, he serves as an evaluator of instructional websites for Quality Matters. Dr. Lane has led delegations for People to People to South Africa and China to observe the quality of education including legal issues in education and the application of technology. He has over 100 publications in professional journals and books and over 75 presentations at local, state, national and international conferences (including ELA).

Kenneth E. LANE
Southeastern Louisiana University
Department of Educational Leadership and Technology
SLU 10549, Hammond, LA, 70402, USA.
Office: TEC 1006D, Phone: 985-549-3765, Fax: 985-549-5712
Email: kenneth.lane@selu.edu

Robert Jason HANCOCK, Southeastern Louisiana University, USA



Dr. Robert Hancock has a Ph.D. in Educational Computing from the University of North Texas and a M.Ed in Educational Leadership from the University of Texas at San Antonio. He is currently the editor of the Journal of Technology in Administrative Practice (JTAP), and is co-editor of the Journal of Deaf Education Technology (JDET), he is an associate editor for several journals and is a reviewer for several international and national journals in

the fields of educational leadership and educational technology. He has several international and national publications including numerous journal articles and book chapters. He serves in leadership roles in several state, national, and international organizations for Educational Leadership and Technology. Dr. Hancock conducts sponsored research in the field of distance education and has multiple research projects ongoing in the areas of cognition, educational leadership, and educational technology. He is currently focusing on the role of handheld devices in administration with the support of Dr. Elliot Solloway and the HICE development group. Dr. Hancock has received multiple grant awards with total amounts in the millions of dollars and has been a part of several major grant initiatives funded by the National Science Foundation and the United States Department of Education. Prior to joining higher education, Dr. Hancock served as a District Technology Coordinator for five years in North Texas. Prior to this he founded and coordinated the Rhodes Technology Academy, a technology magnet middle school in San Antonio Texas that came about as an offshoot of the New American School Design's Project Co-Nect.

Robert Jason HANCOCK
Southeastern Louisiana University
Department of Educational Leadership and Technology
SLU 10549, Hammond, LA, 70402, USA.
Office: TEC 210
Phone: 985-549-5233
Fax: 985-549-5712
Email: Robert.Hancock@selu.edu

SECTION-III
Marketing in Global Context

CHAPTER XI

Global Marketing for Local Distance Education Programs: Toward a Multicultural Approach

*Gülşün KURUBACAK
Anadolu University, TURKEY*

ABSTRACT

New communication technologies and constructivist pedagogy have the great potential to build very powerful paradigm shifts that enhance local distance education programs. Therefore, the main purpose of this chapter is to build a functional model for global marketing characterized by multicultural decision making task.

Global marketing should merge the multicultural strategies of the theory of Media Richness, and the ethical concerns of the critical approach. Media Richness Theory can empower online communications that resolve ambiguity, negotiate varying interpretations, and facilitate understanding. A critical approach can provide online communication designers with the information in detail that elucidate concerns, issues, needs and expectations raised by stakeholders. Therefore, this chapter discusses the naturalistic and critical stages of global marketing for local distance education programs.

INTRODUCTION

Global Marketing (GM) is being performed not only with increasing frequency, but also with growing quality in empowering local distance education programs. Besides, GM provides the local institutions made a good deal of accreditation process in sophistication of meticulous analyses before they are broadly adopted. Not only does GM address practical and technical issues, but also it concentrates on the philosophy of interactive collaborations, critically revising ultimate goals and also international goals

and objects of local distance education programs. Needless to say, GM is a complex process, and can be effort-wasting and time-consuming business easily. In this context, distance education workers such as communication designers, the learners themselves, support staff, managers, and stakeholders are capable of clearly understanding what they can make a number of suggestions for global improvements, including clarified assignment of multicultural roles and responsibilities. GM helps local distance education institutions understand the importance of global critical actions through a multicultural approach and the foundation of global performance of these organizations.

On the other hand, the communicational reforms are gradually evolving in local distance schools, colleges and universities whereas many distance education professionals as distance education workers, are now offering various types of online-based courses, ranging from the simple to the complex, to their diverse learners. To integrate various teaching and learning approaches and share diverse knowledge easily and deliver educational knowledge electronically, GM can provide these professionals with global communication models and methods. There is no doubt that these local programs are no longer bound by time and space in the local institutions.

These e-communicational reforms have great significances to emerge in sharing knowledge online, and provoke reflective effects on thinking and practices of distance education workers, who are interested in understanding more about the theoretical backgrounds of this dramatic revolution. Besides, improving the quality of knowledge sharing globally must need fundamental institutional changes locally.

According to these issues, GM should provide online learners with interactive communications rather than concentrate on the promotion skills and knowledge. As a result, GM deals with four issues to generate dynamic and global distance education programs:

- the requirement of global variables and also the diverse assignment of precedence;
- the recommendation on optimum organization and on strategies for achieving multicultural vision and mission;
- the determination of accountability and accessibility for support effective courses; and

- the egalitarian concepts and critical action plans of multicultural flexibility for providing global reliability, validity and credibility.

In this context, this paper introduces a critical approach to build a GM approach. This approach results in improvements of existing local distance education programs and establishments of new and better systems as well as greater responsibility of distance education workers to multicultural and wiser decisions by stakeholders. These concerns can help these professionals improve global communications successfully. Unfortunately, many of the traditional marketing methods for handling these issues are oversimplify that the results of their use can be ruinous.

To understand new online communication styles, innovative learning strategies, changed attitudes, global outcomes and also diverse needs toward the cutting-edge GM understandings, local distance education programs must cover a more active and multicultural process, and concentrate more of global resources on their best endowments. Therefore, GM should focus on pitfalls, strategies and realistic experiences for global policy formulation, judgment and decision making, as well as plan a change plan to build a multicultural approach. Today challenge recognizes large-scale concerns and issues clearly. Besides, GM for local distance education programs embrace activities and bring together local distance education workers to exchange their multicultural experiences and integrate new ideas into learning practices. GM, therefore, holds great potential to transform local distance education programs, public policies, political views, economies and societies as a whole.

PURPOSES

GM is a complex and multicultural process, and also underlines a diverse concept of digital learning that details the circumstances under which local distance education programs occur most successfully. GM shapes the trends in which global curriculum development is to take place. However, an uninterrupted investigation into the value of a progressive multicultural approach about how to implement valuable long-term social change in this distance education has yet to be undertaken. This paper, therefore, tries to make a unique contribution to build a multicultural social network through GM and provide an inclusive summary on this novel trend. In this context, the main goal of this paper is to discuss the philosophical foundations and

theoretical backgrounds of GM, and address the investigation of the several variables relevant to global philosophies discovered in probing multicultural exploration.

This paper discusses a constructed GM approach and focuses on the development of a set of essentials sufficient to accomplish a specific global intention. This GM approach appreciates diversity issues, promotes multicultural communication atmosphere, enhances real life experiences between local distance institutions, supports positive collaboration milieus, and advance excellence in democratic participations. Based on the abovementioned main purpose and concerns of this paper, the key questions are:

- How do local distance education programs focus on working collaboratively with colleagues and global partners through GM to build global knowledge networks and authentic learning milieus, and bring democratic changes in their communities?
- What advantages does GM offer local distance education programs to promote excellence through continuous process improvement, and pursuit new ideas and systems to recreate multicultural dialogical and democratic forms of pedagogy and community engagement?
- How does a multicultural GM approach explore powerful democratic communicational practices to promote dialogues between local distance education programs, and generate motivations for multi-generational participations?

The world is rapidly becoming more technologically complex. As a result, learners need to be taught differently than they have been in the past. Local distance education programs must prepare their learners to become active members of this changing society, and to adapt to these transformations as they take place. GM, therefore, should help not only digital learners think and solve problems critically, but also distance education workers explore and discuss the main characteristics of the capabilities and roles of local distance education programs in transformative praxis.

GM helps these local institutions develop novel opportunities in collective action and reconstructions through equal and diverse participations.

On the other hand, GM, as noted by Shor and Freire (1987), needs the movement of global political and democratic reform, and evolves the multicultural strategies for collective actions. This reform should deal with the diverse dilemmas of the structure and the social and cultural problems of local distance education programs. Based on these concerns, to improving the usefulness of local distance education programs through a critical approach, GM should cope with:

- engaging local distance education programs in reaching their attainable dreams about equality and justice by promoting unique global partnership milieus;
- modeling how theory and philosophy translate into multicultural practice on complex decision making to promote social justice, equity and human rights, and enhance global norms, values and ethics;
- providing a global platform for critical dialogues on how best to adapt local distance education programs to the emergence of multicultural knowledge societies to greater competency and assurance within its complex reality and comparative perspective;
- proposing dynamic efforts around the world to reform local distance education programs progressively considered as a critical action for curriculum change to improve equity, access and opportunity as well as strengthen multicultural collaborations;
- taking ownerships and responsibilities for transformative praxis to develop new opportunities, and reconstruct equal and diverse communications between local distance education programs;
- covering overall functions and activities of attentions about global scholarship, academic programs, staffing, learners, buildings, facilities, equipment, services to the society and the academic milieus of local distance education programs; and
- assisting with a variety of issues in local distance education programs, such as academic mobility, international exchanges of excellence, knowledge production, curriculum innovation, leadership roles, multicultural content development.

GM should help the stakeholders of local distance education programs enhance global distance participations and academic achievements as well as link theory, policy and practice, and actual collective actions impressively. GM is an active process to obtain, evaluate and produce knowledge. GM, moreover, provides a splendidly rich array of ideas about conducting ways to build a multicultural approach for local distance education programs. GM can help local distance education programs shape a global society based on an authentic and democratic decision making process. In this context, local distance education programs can rethink and reconstruct their ideas, views, needs, expectations, beliefs and attitudes toward cultural pluralism, and also communications to different perspectives through global pedagogical and philosophical strategies.

As strongly mentioned by Bowles and Gintis (1993), GM for local distance education programs can be egalitarian and liberating only when these programs prepare their learners for fully democratic participation in social life and equal claim on the fruits of economic activity. GM, moreover, should explain that the needs and expectations of diverse learners from the world in bringing about democratic decision-making for dialogic leaderships play an important role in affecting deep community change. These are crucial concerns to examine the complicated responsibilities of these local distance education programs in supporting their society actively engaging in building their social networks. GM can explore powerful democratic communicational practices provides local distance institutions with promoting global dialogues and augments to build multi-generational participations as well as reduce diverse implications of belittling based on racisms, biases and stereotypes by concentrating on the participations among local distance education organizations. This paper, therefore, is bringing an innovative argument by taking account of multicultural knowledge, experience, needs, interests and aspirations of each local distance education program.

THEORETICAL BACKGROUND OF THE STUDY

There is a need for investigating clearly (Lessing, 2001) how GM can build collaboration among distance education professionals, community and global resources. Also, the capabilities and roles of GM in transformative praxis can develop new opportunities in collective action, and open renovations through global equal and diverse participations. This is one of the most precious and practical features on egalitarian partnerships that this

is crucial for local distance education programs without agitating cultural and political hegemonies in digital societies. Local distance education programs, therefore, can interact with a wide range of viewpoints by reverencing individual cultural differences and giving more attentions to diversity issues. GM should help local distance education professionals understand how to manage their role tasks, give careful attentions to diverse online community, and understand their important roles to integrate new digital technologies in their activities. However, involving these professionals to generate a multicultural approach based on the GM strategies is often difficult. Therefore, this paper addresses the Media Richness Theory as the theoretical and philosophical foundation how to establish GM for local distance education programs. Besides, Media Richness Theory can help these local professionals be familiar with the strengths and limitations of a GM-based approach.

The Basics of Media Richness Theory through Evaluation of GM

Media Richness Theory is based on contingency theory and information processing theory (Galbraith, 1977). First proponents of the theory were made by Daft and Lengel (1984). Media Richness Theory is one of the most widely used media theories. It argues that task performance is improved when task information needs are matched to a medium's richness or its "...*capacity to facilitate shared meaning*" (Daft, Lengel and Trevino, 1987, p. 358).

Media Richness Theory points out that media vary in certain uniqueness that affects personal ability to communicate rich information. According to Daft and Lengel (1986), information richness can be defined as the ability of information to change understanding within a time interval, and also media capable of sending rich information are better suited to tasks with equivocal information. Moreover, they mentioned that this theory theorizes which media should prove most effective in what situations. Based on this concern, theory does not focus on conjecturing how managers *choose* media. According to Daft and Lengel (1986), Media Richness Theory explains the impact of various types of media that these are the basic foundations of local distance education programs. According to this theory, the various communications media differ in richness, and also rich communications media allow the transmission of a multiplicity of cues, provide immediate feedback, and allow communication with both natural language and numbers, as well as facilitate the personal focus of messages.

Kydd and Ferry (1991) highlight that existing communications media can be viewed on a continuum of rich to lean, with face-to-face communication being the richest, followed by electronic meeting systems, video-conferencing, and audio-conferencing, with electronic mail, voice mail, and computer conferencing being the leanest. In other words, it is vague that the use of richer media improves the performance of equivocal or uncertain tasks. Empirical researchers (Burke and Chidambaram, 1999; Dennis and Kinney, 1998; Ngwenyama and Lee, 1997) of Media Richness Theory have not been terribly convincing, particularly for new media such as computer mediated communication. However, it is quite clear that the Internet-based new technologies generate radical revolutions in the area of GM that build not only multicultural and but also interactive distance education programs democratically. In short, GM-based communications provide local distance education workers with dense communications milieus than face-to-face ones both technically and socially. The Media Richness Theory can help these distance professionals concentrate on appreciably lessening the restrictions of time and space. The media richness of a GM channel, therefore, is concerned about investigating these core characteristics:

- its capacity for immediate feedback determined by the amount and the promptness of the feedback the receiver can give to the sender (Timm and Detienne 1995),
- its ability to support natural language regarded to have the ability to support natural language if the sender can structure and send the message in the most intuitive manner or as if it were in a conversation (Chua and Ngee, 2001),
- the number of cues it provides by the channel includes both verbal and non-verbal cues such as tone of voice, hesitation, facial expressions, vocal cues, dress and posture that help the individuals to interact more effectively (Parks and Floyd, 1996) and
- the extent to which the channel creates social presence for the receiver provided by a channel influences individuals' motivation to engage in interpersonal communication (Williams and Rice, 1983).

In this context, GM is a primary means for solving local distance education marketing problems. Media Richness Theory can play a vital role in developing and implementing successful GM to provide a foundation for decision making and policy formation and accredit multicultural distance

education programs as well as identify accomplishment global strategies, plans and policies. Besides, as pointed out by Worthen and Sanders (1987), there can be three important reasons for planning and conducting GM for local distance education programs:

- planning procedures, programs and products to contribute decisions about program adjustments;
- improving existing procedures, programs and products to contribute decisions about program installation; and
- justifying existing or planned procedures, programs and products to contribute to the understandings of basic social and communicational processes.

Building a multicultural approach should answer questions about how to introduce GM to local distance education programs in the world. Therefore, there is a need an effective plan and improvement strategies for GM in a systematic way. Chua and Ngee (2001) provide an eight-question instrument to determine the media richness of diverse communication channels that identify needs, select the strategies from amongst available alternatives, monitor changes and measure the impacts of these changes. Based on these questions, the author discusses to improve the usefulness of GM process through a critical approach. When using the multicultural channels to interactive participations for GM, local distance education programs can be able to:

- raise questions and receive prompt responses to share and exchange knowledge in online communications;
- provide accountable feedback to each other via diverse media selections;
- collaborate through communication channels in a language they find natural and intuitive to discover multicultural categories and stages;
- process knowledge of appropriate richness to elucidate ambiguity;
- use the Internet-based icon language to express themselves to understand characteristics of GM versus perceived environmental vagueness;
- vary the tone and volume of their voices through the multicultural channels to reflect on the collective efforts of online societies; and

- give guidelines for learners selecting communication media to allocate technological and pedagogical disputes.

The Basics of a Critical Approach through Media Richness Theory

Employing Media Richness Theory, a critical pedagogy approach can facilitate the social awareness toward evaluating the usefulness and successfulness of local distance education programs. Moreover, the failures of GM can be alleviated by employing richer media. Based on these concerns, distance education professionals value the quality of local distance education programs whereas they decrease ambiguity about authentic global practices. In addition, as highlighted by Wills and Becht (1997), GM can insure successful implementations to build global virtual communities.

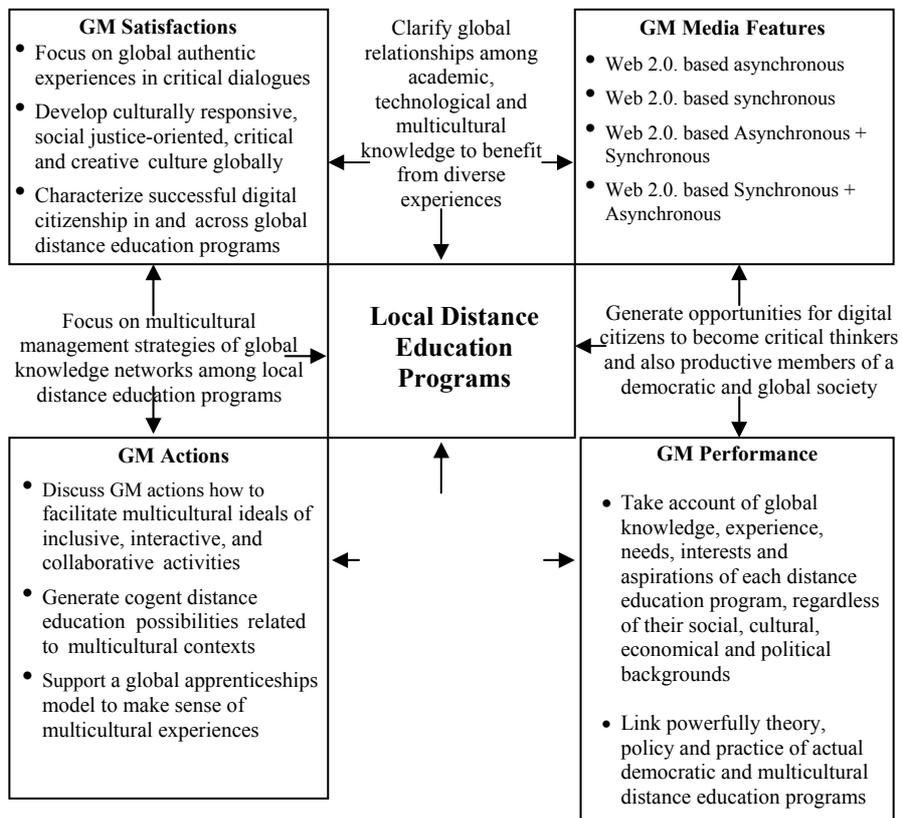


Figure: 1
The Basics of Global Marketing (GM) for
Local Distance Education Programs

The redefining roles and responsibilities of GM for local distance education programs is an important step in integrating the basics of a critical approach through Media Richness Theory. In this context, Figure 1 shows that empowering GM for local distance education programs is the proper selections of communication media based on the core of a multicultural approach. The critical pedagogy approach can decrease ambiguity through Media Richness Theory and empower online communications. To enhance local distance education programs in the world, richer media (Kahai and Cooper, 2003) can have significantly positive impacts on quality that affects of participant deception and employ a critical pedagogy approach through Media Richness Theory. To improve these local distance education programs, GM should;

- integrate the basic concepts of multicultural communications and interactions with the best contemporary knowledge,
- process information of appropriate richness to reduce uncertainty and clarify ambiguity,
- provide background knowledge needed to understand the communication processes related to democratic and multicultural elicit issues,
- use media richness model applied to message equivocality, contextual determinants, media symbolisms and media selections,
- elaborate on the specific of decision making processes to explain how different views of learners results in different views of local distance education programs,
- focus on how various critical thinking and decision making processes can be empowered through diverse forms of local distance education programs,
- explain extensive coverage of the integration process of local distance education programs by providing specifics about presenting strategies for well-designed decision making,
- explore the assured functions and models of local distance education programs to generate set of suggestions related to the indispensable features, skills and knowledge of learners,
- give guidelines for learners selecting media by emphasizing decision making over sober reflections to provide exclusive

- local distance education program opportunities both asynchronously and synchronously, and
- provide local distance education programs with technological and pedagogical support services that address accountable knowledge sharing milieus.

GM can integrate several approaches to local distance education programs which involve the deployment of diversity of methods and resources to global experiences which are obtained from more than one kind of information source. These approaches and strategies, therefore, help digital citizens interact wisely with all knowledge sources from around the world and around the clock being aware of providing multicultural environments. These digital citizens should handle the challenge to accomplish global access and equity issues by increasing global knowledge qualities and quantities.

THE FOUNDATIONS OF GLOBAL MARKETING (GM) ACTIONS

GM is more than testing and measuring, and also is more than the expressions of ideas (Table 1). The usefulness of for GM depends on the sophisticated and multicultural judgment-driven decision making activities.

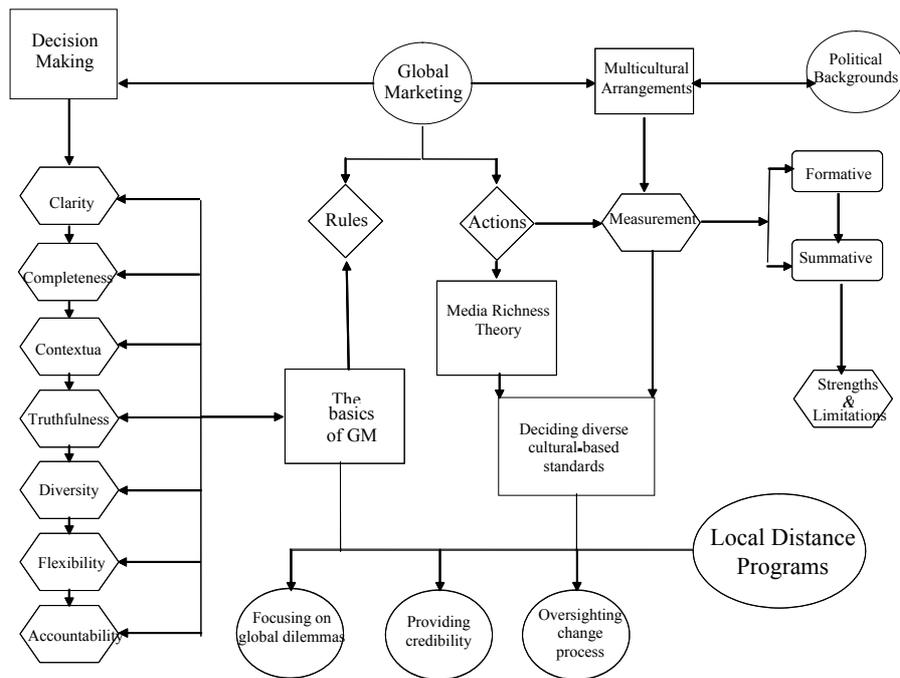
As mentioned by Moore and Tait (2002), the global GM actions must consider diverse and multicultural factors taking account of dynamic social frameworks and contexts. The foundations of GM for communicative actions require constructing and supporting a multicultural milieu that focuses on working collaboratively with global partners in diverse cultures.

This process provides local distance education workers with information regarding how GM can be determined the local program status and powers. GM, therefore, should be a thoughtful process and a professionally challenging activity (Moore and Kearsley, 2005).

This multicultural approach uses a sophisticated way to promote excellence through continuous process improvement and the creative pursuit of new ideas and systems in global culture through GM.

Therefore, all arrangements must begin with the specification of not only democratic but also the multicultural outcomes of distance education programs.

Table: 1
Global Marketing (GM) for Local Distance Education Programs*



* Kurubacak, G. (2006a). Evaluation of educational management systems: A critical approach for empowering online communications. *Journal of Educational Technology (Educational Management Systems: Touchstones for Excellence)*, 2(4), 19–27. (ERIC Document Reproduction Service No. ED495277)

In this context, as indicated at the Table 2, it can be made seven open and flexible foundations:

- 1) clarity
- 2) completeness,
- 3) contextually,
- 4) truthfulness,
- 5) diversity,
- 6) flexibility, and
- 7) accountability.

Table: 2
The Foundations of Global Marketing (GM) Actions

Foundations	Global Marketing Actions
Clarity	Use clear language that affect attitudes and regulate distance education activities to plan, communicate, motivate, manage, and lead effectively in professional development and lifelong learning endeavors
Completeness	Focus on learners' technology skills at distance communications to indicate their interaction progressing to propose situate communications in an authentic context
Contextually	Realize the imperatives of distance contents and structures on meaning that influence online communication quality to engage local distance education programs in projects designed to be realistic, intriguing and relevant to real life experiences
Truthfulness	Judge the difficulties of distance communications by taking learner responds, feelings and recommendations to focus on the management strategies of global social networks among local distance education programs
Diversity	Consider the social and cultural backgrounds, knowledge and skills of learners by altering variables, such as disabilities, learners at risk, etc. to appreciate the various learning needs and expectations of diverse groups around the globe
Flexibility	Allow learners to allocate needed concentration to the decision making stages of online communications to introduce the philosophy that underlies the concept of global culture
Accountability	Be carefully controlled in order to gain useful information in democratic manners to recognize the ethical, legal, and social implications of new developments in local communities

These foundations can highlight the value of GM, and can help local distance education workers address eligibility. The foundations of GM can

be able to help these professionals empower multicultural online communicative actions. Therefore, GM should be designed according to diverse views and multicultural insights which inquire about elucidating how local distance education programs within societies, which have a more formal political meaning, and cultures, which are more informal and related to daily life. The theoretical background which is developed herein presents local distance education program actions as being responsible for guaranteeing democratic and multicultural preeminence and protecting the legality of wide-ranging circumstances of the production of GM in the critical decision making process of evaluation. As strongly mentioned by Brosio (1994), GM, therefore, can help local distance education professionals in their accumulative process, and serve the interests of the wider society with regard to their associates' perceived and authentic needs. Local distance education programs need to be more clearly defined, examined and/or analyzed to integrate and implement new communication technologies into global curriculum efficiently. Therefore, GM should explore and discover a multicultural approach toward sharing knowledge online. Therefore, GM should have a threefold consideration:

- Local distance education programs should increasingly begin to offer different level courses online that these programs should provide diverse learners with real-life experiences in their courses in pedagogical situations, and also seek to implement global collective action;
- these local programs should focus on conscious and unconscious barriers and possibilities, and promote the engagements of educational and social justice globally, and
- Local distance education programs should efficiently describe and analyze worldwide interactions to support social justice projects and also examine the real-life experiences of their global partnerships to implement collective actions.

As pointed out Rossett, Douglass, and Frazee (2003), choices for the foundation of GM go beyond the traditional distance education programs. These options develop knowledge societies, which are based on global, authentic and democratic foundations. Since an enhancing individuality, a wider multicultural diversity, a shared power and more freedom in the distance colleges, therefore, a multicultural GM approach strongly requires a critical curriculum design and a change process. An awareness and understanding of today's major social, political, economical and cultural

changes requires adoption on the part of the distance curriculum, which is relevant to the global management change strategies.

On the other hand, due to in the traditional local distance education programs and their rigid curriculums shaped by capitalist hegemony and their political and cultural aegis, few distance professionals can experience the reality of democratic participations in their everyday lives. GM can help global distance learning concept be a boarder concept than formal conventional one. Democratic-egalitarian essentials for global distance education programs can be able to build formal and informal progressive knowledge networks via new communication technologies. GM, therefore, can adapt a dynamic and multicultural approach to merge the gap between egalitarian local values and global practices. GM can provide distance education workers with extensive learning and communication experiences that promote the democratic way of life. This is the strong foundation of a democratic society. With today's prevalence of cutting-edge technologies in higher education, GM can merge diverse traditional resources with global educational resources. Furthermore, this arrangement refers especially to combine global distance human resources with conventional ones.

GLOBAL MARKETING (GM) TOWARD A MULTICULTURAL APPROACH

GM should be an unconventional approach, and start from the assumption and decision making that diverse knowledge. The function of a GM multicultural approach can be adaptive, and serves the organization of the experiential world that local distance education programs can be able to focus on diverse individual self-regulation and the building of global conceptual structures through critical reflection. Furthermore, this multicultural approach should depend on seeing a dilemma as one's own problem, as an obstacle that impede one's progress toward a multicultural goal. Therefore, local distance education programs can introduce their own private and self constructed courses to the worlds. Although local distance education programs have weakness and limitations to build powerful interactions and collaborations, as mentioned by Kurubacak (2006c), GM can help these programs

- discover new communication technologies and their relationships to conduct online communications to societal and educational change;

- focus on working collaboratively with each other regularly to promote excellence through continuous process improvement and the creative pursuit of new ideas and systems in online communications;
- build global knowledge networks and authentic learning milieus to bring democratic changes in their communities by implementing collective action to investigate real-life experiences in pedagogical situations;
- understand critical communicational possibilities and potentials about educational and social justice issues for lifelong learning to recreate dialogical and democratic forms of pedagogy and community engagement;
- explore powerful democratic communicational practices by providing specific ideas to promote dialogues between them, and augmenting cognitive learning skills to generate motivations for multi-generational partnerships;
- engage their partnerships in lifelong learning projects designed to be realistic, intriguing and relevant to real life experiences in their courses that promote online communications about how theory translate into practice in virtual classrooms;
- integrate authentic global partnerships by clearly stating the pedagogical guidelines to build online societies in their classes that encourage them to take ownership and responsibility for online communications;
- become cognitive coaches to build online knowledge societies from a pedagogical perspective in their courses that improve independent communication strategies and principles by utilizing virtual collaborations successfully in their courses;
- plan, manage and lead effectively in the professional developments and lifelong learning endeavors of online communications to construct knowledge networks; and
- work in project-based teams to investigate the relationship between online communications and critical thinking developments to build democratic and multicultural knowledge networks.

GM as a multicultural approach can generate interactive learning atmosphere, and make a radical break from the generally accepted views that

our knowledge of the world must lie somewhere between materialism and idealism. This multicultural approach must take advantage of the Internet-based new technologies to generate radical revolutions.

Therefore, GM can also open traditional local distance education programs to dynamic global milieus. This can help distance education professionals develop new models of understanding how they can integrate the global strategies and principles of GM. An effective GM model with new media can provide local distance education professionals with the time and freedom to restructure their understanding around global culture. Besides, this model should improve not only local school-community collaborations, but also diverse learner attentions on the consequences of cyber-democracy. Generating a functional GM model help digital people utilize all available online global resources to increase the amount of engaged learning performances and the levels of ethical considerations globally.

This model can also help local distance education workers to rethink their intentions toward cyber-democracy and focus on the more multicultural educational and social problems of our time. Besides, these people can understand the achievement challenges and concerns of how they use this global GM model accurately in their learning activities.

The GM model, therefore, can provide detailed information about global changing needs and expectations. On the other hand, this model should show that insufficient in-service training programs and technical supports, lack of control of specific initiatives, and lack of access to equipment and inadequate staff development are major pitfalls for local distance education programs to empower their positive intentions toward global cyber-democracy. Therefore, an effective GM plan must be developed to encourage virtual learners to utilize Media Richness Theory and the theoretical foundations of GM actions (Table 3).

This plan, moreover, provide local distance education professionals with the democratic space and the skills to discover their own voices and leaderships. The responsibilities of these digital leaders not only simply generate and propagate as well as present knowledge, but also promote the shared global values, ethics and norms which are the foundation of a free digital society. The dilemma of freedom and responsibility is to such a fundamental inquiry that a GM model can address bravely and globally throughout these people as worldwide outstanding leaders.

Table: 3.
Global Marketing (GM) toward a Multicultural Approach*

Global Marketing (GM) toward a Multicultural Approach				
Learning		Media Richness Theory		
		Communication		
The Foundations of Global Marketing (GM) Actions	Foundations	Clarity	Completeness	Contextually
	Social	Understanding different cultural knowledge transforming diverse social groups	Establish powerful motivations to empower self-esteems and self-perceptions	Connecting the prior knowledge to new acquisitions by emphasizing culturally diverse contents
	Management	Use clear language that affect attitudes and regulate online activities	Make powerful decision makings to transfer diverse real-life experiences to the curriculum	Cope with the credibility issues in interactive program management
	Technological	Build multiple opportunities for professors and learners to have different technological experiences	Focus on their technology skills at communications to indicate their interaction progressing	Provide a guideline for coping with technology-based problems and barriers
	Pedagogical	Establish a power base outside the dominant power groups of global distance education	Empower new approaches and models for building diverse insights	Realize the imperatives of online contents and structures on meaning that influence online communication quality
	Communicational	Have the professors' and learners' strengths and needs clarity in their minds.	Provide communicational opportunities for social and cultural collaborations	Establish new egalitarian values, ethics and norms for their classrooms

Table: 3 cont.'d
Global Marketing (GM) toward a Multicultural Approach*

Global Marketing (GM) toward a Multicultural Approach					
Learning		Media Richness Theory			
Communication		Truthfulness	Diversity	Flexibility	Accountability
The Foundations of Global Marketing (GM) Actions	Foundations				
	Social	Be aware of the relationships among power, culture and society	Consider the social and cultural backgrounds, knowledge and skills of learners by altering variables, such as disabilities, learners at risk, etc.	Respect and acceptance of diverse cultural traditions by the dominant power structure	Be carefully controlled in order to gain useful information in democratic manners
	Management	Provide timely and relevant information about global distance education	End arbitrary and discriminatory practices through collective actions	Discuss potentially positive features of their own change model	Define the implementation obstacles and stages for global distance education
	Technological	Define professors and learners' technology-based needs and expectations	Establish new approaches to use traditional technologies and emerging ones together	Adopt asynchronous, synchronous and/or models for interactive communications	Develop an action plan to gain knowledge how to communicate professors and learners with each other
	Pedagogical	Obtaining multiple view points by acknowledging the diverse groups	Establish powerful bridges among individuals from inside and outside of the classroom	Transform minority cultures to the culture of the dominant groups	Consider in the context of racism and harassments by embracing diverse cultures
	Communicational	Judge the difficulties of online communications by taking learner responds, feelings and recommendations	Provide real-life communication experiences by involving professors and learners in realizing diversity	Allow learners to allocate needed concentration to the decision making stages of online communication	Empower multiple and democratic opportunities for professor and learner interactions

- * Adapted from Kurubacak, G. (2006b). Critical curriculum design for blended learning in higher education: The strategies, principles and challenges of interactive classroom management. *Journal of Educational Technology (Instructional Design: Promulgating Values of Technology Aided Curriculum)*, 3(2), 16–25. (ERIC Document Reproduction Service No. ED495259006)

RESULTS AND CONCLUSIONS

This paper focuses on about how Global marketing (GM) profoundly engages local distance education programs. One of the most crucial aspects related to these social interactions is the types of GM developed based on Media Richness Theory that local programs must concentrate on investigating diverse learner, online communication designers, and technology performances successfully. As mentioned by Irani (2005), the imperative dynamics of GM consider distance education program potentials and the ability of the global design to enhance main educational tasks and provide adequate communication opportunities among local distance education workers.

It is apparently important to expose what is meant by GM. Online communication workers must consider about the judgments of authorities about the GM, the opinions of program development staff, and comparisons executed programs with its communicational design. To employ diverse and multicultural principles under the multicultural approach, online communication designers must consider the development and implement stages of local distance education programs to decide whether GM must be continued or terminated.

The multicultural approach of GM, therefore, should help local distance professionals establish diverse democratic and multicultural standards that aim at philosophically involving in Media Richness Theory. Local distance education programs, therefore, should start to realize their global roles and responsibilities for providing their learners with powerful distance education programs.

These local programs should incorporate the new ways of accessing to global knowledge and information democratically. The experiences toward building online knowledge societies via GM become an important issue to address problems related to lifelong learning that increasingly local academic institutions can begin to offer global distance education programs.

GM should focus on the value of global products and outcomes, the success of distance education development operations and process achievements, and the availability of multicultural resources. Besides, GM should critically address the diverse dilemmas and concerns to build global social networks via connecting local distance programs with the worldwide practices and experiences.

Finally, GM should provide diverse distance workers with pedagogical knowledge and design guidelines in multicultural views. These GM actions, therefore, can foster multigenerational partnerships and global democratic leadership amount local distance education programs.

REFERENCES

Bowles, S., & Gintis, H. (1993). The revenge of homo economicus: Contested exchange and the revival of political economy. *Journal of Economic Perspectives*, 7(1), 83-102.

Brosio, R. A. (1994). *A Radical Democratic Critique of Capitalist Education*. New York, NY: Peter Lang

Burke, K., & Chidambaram, L. (1999). How much bandwidth is enough? A longitudinal examination of media characteristics and group outcomes. *MIS Quarterly*, 23(4), 557-580.

Chua, A., & Ngee A. P. (2001). Relationship between the types of knowledge shared and types of communication channels used. *Journal of Knowledge Management Practice*, Retrieved August 03, 2002, from <http://www.tlinc.com/articl26.htm>

Daft, R. L., & Lengel, R. H. (1984). Information richness: A new approach to managerial behavior and organizational design. In B. Staw & L.L. Cummings (Eds.), *Research in Organizational Behavior* (pp. 191-233). Greenwich, CT: JAI.

Daft, R. L. & Lengel, R.H. (1986). Organizational information requirements, media richness and structural design, *Management Science*, 32(5), 554-571.

Daft, R. L., Lengel, R.H., & Trevino, L.K. (1987). Message equivocality, media selection and manager performance: Implications for information systems. *MIS Quarterly*, 11(3), 355-366.

Dennis, A.R., & Kinney, S.T. (1998). Testing media richness theory in the new media: the effects of cues, feedback and task equivocality. *Information Systems Research*, 9(3), 256-274.

Galbraith, J. (1977). *Organization Design*. Reading, MA: Addison-Wesley.

Irani, T. (2005). Communication potential, information richness and attitude: A study of computer mediated communication in the ALN classroom. *Sloan-C*. Retrieved August 03, 2002, from <http://www.sloan-c.org/publications/magazine/v2n1/irani.asp>

Kahai, S. S., & Cooper, R.B. (2003). Exploring the core concepts of media richness theory: The impact of cue multiplicity and feedback immediacy on decision quality. *Journal of Management Information Systems*, 20(1), 263–299. Retrieved January 27, 2005, from http://jmis.bentley.edu/articles/v20_n1_p263

Kurubacak, G. (2006a). Evaluation of educational management systems: A critical approach for empowering online communications. *Journal of Educational Technology (Educational Management Systems: Touchstones for Excellence)*, 2(4), 19–27. (ERIC Document Reproduction Service No. ED495277)

Kurubacak, G. (2006b). Critical curriculum design for blended learning in higher education: The strategies, principles and challenges of interactive classroom management. *Journal of Educational Technology (Instructional Design: Promulgating Values of Technology Aided Curriculum)*, 3(2), 16–25. (ERIC Document Reproduction Service No. ED495259006)

Kurubacak, G. (2006c). Utopias and truths: who is guilty? We, online teachers, or ecommunications. *Journal on School Educational Technology (Teacher Quality: Amalgamation of the Finest Values)*, 1(4), 50–63. (ERIC Document Reproduction Service No. ED495275)

Kydd, C. T. & Ferry, D. L. (1991). Computer supported cooperative work tools and media richness: An integration of the literature. *Proceedings of the*

24th Annual Hawaii International Conference on Systems Sciences (pp. 324-332). Los Alamitos, CA: IEEE Society.

Lessing, L. (2001). *The Future of Ideas: The Role of the Commons in a Connected World*. New York, NY: Random House.

Moore, M., & Kearsley, G. (2005). *Distance Education: System View*. Belmont, CA: Thomson Wadsworth.

Moore, P.E., & Tait, A. (Eds) (2002). *Open and Distance Learning: Trends, Policy and Strategy considerations*. Paris: UNESCO.

Ngwenyama, O.K., & Lee, A.S. (1997). Communication richness in electronic mail: Critical social theory and contextually of meaning, *MIS Quarterly*, 21(2), 145-167.

Parks, M. R., & Floyd, K. (1996). Making friends in cyberspace, *Journal of Communication*, 46(1), 80-97.

Rossett, A., Douglis, F., & Frazee, R.V. (2003). Strategies for building blended learning. *ASTD's Source for E-Learning*. Retrieved December 25, 2004, from <http://www.learningcircuits.org/2003/jul2003/rossett.htm>

Shor, I., & Freire, P. (1987). *A Pedagogy for Liberation: Dialogues on Transforming Education*. South Hadley, MA: Bergin & Garvey.

Timm, P.R., & Detienne, K.B. (1995). *Managerial Communication*. Prentice Hall, New York.

Williams, F., & Rice, R.E. (1983). Communication research and the new media technologies. *Communication Yearbook*, 7, 200-224.

Wills, R. & Becht, T. (1997). The effectiveness and impact of online learning in graduate education. *Educational Technology*, 35(6), 37-42.

Worhten, B.R., Sanders, J.R., & Fitzpatrick, J.L. (1997). *Program Evaluation: Alternative Approaches and Practical Guidelines*. White Plains, NY: Longman.

ADDITIONAL READINGS

AMA to delve further into blended learning, pursues legal community. (2005). *Lifelong Learning Market Report*, 10(4), 3-4.

Ausburn, L. (2004). Gender and learning strategy differences in nontraditional adult students' design preferences in hybrid distance courses. *The Journal of Interactive Online*, 3(2), 1-17. Retrieved January 24, 2009, from <http://www.ncolr.org/jiol/issues/PDF/3.2.6.pdf>

Beaudoin, M.F. (2003). Distance Education leadership for the new century. *Online Journal of Distance Learning Administration*, 6(2). Retrieved January 24, 2009, from <http://www.westga.edu/~distance/ojdla/summer62/beaudoin62.html>

Bonk, C. J., & Wisner, R.A. (2000). Applying collaborative and e-learning tools to military distance learning: A research framework. *Technical Report*. Retrieved January 24, 2009 from [http://www.publicationsshare.com/docs/Dist.Learn\(Wisner\).pdf](http://www.publicationshare.com/docs/Dist.Learn(Wisner).pdf)

Cappelli, G. (2003). E-learning in the postsecondary education market: A view from Wall Street. In M.S. Pittinsky (ed.), *The Wired Tower: Perspectives on the Impact of the Internet on Higher Education* (pp. 41-63). Upper Saddle River, NJ: Prentice Hall.

Close, A.G., Dixit, A., & Malhotra, N.K. (2005). Chalkboards to cybercourses: The Internet and marketing education. *Marketing Education Review*, 15(2), 81-94.

Dolezalek, H. (2004). The state of the e-learning market. *Training*, 41(9), 20-28.

Glasure, Y. U. (2002). Does absenteeism matter in course performance?. *Journal of The Academy of Business Education*, 3, 32-34.

Graf, S., & List, B. (2005). An evaluation of open source e-learning platforms stressing adaptation issues. *Proceedings of the International Conference on Advanced Learning Technologies* (pp. 163-165). Kaohsiung, Taiwan.

Granitz, N. & McCabe, D. (2006). Creating meaning in marketing education: Contrasting faculty's, students' and business practitioners' definitions of meaning. *Journal of the Academy of Business Education*, 7, 63-82.

Granitz, N., & Greene, s. C. (2003). Applying e-marketing strategies to online distance learning. *Journal of Marketing Education*, 25(1), 16-30.

Granitz, N., & McCabe, D. (2003). Creating meaning in marketing education: Contrasting student and faculty definitions of meaning. *Marketing Educators Association Proceedings* (pp. 26-30). Madison, WI: Omnipress.

Hallett, B., & Kunz M. B. (2005). Web-based training: A marketing perspective of issues concerning corporations and customers. *Journal of Strategic E-Commerce*, 4(2), 71-80. Retrieved January 24, 2009, from <http://www.alliedacademies.org/Publications/Papers/JSEC%20Vol%204%20Numbers%201%20and%202%202006%20p%2071-80.pdf>

Hanson, W. (2000). *Principles of Internet Marketing*. Cincinnati, OH: South-Western College.

Howell, S. L., Williams, P. B., & Lindsay, N. K. (2003). Thirty-two trends affecting distance education: An informed foundation for strategic planning. *Online Journal of Distance Learning Administration*, 6(3), <http://www.westga.edu/~distance/ojdla/fall63/howell63.html> Retrieved January 24, 2009, from

Hunt, L. Eagle, L., & Kitchen, P.J. (2004). Balancing Marketing Education and Information Technology: Matching Needs or Needing a Better Match?. *Journal of Marketing Education*, 26(1), 75-88.

Johnstone, S. M., Ewell, P., & Paulson, K. (2002). Student learning as academic currency. *ACE Center for Policy Analysis*. Retrieved January 20, 2009, from <http://www.acenet.edu/bookstore/pdf/distributed-learning/distributed-learning-04.pdf>

Jones, K. O., & Craig A. K. (2003). Teaching marketing via the Internet: Lessons learned and challenges to be met. *Marketing Education Review*, 13(1), 81-89.

Langford, B. E. (2002). An eMarketing concentration in the marketing major. <http://www.abe.villanova.edu/proc2002/langford.pdf> Retrieved January 26, 2009.

Roberson, T. J., & Klotz, J. (2002). How can instructors and administrators fill the missing link in online instruction? *Online Journal of Distance Learning Administration*, 5(4), Retrieved January 20, 2009, from <http://www.westga.edu/~distance/ojdla/winter54/roberson54.htm>

Yilmaz, A. (2005). Using of marketing communication for distance education institutions. *TOJDE*, 6(2), 8-15. Retrieved January 20, 2009, from <http://tojde.anadolu.edu.tr/tojde18/pdf/note1.pdf>

BIODATA and CONTACT ADDRESSES of AUTHOR

Assoc. Prof. Dr. Gülsün KURUBACAK, Anadolu University, Turkey



Gulsun KURUBACAK is an associate professor in applied communication at the College of Open Education of Anadolu University. She has over twenty years experience in focusing on the democratic and multicultural aspects of distance education; finding new answers, viewpoints and explanations to online communication problems through critical pedagogy; and improving learner critical thinking skills through project-based online learning. She continues to manage and provide pedagogical support for a distance learning program, train distance learning facilitators, develop distance programs and courses at remote locations, explore additional distance learning media, and assist colleagues in other project management duties related to distance education.

Gulsun KURUBACAK, M.A., B.A., Ed.D.
Assoc. Prof of Applied Communicaiton
Anadolu University College of Open Eduation
Ofis #622 Yunus Emre Campus
Eskisehir TURKEY 26470
Tel.: +90 222 3350580/Ext.2466
Email: gkurubac@anadolu.edu.tr
URL: <http://home.anadolu.edu.tr/~gkurubac>

CHAPTER XII

E-learning: Marketing in a Global Context

*Gonca TELLI YAMAMOTO
Okan University, Turkey*

ABSTRACT

This chapter overviews the marketing implications of e-learning in a globalised context. This study evaluates the current situation, with the view that traditional practices of marketing are not valid anymore in reaching distant students and specific new strategies are required, in which local needs are taken into consideration to a greater extent.

Brief definitions of the parties-traditional and newly emerged- and characteristics of today's e-learning marketing are presented. Then, strategies that businesses should adopt for a better marketing efforts of open and distance education will be discussed.

The understanding of market is globalizing and the companies and organizations are benefiting from that. Also digital systems have undertaken missions beyond being a device or programs only and gained multi-functional status in the educational field. Choosing to obtain an educational program from several types of institutions is not easy with the presented alternatives all around the world for the customers. It is a commitment to find out and select a suitable version for the needs of a person. Online courses offer several opportunities for a person in a global environment. E-learning is also a commitment for the institutions to understand the evolving educational systems and to cope with the competition all around the world.

INTRODUCTION

Accessing to the information has always been regarded as highly valuable throughout the development of the humanity. Schools and universities created from this idea. The first formal education systems developed when writing became an important means of communication. Around 300 B.C. the

Sumerians and the Egyptians (who invented cuneiform and hieroglyphic writing) started creating centers where reading and writing could be taught to larger segments of the population (retrieved January 19, 2009, also available from <http://www.enotes.com/history-fact-finder/culture-recreation/when-were-first-schools-established>). In England, in 1840, shorthand classes were being offered by correspondence series of lessons through the mail. The progress to the postal service made this method of distance learning popular in the early part of the last century.

This slide into a large number of “through the mail” type of educational programs. Distance learning became easy and better with the computers. Television, video recorders, and even radio have all made a contribution to distance learning (Aranda, 2007). Computer Assisted Learning projects started in the late 1950’s and yielded research that suggested computers were a valuable additions to the traditional instruction and education. The discourse of early electronic education centred on teaching students to use computer-programming languages like BASIC (retrieved January 19, 2009, also available from http://wiki.ped.muni.cz/index.php?title=History_of_e-learning) and COBOL.

The only thing that someone could imagine in Turkey about distance learning, let’s say 60 years ago, might probably not be anything other than learning via mail. Mail-learning began to be supported also by the government in 1950-60s. On the other hand, the world was leveled on a bipolar equilibrium due to the Cold War.

The education was aiming the development of social responsibility and the citizen, while the personal or corporate education and development efforts of businesses were emerging through hands-on training or training outside of work; and both the efforts of the government and the private sector on e-learning required marketing. Especially certain foreign language teaching companies were remarkable just with their sales efforts.

Although the invention of the computer introduced the computer-aided learning, the marketing and even mentioning the word “marketing” in the education sector was still regarded as something to be ashamed of. The reason was matching the input-process-output balance of the conventional management science to student-educating-graduation in education, and its materialization or conversion to money was criticized. The periodical transformation towards e-learning is shown in Table 1.

Table: 1
Periodical transformation towards e-learning

Classical Classroom Education Period	Multimedia Period	Web Beginning Period	New Period Web	Mobile period
---	--------------------------	-----------------------------	-----------------------	----------------------

Pre-1983 1984-1993 1994 -1999 2000-2005 2009 -
Source: <http://www.hizliegitim.com/tr/article.asp?ID=474> retrieved January 20, 2009

However, it was not imagined before 2000s that computer and technologies would change the time to such an extent and turn the world into a small village. Digitalization and feeding the global education market with internet brings very different aspects to the understanding of training and its marketing.

The individuals and companies who attach a higher value to information and manage to use it in an efficient manner will be able to better accommodate themselves to innovations. The information in the electronic environment gives a direction to both the economy and the business world; while the individuals have understood the importance of learning. Learning in the competitive environment and quick access to information has become very important for people. Similarly, the companies/individuals who fail to perform the learning function can not easily avoid failures. The expectation of companies to advance in competition through using the knowledge/know how of their employees by allowing for the self-development of their employees at any level through continuous learning has also increased the tendency towards e-learning.

Not only for the employees but also for the retired people or families, etc. does it account too, and such a requirement will gradually increase further for every age and culture. With its aspect of allowing for a physical distance between the tutor and learner, distance learning provides the opportunity to learn for any one, at any age, at anywhere and time, and at any desired speed.

Since the 1990s there has been a vogue for e-learning in most disciplines of higher education. Nevertheless, it has become equally clear that there are great advantages in certain learning situations, with specific pedagogical

cases and with certain history-specific themes (retrieved January 19, 2009, also available from http://ehlee.utu.fi/Introduction_TOC.pdf)

E-learning Definition

E-Learning means Connectivity, Communication, Collaboration, and Content (4Cs) and connects people to people and people to information and encircles the 3Rs; namely, getting the Right content to the Right people at the Right time through networking using LMS/LCMS (Learning Management System/ Learning Content Management System), Webconference and Web 2.0 technologies (retrieved January 16, 2009,, also available from <http://globaleducation.ning.com/profile/BillGraziadeiPhDakaDrG>) and further mobile technologies.

Table: 2
Lifelong E-learning Levels

Levels	Age	Implementations	Place	
			Before e-learning	After e-learning
Pre-educational	0-7 (±2)	Home teaching and /or Kindergarden programs	Home, kindergarden playschool	Computer and mobile mediation wherever person wants
Educational	7-24 (±5)	Pedagogical, knowledge, implemetation	(Primary, Secondary) Schools, universities, other research institutions	
Post educational	15+	Need/want satisfaction or getting some skills	School, training courses, companies etc.	

E-learning or Electronic Learning is the delivery of educational content via any electronic media, including the internet, intranets, extranets, satellite broadcast, audio/video tape, interactive TV, CD-

Rom, interactive CDs, and computer-based training (Tastle 2005, p.241) and later on DVD's, podcasts etc. E-learning is distributed in many different forms of educational programs including online courses, web enhanced learning and Distance Education (retrieved January 19, 2009,, also available from <http://wiki.media-culture.org.au/index.php/E-Learning>)

Lifelong learning is a basic requirement for personal development and economic success for individuals and for society as a whole. Everyone should tackle different educational skills and multicultural skills. Lately e-learning becomes a part of lifelong learning.

Place becomes an unimportant factor after e-learning and learning with computer and/or mobile mediation becomes a important advantage to the learners (see Table: 2).

The scope of implementation of e-learning is very wide. E-learning is applied in very different forms; from the training programs of a company through intra-company technological infrastructure to the sales-oriented information activities via internet. From computer literacy, information technologies, and sales and marketing trainings to personal-skill trainings; learning in every field has become accessible and easy through e-learning model (enocta, 2009 education catalogue).

Similar to distance learning, the target mass of e-learning also indicates a vast range of different characteristics. Individuals of any age; adults, teenagers and children; can be considered and educated according to their experiences, development phases, motivations, learning desires and self-guidance (retrieved January 16, 2009, also available from <http://www.genclikpostasi.org/v1.5/condocs//Genclik%20Politikalari/Turkiye/uzaktanegitim.pdf> 1/16/2009).

Influences of Globalization

Globalization and digitalization have introduced many changes not only in education and educational technology, but also in many other practices in the world. For example, in marketing a more effective and customer oriented marketing philosophy was required to be adopted due to the technological developments. Globalization both means the development of trade and

removal of borders; and it also helps to develop the collective mind. In addition to the gradually growing collective mind of the modern world, the human mind is also required to keep pace with the collective mind. E-learning provides an environment to develop both the collective mind and personal mind towards the transfer to information society.

Whenever a requirement for learning arises for any reason, the universities and/or training institutions with different structures and features first come into mind. On the other hand, the certificates of e-learning can be influential in creating a personal difference in addition to the diplomas obtained through formal education. The issue of language should be overcome first for the globalization of e-learning and to gain a seat in the market. In the globalizing world, the individuals in Turkey, UK, USA, Russia or China can actually be considered as the competitors of each other, institutions as well.

Meanwhile, the competition environment that occurred with the information society and globalization necessitates the human to expose its creative, positive and innovative strength in every area. In this context, the training & e-learning programs that enable people to find their own skills and abilities gain importance.

The application of conventional marketing rules is getting more difficult as the environment is getting more complicated. International networks of learning and marketing, which could be created in the globalization-oriented market strategies with painstaking efforts, high costs and trained labor force, transformed into new systems through internet and mobile devices; and provided an inexpensive, simple and fast relation between the service providers and the e-learners. There are almost not any limitations with regard to the number of e-learning providers the consumer can refer to; and literally, surfing is possible among the service options of organizations on the technological networks.

Due to these extensive approaches, differentiation became a point that should be carefully dwelled upon at every point from the beginning of launching the product to marketing and afterwards. Because, products and services are gradually becoming more similar. In order to deliver the differences of similar products/services to customers, differentiation on the promotion instruments should be obtained first.

According to Sheth and Sisodia (1999), the development of electronic commerce caused to a transformation in the society and various points of twist occurred in the evolution of the social and commercial change as a result of the transformation. With the mentioned change, the sales, advertising, distribution and promotion styles of the conventional marketing can not even create the sufficient influence, let alone a major one.

Such guesses with common points such as enhanced e-learning environments with a focus on the inclusion of integrated social networks, games, and personal networks into e-learning platforms, mobile learning, virtual learning experiences, applicability and user experiences; widespread and effective video utilization, expansion of fast e-learning instruments, and the common points such as the expansion of the training-aimed use of sharing/writing/discussion related web platforms (<http://e-learningtalks.com>) have begun to show their influences on the global life. With remote training instruments, the education to be given to individuals becomes flexible in terms of place and time restrictions. So, the students can access the information not only at the school or at the lessons of courses and/or at the libraries, but at anywhere and anytime.

Types of e –Learning

According to Özbek (2003), e-learning can be separated into various types according to the channel used, the style of using and the communication methods as learning on internet environment, web-based learning, e-mail learning and CD/DVD learning. These types of e-learning can be used either separately or together.

LEARNING ON INTERNET ENVIRONMENT

This is the process of developing real-time behaviors, where the learning is performed as independent from the place, time and location; where the tutor and the learner are not included in a synchronous time and location status; and the infrastructure of which is internet or internet-based environments. As one of the most commonly-used communication devices of our era, internet is gradually becoming more commonly used for education.

WEB BASED EDUCATION

In general, with the concentration of communication via web and the configuration of web servers, main pages and other configurations related

with digital sources allow for using the functions such as accessing the library, and introduce a different type of learning into our lives.

In this type of applications, an electronic mode of each physical face to face lesson is also prepared and provided on the web-based electronic environment for the distance face to face learners. However, it should not be forgotten that the prepared Web page for a lesson is an extra material to the printed material of the lesson (Yazıcı & Atlas, 2000).

In this type of learning;

- Support is provided through enhanced communication methods
- The majority of learners are aimed to benefit from these methods.
- A better communication is aimed between the learner & learner and learner & tutor.
- Access to student records, library, and student services is increased and facilitated.
- The timing of the communication is organized with developed programs.
- The students' access to sources of information is increased.

So, the learners are provided with the opportunity to access the desired information at the desired time and place. Building a good communication of the student with other students and tutors is among the leading points of consideration in this mode. Depending on the budget, a synchronous structure may also be created in addition to the asynchronous activities. Even synchronous face to face communication can be provided through the technologies such as broadband and 3G.

The organizations are able to reduce their own education costs to minimum through web-based training, and access the learners who cannot attend the classes and who are disabled; so the students in different cultures, health conditions and working conditions can be provided with the opportunity of learning without being tied by the geographical and/or time borders.

LEARNING THROUGH E-MAIL

E-mail groups for various age groups can be created on a global scale through internet. The learners are enabled to share their lessons, experiences and skills with each other and complete their shortages (Aydın, 2001). Unlike

the audio-visual means of web-based learning, e-mail learning only employs the written communication environment. The learners can receive answers to their questions from specialized people in a very short time. The tutors through e-mail may receive too many questions from the students. Here, the structures which can be supported by the elements such as a data bank to reduce the reply time for the questions and data mining to consider the detailed questions can be developed.

GROUPS

This is the information exchange environment created by the specialized people on certain issues and with the people who are willing to obtain information on such issues. In this context, social group is defined as the community of individuals with a relative continuity, which consists of minimum two people who enter in a social relation for a certain period under certain rules and who gather around certain purposes and spend efforts to achieve those purposes (retrieved January 19, 2009, also available from <http://www.toplumdusmani.net/modules/wordbook/entry.php?entryID=36221/19/2009>). In general, they are built for non-profit purposes. Forums represent similar characteristics to this definition.

LEARNING THROUGH CD/DVD

Learning through CD/DVDs is the remote learning type that allows the learner to buy the CD/DVDs of the desired learning subject or to learn certain practical information through the CD/DVD user manual provided with certain products/services. The learner can repeatedly reach the desired information at anywhere, and repeatedly read/listen/watch the information. The audio-visual material can easily be used. Here, even an internet connection is not required. A further step of this type of learning can be considered as downloading files from internet with mobile connection to Internet.

E-Learning Marketing Parties

There are many interacting sides in e-learning marketing (see Table 3). In e-learning marketing, the main sides are the buyer (learner) and the seller (institutions). The buyer is the side that obtains a virtual program or the service itself, or the information required for the buyer to evaluate the program through an Internet or mobile channel. The seller is the party who presents and sells the demands and needs of the buyer via Internet/or mobile

channel. The seller organization or person may not necessarily be always presenting its own programs. Here, the producers (universities, research companies, training firms etc) also enter into the line.

Service suppliers provide the channel that enables transferring the e-learning to the buyer. These are the organizations that can transmit the desired programs and create the interaction between the buyer and the seller. Content developers are the people or organizations who produce and evaluate the programmes through interpreting the information obtained from the customers in a suitable manner on learner basis. These are the organizations that regulate the activities for the courses/classes/presentations and promotion of the product or service.

Information technology companies enable the advancement and effectuation of existing technologies and they create the structures of device, instrument, system, process, etc. which could meet the e-learning & marketing demands.

Financial organizations such as banks, etc. provide the financial systems required for a safe exchange of payments, loans, etc. monetary amounts during e-learning purchasing. They are also the organizations to which personal payment responsibility is transferred within the framework of law.

Table: 3
E-learning Marketing Parties

• E-learners	• E-learning Institutions
• Teachers , lecturers, trainers	• Service suppliers
• Content Managers and Developers	• Advertising and Media Agencies
• Companies	• Financial organizations
• Information technology companies	• Non-Governmental Organizations
• E-government	• Other Public Organizations
• Universities	• Approval Bodies
• Other Educational Organizations	• Legal Bodies
• Intermediaries	• R&D institutions
• Supra-national organizations	• other

Non governmental organizations and bodies may activate the social factors which influence e-learning marketing. In the transactions via internet, this is the widest authorization body on the legal issues that are related with the government, with legal regulations binding on the parties of transactions. Other public organizations are the public organizations which influence e-learning in a similar type to non-governmental organizations. These are the bodies that can ensure the social welfare and supervise the system and the events and situations in the system.

Universities are the organizations that strengthen the career with the developments regarding e-learning creation, communication and marketing through producing scientific and experimental information, and that can create qualified labor force for this market. Universities are also the guiding and directing organizations that can produce projects and supervise the implementations of projects on e-learning. R&D organizations are the scientific organizations that can work independently and carry out transactions with regard to development of e-learning & training devices and products, which should receive support from the social environment and the government. Other educational organizations are those, which can convey information related with the use of e-learning devices to every level of the society.

Approval bodies are those which hold e-learning authorities in hand and permit for the use of such authorities (e-signature, etc.). Legal organizations monitor the legal regulations related with e-learning and marketing, and make decisions on penal and legal measures if required (courts, experts, etc). Supra-national organizations are the organizations that undertake the international legal obligations and regulations that should be formed on international communication and marketing issues, with the power to impose required sanctions. Such an organization can be formed beyond all legal systems and with the representatives of each country.

E-learning Marketing Models

There are several e-learning marketing models which are performed by several institutions. Mostly used models are stated as below;

- e-Learning Organizations
- e-Learning Chains
- 3rd Party Sales

- Virtual Societies
- Information Support
- e-Learning Center

E-Learning Organizations

Both public institutions such as universities and private sector training organizations can be considered in this regard. With this model, the organization (whether profit or nonprofit) provides the teaching service via internet. Many organizations add new channels to their organizations' teaching service and the conventional marketing and training methods in order to obtain a competitive edge through taking part in the internet environment. The leading advantage of organizations in this environment is the low cost provided in order to access the global market. From the consumers' point, the advantages are being cheaper than the traditional methods and providing a time and place-independent learning opportunity and the ease of comparing the service quality of different education organizations. In this regard, the e-MBA or undergraduate e-learning programs of universities can be given as examples. This is the work model based on the compilation of products or services of different education organizations together and their presentation in single environment. The income of such models focusing on a single subject consists of the commissions obtained from membership/usage fees and commissions from the concluded sales.

E- Learning Chains

This is the outsourcing of the post-sales transactions on internet by intermediary organizations. For example; periodic payments or the service provided in return for a certain percentage constitutes the revenues of such organizations.

3rd Party Sales

This is the work model created by the companies in Web environment (www) in order to conduct the efforts to support each other on internet. For example; provision of support among education organizations (links to other education organizations on the web pages of high schools or universities, etc.), conduct of marketing studies, formation of payment systems, and the utilization of security or order system under a common structure or within the scope of certain commissions. As the specialization of every organization in every field is not possible, the cooperation may yield in significant advantages. Also, they can be designed in order to serve for the learning

provider companies which intend to take part on internet only at certain times or to offer only certain products via web. The revenues of the company with this model consist of the commissions obtained from the conducted transactions and the periodical payments.

Virtual Societies

Information is an essential source for the organizations which create and support virtual societies. The revenues of the websites that offer its members the virtual societies created to obtain opinions on a certain subject matter consist of advertisements and the subscription payments of the members, if any. Such sites can also obtain revenues through the market researches, and reports on customer behaviors and habits which they create through the obtained customer information. In addition to the certain legal restrictions regarding the utilization of such information, the members should also be informed about such uses. Facebook or ppt presentations or films, videos etc. providing bittorrent.com type of websites are the leading examples in this respect. They contain structural differences such as podcast, videocast, screencast, and peercast. There are certain examples, which support them, such as i-tunes.

E-Learning Center

They can be defined as the electronic version of the education centers where there are more than one education organizations together.

The benefit for e-learning center owners is to be included in internet with low cost, without considering the security and payment systems that might be required by internet.

Especially small and medium sized enterprises which could not create brand recognition face similar problems to their daily lives also on internet. At this point, e-education centers create an opportunity for small businesses. The e-learning center model creates an important advantage especially when the companies abstain from making new investments and management of the internet environment, yet when they are willing to take place on internet.

From the users' point, the importance of e-learning center websites is due to the presentation of common security systems, common interfaces and ease of use for different education organizations. Also, another advantage presented by major e-learning center websites and the inclusion of prominent training organizations of the sector as the single stop for education is also an

advantage. Although all e-education organizations are just a click away, the recognition level of addresses is important in this respect.

Characteristics of E-Learning Marketing

The main properties of e-learning marketing include the advantages brought by the devices, the created channels, and from the point of the individual or corporations; the personality, directness, immediate closeness, reliability, measurability, etc. These characteristics are mostly related with the evaluations from the customer's perspective. The characteristics of e-learning marketing as follows:

Personal

E-learning is personal. The elements such as logo, screensaver, login password are chosen by the user. At present, there is a need of personal identification. This provides the marketers with unequaled opportunities in terms of selection the content and address of their messages to the customer. For example, special applications can only be made to the names of the registered people.

Direct

The communication is from educational institution to person or person to educational institutions. There are some elements such as press, distributor or retailer between the e-learner and the institution. The learner may be influenced from anything the marketer says however social networking becomes an important subject to e-learning marketers. While e-learning proceeding direct services can be provided to the e-learner, without any intermediaries.

Synchron & Asynchron

The buyer receives the programme and/or presented message sent from the network and the status of the network. The message is sent and it is received by the e-learner. It ensures the delivery of the right message to the right person at the right time. The receiver may read the message immediately or leave it to another time suitable for him or her, or read it again any time, if he/she wants to. Therefore, the acquisition of the message at the time it is sent, and the possibility of immediate and/or re-reading is higher than all other channels.

Bi-directional

The Internet communication is also bi-directional. Similar to the possibility of talking to learners and listening/writing to them, it is also possible to

approach the customers with various presentations. Even, in this way, the customers way establish a relation with the organization or the programmes through a direct and personal interaction.

Measurable

Clear and solid measurements are obtained in the programs via internet. So, it is possible to obtain beneficial and special information through the performed tracking of users. Measuring the rate and time of the responses to the performed campaigns is possible. Thanks to measurability, the situation of the message or marketing strategies can be evaluated and organized according to the situation.

Emphasizes individuality in mass marketing

Technically, e-learning marketing can help organizations to tailor mass learners. Such organizations may be expensive if they are organized with unclear audiences and may fail to provide a sufficient benefit. Contacting with the entire mass without determining a target or within dividing the market means neglecting personal communication channels.

Easy integration with other media

One of the most important capabilities of e-learning is easy integration with other media in terms of concept or implementation. Marketing & E-learning efforts can be transferred more effectively when the media campaign instruments are used in integrity. Even, in order to reach the best results in e-learning the conventional channels may also be collocated. Besides the transfer of the audio, visual and written presentations to other media with mobile instruments may be tremendously fast and easy.

Suitable for complex offers

3G technologies engender devices that turn into complete multimedia devices per se. Besides, from the point of the realized marketing practices, e-learning marketing benefits from virtual environments. It reaches and serves to the customer on a virtual environment from the time of purchase to the delivery to the consumer, and it can also be interactively tracked by the customer at every stage.

It creates a magical environment that uses virtuality to present the reality. It depends on the effective use of the structures in marketing, such as the supply chain. It enables the conversion of the elements stored on the database into effective data.

Opportunities & Problems of E-Learning in Global Context

Internet has begun to take its place among the conventional marketing and distribution channels. It creates certain opportunities in the global environment for both big and small enterprises with the differences it has introduced to the communication and distribution channels. Even a small company which provides e-learning on internet can immediately become an international company. Internet offers countless opportunities and potentials for the enterprises in order to gain international recognition and obtain a competitive edge. Internet provides the equality of opportunity for all enterprises. The e-learning marketing on internet may face the following problems (Gülmez, 2002).

- Cultural barriers
- Security
- International Laws
- Payment

Cultural Barriers

When marketing on internet, it should not be forgotten that the countries at the other side of the borders would have different cultures. There are certain elements of cultural difference such as image, color and language which might cause to misunderstanding (Gülmez, 2002).

Language

Language is the basic building stone of a nation which indicates the general culture of that society. As the initial source of internet is the US, the most commonly used language on internet is English. Therefore, the further proliferation of internet will turn into a disadvantage for non-English speakers. The companies which desire to expand in the international market should pay attention to this issue. At present, businesses design their websites in more than one language in order to overcome the language problem. The e-learning software should also be designed with different language versions in order to gain a place in the international market. However, the e-learning and web sites created in different languages must be controlled by specialized translators. Because, certain technical terms or idioms and any grammatical mistakes may cause to misunderstandings.

Image, Appearance and Color

An enterprise selling on a global scale may require paying attention to certain images for marketing in global markets. The images and colors may cause to

different perceptions depending on the culture of each country. If the advertisement, or an example given in an e-learning program through internet would damage the moral value of a country, then certain controls or a financial penalty may be imposed on the products/services of the company. Therefore, the internet advertising and promotion efforts and content creation should take into account every country in the world. The enterprises are required to be sensitive in this regard.

Security

If there is a financial income expectation in return for the provided education via internet, then the leading matter would be whether the environment of financial transactions is secure. Actually, credit card shopping via internet is as secure as the physical credit card purchasing.

Furthermore, encryption systems (such as SET and SSL) and other payment systems such as paypal with the advancement of technology even make internet purchasing more reliable. Personal security and protecting enrollments are also important issues.

Payment Instruments and Synchronization

Credit cards are among the most commonly used payment instruments on internet. Nevertheless, the prevalence and use of credit cards is not at the same level in every country. Since the credit card is not a valid method of payment for all countries, companies prefer other payment instruments (money transfer, EFT etc.). The alternatives such as PayPal are also gradually developing.

International Laws

As a result of the rapid growth of internet, countries have established certain laws and rules related with internet. For example; Germany does not allow for comparison advertisements via internet; while France requires all advertisements to be made in French. In order to gain success in international markets, the marketing manager should prepare the advertisements and promotions according to those internationally-changing laws.

E-Learning Trends

At present e-learning is a technology-supported learning environment where the individuals and organizations can communicate through various instruments such as web sites, and follow a subject, lesson or program also via the same channels. At such web sites, the lessons are supported with

contents and required materials with 7/24 accessibility for the learners. The personal teaching received by the individual is individually-tested later through various tests and examinations and/or through repetition.

After those evaluations, the documents of achievement such as a certificate, diploma or report card are provided and the learning is realized with highly diversified contents in this structure. The written, visual, audio and video contents are its leading content types. Removing the borders, it provides the ability to address more and different users. Certain payment instruments for costs and payments are engaged as a result of these services offered. In e-learning programs, the tutors may act synchronously or asynchronously with the learners.

The society created by the industrial revolution has been replaced by a new one that lives in the information era, grows with information and considers that information as a value in the present time. As to its natural structure, this society encompasses various elements such as learning, working, entertainment and community-creation. Therefore, new specialized programs and styles which address to the information society should be created. The increasing use of e-learning will also increase the tendencies for m-learning (Georgieva, Trifonova & Georgiev, 2006).

E-learning has already evolved from a strategy to a common application for many education organizations and universities. In this respect, although it is not possible to say that the campus might lose its dominant role and become outdated at all; the teaching style heavily based on the 19th Century model will naturally change (Bates, 2008).

Also with the new technological developments and environments; the learners have attained the ability to collect, prepare and evaluate many teaching materials with the development of various technologies and add-ons or devices such as blog, wiki, podcast, virtual world and mobile technologies, cameras, and iPods.

This will increase the number of differently sharing and more informed, but yet superficial specialists. Also the number of virtual campuses and training centers will increase in order to meet the requirement. In such developing competitive environment, the corporations that can offer more capable and efficient programs will become permanent in the market. The segments are required to be identified more clearly, and the abilities to intensively measure and evaluate them in order to determine the needs and to guess the following

stages are required to be improved. In this context, data mining will become very important for e-learning.

Besides, completely new and original structures, which are supported by fast program making systems, shall appear and spread in the social systems, and even many systems transform many structures to open systems with viral distribution, which would bring the copyrights issue on the agenda once more. Corporate specializations should be highlighted.

Every organization should find its value in the field at which it is really good. In the other fields, other groups should conduct their specializations.

In the new environment, the educators and education content producers who would realize such competencies, and the markets who offer such information products will be required. In this context, the training activities should also be revised and adapted to the information society. On the other hand, the learner-teacher-marketer interactions should also be reconsidered.

REFERENCES

Aranda, N. (2007). A Brief History of E-learning and Distance Education. <http://ezinearticles.com/?A-Brief-History-of-E-learning-and-Distance-Education&id=496460> retrieved 1/16/2009).

Aydın, N. (2001). İnternet Tabanlı Eğitim. (<http://www.okulsayfasi.com.tr/>).

Bates, T. (2008). The State of E-learning. (<http://www.tonybates.ca/> 1/21/2009).

Giorgieva, E, Trifonova, A , Georgiev, T. (2006). The Influence of the Usage of e-Learning on the Students' Expectations about m-Learning. **3rd E-Learning Conference** Coimbra, Portugal, 7 – 8 September 2006.

Gülmez, M. (2002). İnternet Yoluyla Uluslararası Pazarlamada Karşılaşılan Temel Problemler ve Çözüm Önerileri [The Basic Problems & Solution Suggestions Faced in International Marketing via İnternet], **Pazarlama Dünyası**, Sayı: Mayıs-Haziran, p.56.

Tastle, W. White, B. Shackleton, P. (2005). E-Learning in Higher Education: The Challenge, Effort, and Return on Investment. **International Journal on E-Learning**, 4 (2): 241-251.

Ozbek, Ö. (2003). Türkiye’de E-ğitimin İnternette Pazarlama Stratejileri (Elearning Marketing Strategies from Internet in Turkey) Unpublished MBA Thesis Maltepe University, Social Sciences Institute.

Sheth, J. & Sisodia, R. (1999). Revisiting Marketing’s Lawlike Generalizations. *Journal of Academy Marketing Science*, 27 (1): 71-87.

Yazıcı, A. Altas, I. (2000). İnternet Aracılığı ile Uzaktan Eğitim Modeli [A Distance Education Model by the Mediation of Internet] <http://inet-tr.org.tr/inetconf5/tammetin/yazici-altas-tam.doc>

WEBLIOGRAPHY

http://wiki.ped.muni.cz/index.php?title=History_of_e-learning
<http://globaleducation.ning.com/profile/BillGraziadeiPhDakaDrG> 1/16/2009
<http://wiki.media-culture.org.au/index.php/E-Learning>
http://ehlee.utu.fi/Introduction_TOC.pdf
http://wiki.ped.muni.cz/index.php?title=History_of_e-learning
<http://inet-tr.org.tr/inetconf5/tammetin/yazici-altas-tam.doc>

ADDITIONAL READINGS

Atwell, G. (2007). Personal Learning Environments - the future of eLearning? *eLearning Papers* www.elearningpapers.eu 7 (2/ 1) January 2007 (<http://www.elearningeuropa.info/files/media/media11561.pdf>).

Bergstedt, S. (2005). A continuous e-Learning improvement process. *Recent Research Developments in Learning Technologies*. (www.formatex.org/micte2005/358.pdf)

Carter-Godfrey, L. The Future of eLearning – A Roadmap for Purchasers (Part One) (www.getintelligent.com/PDF/The_Future_of_eLearning.pdf).

Cross, J. (2004). The future of eLearning. *On the Horizon*.12 (4) 151-157. Future of E-Learning Research. (www.scrolla.hw.ac.uk/pres/190104oshea.ppt 1/22/2009).

Guessoum, N. (2006) Online Learning in the Arab World. *E-Learn*. 10.

Jansen, W., van den Hooven, H.M, Jägers, H.P.M., Steenbakkens, G.C.A
(2002). The Added Value of E-learning. *Informing Science*.
(informingscience.org/proceedings/IS2002Proceedings/papers/Janse124Added.pdf).

Leinonen, T. (2008). Teemu Leinonen: E-learning is dead. Long live learning! (www2.uiah.fi/~tleinone/flosse/EduSite_Teemu_Leinonen_E-learning_is_dead.pdf)

Martin, G. Pate, J. (2004). Engaging in the Future of eLearning: A Scenarios-based Approach. *Education + Training*. 46 (6-7) 296-307.

Varis, T. (2005). The future of eLearning. A Short History of eLearning and a Look into the Future of Computer Mediated Learning. Swedish School of Social Science University of Helsinki
(mlab.taik.fi/~kavetiso/tsure/essays/eLearning.pdf)

Yamamoto, G. T, (2004). Your New Career: E-Learning Process Manager. *T+D(Training & Development)*, 58 (4) 66-68.

Yamamoto, G. T. (2006). University Evaluation-Selection: a Turkish Case *International Journal of Educational Management*, 20 (7) 559-569.

BIODATA and CONTACT ADDRESSES of AUTHOR

Dr. Gonca Telli YAMAMOTO, Okan University, TURKEY



Gonca Telli YAMAMOTO is an associate professor in the School of Applied and head of Information Sciences and Okan University Distance Education Center at present. She was formerly founder and director of Social Sciences Institute of Okan University, Turkey. She currently teaches, consults and conducts research on mobile and integrated marketing, customer integrated marketing and new learning technologies in business. She has been studying integrated marketing, technological developments and customer value about 12 years in the academic field. She also has some books related in sales, integrated and mobile marketing. She has several articles in the national and international journals. Email: gonca.telli@okan.edu.tr

CHAPTER XIII

Marketing E-Learning and The Challenges Facing Distance Education In Africa

Bamidele A. OJO
Fairleigh Dickinson University, Nj., USA

ABSTRACT

This chapter examines the marketing of e-learning and challenges facing distance education in Africa. While discussing the growing trend in distance education, this chapter also examines the socio-political and economic factors limiting its effectiveness on the continent. The conclusion of this chapter is that the crisis within the African state constitutes a hindrance to effective marketing and implementation of e-learning and distance education.

INTRODUCTION

Education, which used to be regarded as something that ended when one's working life began, will in this new era, according to James Martin and as cited by Thorvaldsen, go on throughout life because adult education will be of vital importance (Thorvaldsen.1980, p.9). As he correctly speculated, the future will be characterized by an extremely rapid rate of change in which work and leisure activities will change. Many persons will learn two, three, or four careers in a lifetime as telecommunications, automation and later machine intelligence will cause entirely different work patterns. And that electronics will create both the need and the tools for lifelong learning. In fact his speculation was rather cautious considering the world of today with satellite communications, cellular phones, computer technology, software and hardware and much more.

The new technology, according to Alexander and Boud, has transformed education the way it used to be and its impact is complete because it has changed the learner and what he or she is expected to learn and knowledge

acquisition process. It has changed the teacher, the process of instruction and his or her own learning process as well and finally transformed the environment within which this knowledge will be put to use. The change since 1980s has been steady with ever increasing capability provided by multi-media capable computers accompanied by a reduced cost. The rapid growth of the internet has added a new dimension to the entire process because it provides possibilities for high quality education in an investment and entrepreneurial friendly environment. Interestingly, the rise of the new technology seem to coincided with a crisis of confidence in traditional education and an increasing demand for higher and continuing education that have not been adequately met by traditional educational institutions (Alexander and Boud (2001p.3).

These observations, while they are true, continue to change as rapid and in tandem with the speed of technology. Our lives and societies are therefore been transformed but while the transformation within the process of learning and beyond might be true, it is imperative to establish the importance of education and its impact on societal development. And for the purpose of this paper, an attempt will be made to examine distance education in Africa since the marketing of the new technologies and the factors impacting the process thereof.

In our analysis, we will establish that the environment in the developing countries is an important variable in determining the success of distance education. It will also be established that, rather than reducing the global divide, the socio-economic and political conditions within which the process of distance education is taking place in Africa, widens the divide. In an effort to achieve these goals, this chapter will be divided and discussed under four themes; Distance education and E-learning; The Widening gap- the African experience; marketing distance education and; the Challenges facing distance education in Africa.

DISTANCE EDUCATION AND E-LEARNING

Distance education started in the 1800s with individual pioneers using the latest technologies of the time such as the printing press and the post office, to reach distant students. The situation is no more different today whereby the technologies available are greatly enhancing the potential of distance education as well as the learner's experience. What has changed is the nature and speed of communication brought about by the technology in use.

Distance education has transformed itself over the years by incorporating new technologies such as the radio and the television as well as the video, and more recently the computer, the electronic networks, the Internet, the world –wide- web (WWW), videoconferencing and satellite broadcasting. (Barbara Phillip, 2000). However, this transformation has not in any way changed the purpose of education in any of the societies of the developed and developing world.

According to Govinda Shrestha, the purpose of education remains the same, because “education has served as the main instrument for disseminating various accomplishment of human civilization and plays a crucial role in producing and transferring knowledge and skills in society” (Shrestha, 1997). The contribution of education to economic growth, the reduction of poverty and injustice and general awareness is well documented. And according to the World Bank, education is “essential for civic order and citizenship and for sustained economic growth and the reduction of poverty (World bank, 1995: xi). In fact, education is also seen as “one of the keys to social development and virtually every aspect of the quality of life” (ICPQL, 1996:170). This report by the Independent Commission for Population and Quality of Life (ICPQL) reaffirms the global acceptance of education as an important vehicle for social change and development.

As an extension of traditional education process therefore, distance education extends beyond the conventional educational environment and therefore needs special methods and vehicles for carrying it out. Starting from the correspondence studies in Shorthand in England initiated by Pitman in 1884 and the establishment of the first University of Correspondence teaching department at the University of Chicago in the 1880s by Harper and many other similar initiatives around the globe, to the present day explosion of e-learning and online education on the internet, distance education has come a long way. Distance education is described in many ways across the globe, from “external’ or “off-campus study” to ‘correspondence education’, ‘independent study’, ‘home study’ or ‘open learning or education’. Whatever the term used to describe distance education, the central characteristics of the type of education is the separation of the learner from the teacher or instructor.

Distance education is therefore an educational process “in which someone removed in space and/or time, from the learner conducts a significant

proportion of teaching” (Perryton 1992). According to Desmond Keegan (1986), distance education exhibits the following characteristics:

- the separation of teacher and learner,
- the planning and separation of materials under the influence of an educational organization,
- the use of technical media to unite teacher and learner,
- the provision of two-way communication, and
- the absence of the learning group.

Considering the debates (for or against) that seem to follow distance education from the beginning, there is an ongoing and rather increasing acceptance of the idea across the globe today. The reasons for this general acceptance are numerous and it includes among others, the fact that it fulfills some of the educational needs which conventional or campus-based educational system cannot address. For our purpose, we will not engage in the debate about its usefulness or acceptability because that aspect of the distance education debate has been extensively researched for decades (Cole, R.A. (2000), Minoli, D (1996), Willis, B. (1994), Harasim, L 1990), Castro, A. S. (1988) but it must be emphasized that, the acceptance of this educational process was also felt in developing as well as developed countries.

Generally, we all see distance education as “classrooms without walls...class size without limits... teaching that transcends space time so that teachers with valuable specialties and invaluable experience can reach students hundreds of miles away... and their students can reach back, to share questions and answers that make distance learning truly interactive”(Minoli, 1996:8). Africa was not left out and for more than three decades now, many countries on the continent depended on “off-campus”, “correspondence” or distance education as a means of reaching a substantial part of its population that might otherwise have been fallen outside the conventional educational system. The reason for the acceptance of distance education in Africa was characterized by Govinda Strestha as an effort to narrow the information and knowledge gaps between the information haves and information have-nots (Strestha, 1997). To some scholars (Beal, Dissanayake and Konoshima, 1986), the issue facing Africa was not about general acceptability of distance education but that of effective application of knowledge gained within conventional education system to solve societal problems. That was true then and very true today. It is the resulting inequities in the access to and

distribution of knowledge and the weakness in the systems for accessing and applying knowledge that enabled the environment for the growing interest in distance education.

Enough cannot be said about the dramatic change that E-Learning and distance education has brought to traditional education, according to Andrea Kelz, in a paper presented at the, International Conference of Interactive Computer Aided Learning, “traditional learning and teaching is mainly based on behaviorist notions (learning as the acquisition of stimulus-response pairs) and cognitive assumptions (learning as the processing of information), which makes it mainly teacher-centered while students passively receive information and are told what to do in order to fulfill the requirements...” (Kelz, 2008). To her, the upside to the new medium is extremely important, as it prepares students for today’s workplace and as it increases popularity, both learners and instructors also benefit from it.

The benefits of web based learning also include not only the increase in interaction among students with web-based communication tools that permit group work that would be difficult to arrange if students had to meet in the same physical location at the same time, but also provide those who tend to be highly-motivated learners, with the ability to actively pursue areas of greatest interest, rather than sitting through courses developed for a broad range of students.

In her piece, Kelz believes that learners in the new education environment also embrace the instructor’s role change from an instructor to that of a coach who, taking into account their professional experiences, can lead learners to get what will be valuable to them from a course. She went further that, what this means to learners is that they will actively construct their own meanings and understanding rather than passively absorb knowledge transmitted by an instructor or textbook. Hence, one of the instructor’s main roles becomes to encourage this learning and reflection process. Within such a teaching and learning framework students should become self-regulatory and approach the ultimate goal of becoming autonomous, life-long learners (Kelz, 2008).

Again, the focus of our analysis is not on the “whys” and “why not” of the general acceptability of distance education in Africa. For our purpose, we shall presume that distance education is generally accepted and it gained solid footing in many African countries for decades. Our objective is to

identify its limitations and why it may have not improved the general educational goal as preconceived and the examination of the conditions that resulted in its ineffectiveness as an educational option in Africa today.

THE WIDENING GAP-THE AFRICAN EXPERIENCE

Interestingly, while over 80 institutions provide distance education services in Africa by the mid-1990s, the University of South Africa was the first Open University in the world in 1951, as a dedicated correspondence university (Jenkins, 1989). The Zambian National Correspondent College was established in 1964 and the Malawi Correspondence College in 1965. By the end of that decade many other countries such as Ethiopia have joined this special group of nations. Other areas in which African countries have introduced distance education has been in the areas of non formal education like health, agriculture, family planning, rural development and the environment. In this area, Botswana, Tanzania and Zambia lunched radio campaigns for public awareness and education on a massive scale.

In the area of formal education distance education is used to enhance the quality of conventional education, through the use of broadcasting and correspondence courses. In addition to this, the adoption of satellite centers or study centers as part of the distance education programs is very common in many African countries today. In many developing countries, distance education has been used to pursue conventional educational ends because of the obvious advantages such as:

- it is economic (school building and other facilities are not required,
- flexibility (one can study in his/her own time, and
- its operability over long distances (and it can cater for widely scattered student population) (Dodds, Peraton and Young, 1972:10).

Another important characteristic of distance education infrastructure in Africa is that, like in many developing countries, it operates under some government department or ministry.

For example, the following distance education institutions, received public funding and each with the exception of Kenya, is part of the ministry of education:

- Ethiopia- Distance education division responsible for senior secondary adult education operates from under the ministry of education,
- Kenya's school of distance studies responsible for teachers in-service operates from the University of Nairobi,
- Lesotho's distance teaching responsible for teacher's in-service operates from the literacy department of the ministry of education,
- Malawi's College of distance education responsible for secondary education operates from the ministry of education,
- Zambia's national correspondence college responsible for secondary education operates from the ministry of general education and
- Zimbabwe's teacher education course responsible for secondary literacy operates from the ministry of general education.

This arrangement was of tremendous advantage to early distance education programs in many countries in Africa. With Botswana, Kenya, South Africa and Zambia spearheading this process in the 1960s especially in the area of teacher training and secondary education, the other countries joined in later. According to Peraton (1992), by this period commonwealth Africa had thirty publicly funded distance teaching institutions. The fact that distance education took early roots in many African countries does not mean that all has been rosy ever since. There were many obstacles to effective distance education from the onset. This is not limited to the method of teaching and a learner's condition (physical and mental) but also to structural limitations as well. On the learner's side of the equation, there is;

- a lack of resources needed for meaningful development and sustenance of technology- based learning (Foks.1984),
- a lack of infrastructures to support modern technologies and,
- a lack of recurrent funding necessary to acquire or develop appropriate software and courseware on a continuous basis and maintain, service and replace the equipment. (Shrestha, 1997: III).

The environment within which learning takes place must be acknowledged because, it determines the out-come and possibilities derivable of education opportunities by all concerned. The environment within which these programs take place is therefore an important determinant of the level of

success it is likely to achieve. The failure or the limitations of distance education can therefore be divided into two broad categories:

- The political environment limitations and,
- socio-economic environment limitations.

Both the learners and instructors or teacher are affected by these environmental factors.

Political Environmental Limitations

Political environmental limitations are important factors conditioning the effectiveness of distance education in Africa. It includes the political situation in the country in which the program takes place. Political situation will include, political stability or instability, ethnic conflict or civil wars, absence of democracy and lack of effective state building and nation building. This also includes policy initiatives and the presence or absence of effective governmental infrastructures. We must remember that the policy of the government is as good as the government itself. No matter the lofty goals set by any government, if that government operates within a state that is incapable of effective governance or responsible policy initiative, an attempt to carry out distance education policies will falter if not fail. With the nature of African state and its inability to effectively promote the interest of the individual, there has been in many cases a break down and decay of infrastructures.

Many people blame the decay of educational infrastructures on ineffective and irresponsible governmental policies in Africa. The distance education sector is not spared these debilitating experiences. The ineffective structures of the state and the corruption within governments have led to political instability. This does have a direct impact on distance education as we have witnessed in the past two decades, the downward spiral in education initiatives in Africa. We have seen disproportional budgetary allocation of funds to prosecuting wars or defending or sustaining political power at the expense of building necessary foundation for growth in the society. Like many problems facing African countries today, the problem of ineffective distance education system can therefore be directly linked to the nature of the African state, which continues to perform under par.

The problem of the state in Africa stems from the European incursion and the lack of survival of the pre-colonial state structures (Ojo. 2004). This

situation led to the reordering of the socio-political and economic aspects of the society and the contradictions within post colonial state in Africa. The predicament of the African state did not start at independence but began as a result of the African state's inability to defend itself, maintain its authority, and to protect its population during the colonial period. For instance, the colonial powers were not interested in state making and did not need any legitimacy or the approval of local populations and African states were therefore established as conduits for extracting resources. These states lacked legitimacy and cannot be described as states per se.

As a result of this quasi-state situation, the colonial authority makes the ethnic groups the sole repository of power, loyalty and legitimacy. The ethnic groups therefore assumed a far more important role during the colonial state and continue to do so today. In order for the state to successfully develop the right condition within which to perform its functions, including the promotion of effective African centered education, it must be perceived by the population as the protector of their interests and in order for the state to sustain the process it must also establish a level of trust between itself and the people. This seemingly endless dance of death is compounded by global transformation which imposes additional stress on the legitimate authority of the state. The effective participation in the global environment, the use of new technologies which sometimes represent the dominance of the western ideas and values and the ability to promote sustainable growth in these societies, is impossible to attain because of the nature of the new African states.

The African state is limited in its ability to compete. And it will be unfair to refer to the African state as being soft or weak or collapsed because it is a state in the process of being. It is in the process of re-inventing itself which is compromised by the changing nature of the global system and the speed of the change. Many Africanists contend that the current spate of global transformation is nothing but a re-colonization process that not only democratizes dis-empowerment but facilitates the sustenance of the status quo (Claude Ake, 1996). The question of nationhood has not been about how to define nation per se but how to effectively utilize the state to recreate or redefine itself as a representative of all.

Sometimes it is difficult to perceive the problem because the African leadership has accepted the inevitable dominance of the ideas newly adopted from abroad or imposed by the previous colonial administrations.

Normally a state develops its attributes over time, after it must have impressed its relevance and value in the memory of its citizens. No wonder it has taken the United States, United Kingdom or France, such a long time to be able to maintain the degree of democratic postures that they have assumed today. To illustrate this, we have just witnessed the election of Barack Obama as the 44th President of the United States after over 220 years of independence. For the African state, the pre-colonial state was terminated by the colonial state, which represented a disconnection between the people that it dominated and had no interest in ever protecting them, except when its lucrative economic infrastructure was in danger. The succeeding post-colonial states lacks an history and has no connection to the pre-colonial state, except some values that was dynamic enough to resist the years of colonial domination. The post colonial state is therefore in flux, in a process of integrating a non- native value system and infrastructure, in an un-comprehensive domestic environment. Those institutions that have survived colonial domination exist in contradiction to newly adopted European values.

The level of confusion is enormous and it undermines the successful assertion of the new state structure because of the lack of trust and disconnects resulting from the colonial experience. So when we condemn the African state for its ineffectiveness, we must understand the contradictions resulting in political instability were by-products of the colonial experience. But the reality is that these contradictions constitutes an obstacle to state-building and nation-building and therefore to an effective implementation of a distance education policy.

Socio-economic Limitations

The ability of the institutions to provide necessary tools for effective learning is handicapped by the nature of the government and the state itself but the individual learner is also a subject of socio-economic conditions as well. Poverty is also a problem and many of the learners will not have access to requisite educational materials. The state of public libraries and educational institutions is disturbing in Africa. The learner is poor and hence may not have the means to acquire the materials necessary and the government is so inept that it may not have the resources to make these materials available. In many of the African states, teachers and instructors are not adequately paid and could go for months without receiving salaries and are in many cases denied the opportunity to acquire up to date

technology or share them with their professional colleagues because of lack of government incentives and opportunities.

The infrastructures necessary for effective distance education such as constant electricity supply, accessible internet services and funding is absent. It is difficult to implement distance education in a situation where more than fifty percent of the population lives in darkness most of the time. It is difficult to carry out effective learning through the internet when the learner has to travel miles to internet cafes and still not guaranteed that there will be electricity when he or she gets there. The learner may not even have the money to buy enough “internet-time” to undertake the require study.

Distance education may cost less but in reality it is out of the reach of the average Africans because of the level of poverty and the lack of effective infrastructures necessary to deliver it. While the pressure for such facilities grew in the late eighties the resources for education generally in Africa began to decline. The distance education colleges, usually departments of ministries of education, suffered similar or often more stringent cuts as those suffered by their formal secondary school counterparts and the standard of their services declined (Dodds, 1994). Another problems associated with this, is that of effective policy control. This led to the mushrooming of many satellite campuses without adequate capability to conduct educational instructions talk less of issuing degrees. These study centers became an outlet for exploiting students by providing them inadequate instructions and offering certificates at the same time. The Nigerian University Commission in 2003 has to close down many satellite campuses and ordered many institutions to clean up their distance education programs and to meet requisite standards.

MARKETING DISTANCE EDUCATION IN AFRICA

Designing, developing, and implementation is just part of the process of providing distance education but getting students and instructors to use the medium is an important part of this process. Getting the users on both ends to accept and buy into the basic principle of this non-traditional education process, makes marketing it an indispensable part of the process. The question then becomes who makes the decision about the targeted end-users and how to get them to take full advantage of it.

In marketing e-learning in Africa, the socio-economic environment should be seriously considered in the preparation of course material and promoting distance education. Considering the diversity across the continent, country specific political climate becomes relevant in the preparation of marketing materials, program promotion and provision of basic infrastructure to both learners and instructors. As Rhena Delpont, put it succinctly in the case of South Africa (and based on a report of The Council of Higher Education (South Africa) and its background paper), the following are important in sustaining e-learning and distance education:

- An extensive administrative infrastructure and academic support of lecturers and students in the delivery of e-learning program need to be in place.
- The characteristics and situation of students should be accommodated while effective administrative systems need to be in place for the identification of non-participative students and for the monitoring of student performance in order to timely identify at-risk students. Also the strategies for ensuring student through-out and for referral to appropriate academic development programs are of vital importance. Student support could include: contact sessions (lectures, workshops, etc.), tutorials and one-one interactions (face-to-face, telephonically or via email). Timely and personal feedback should be planned while dependence of curriculum materials to “teach” in distance learning programs will necessitates the provision of high quality materials. The contextualization of course material is of vital importance.
- Materials should be developed and reviewed in terms of the criteria such as:
 - The aims and learning outcomes have been set clearly,
 - The content and teaching approach accommodate diversity and support learners in achieving the outcomes.
 - Learners are assisted with the difficulties associated with “learning at a distance”.
 - Web-based materials comply with set standards concerning e.g. consistency, readability and ease of navigation and
- Economies of scale need to be considered. Rhena Delpont (2008)

These suggestions will vary from country to country in Africa and determined by the budgetary allocations made by each individual governments. But South Africa is a leader in the promotion and

implementation of e-learning and distance education and set examples for other states to follow.

The process of selling distance education is important in any society and more so in Africa. But unlike in many developed countries where the private sector plays a significant role in the marketing of distance education, it is more likely that it is the government policy makers rather than the private sector that will play such roles in Africa.

Although the involvement of the private sector is on the increase but until the government is able to provide a stable and viable and profitable environment, it will be difficult to see the same level of involvement as it exist in the developed economies.

Given that an effective marketing strategy helps to promote e-learning and distance education, the end users such as instructors and learners, be convinced of its benefits and life changing impact. There is no doubt that they are already aware of this but the question remains if they possess the means to acquire the necessary hardware and tools for successful acquisition and implementation of distance education. And as mentioned above, the budgetary priorities and socio-political conditions in each state will affect content and effectiveness marketing options.

The government is most likely to be the primary provider for the time being in Africa and hence it must initiate policies requiring that the learner acquire the skills offered by the new technology while convincing the learner of the potential for employment. It must also encourage instructors by providing training and resources for effective implementation of distance education which.

The role of government will also be to reduce cost in the provision and promotion of distance education while making it affordable to the average citizen. It must therefore combat poverty and produce affordable computers and internet while making electricity more constant and communication more effective.

The limitations mentioned above should in no way prevent us from appreciating the potential for e-learning and distance education in Africa but it will afford us an opportunity to understand what must be done to make it affordable and effective.

The government should take advantage of foreign assistance and private sector investment as a means of addressing the problems facing distance education. This will lead to a change of attitude on the part of policy makers as well as members of the society.

Involving the private sector and assisting marketers of e-learning and distance education in Africa will allow them to focus on establishing a direct contact with stakeholders in this sector and identifying their needs.

CONCLUSION

First there is the need to advocate for a better appreciation for the benefit derivable from distance education and what can be achieved by educating the masses. According to United Nations Education, Scientific and Cultural Organization(UNESCO), it is estimated that only 1 in 250 people have access to the internet in sub Saharan Africa as against the global average of 1 in 15 (UNESCO Institute for Statistics, 2007). Hence African policy makers must understand the benefits of an educated workforce that is knowledgeable in order to be competitive with their counterparts overseas. We must also take into consideration the pre-existing conditions in many African states.

A political economy analysis of these states will lead us to the same conclusion, which is the peripheral location of Africa in the international economic system and the impact of colonialism and imperialism on contemporary African government and society. The distance education sector is not spared the same predicament.

Many African countries have a problem of meeting the subsistence needs of their people including education. Ethnic strife, political unrest, food insecurity and droughts are major issues competing for Africa's meager development funds. Many villages and communities are without water and roads let alone electricity and telecommunications networks.

Many Africans lack access to basic traditional media, such as newspapers, radio and television, let alone the internet and access to new technologies. Even in countries fortunate to have traditional media, such as newspapers, radio and television, these media seem to be underutilized and use most of the time to propagate leadership agenda which is to sustain them in power and may therefore be of little of no distance educational value.

The challenges facing distance education in Africa is the recognition of the limitations imposed by the nature of the African state and how to deal with internal political strife, corruption and now HIV/AIDS.

Distance education therefore occupies a minor place in overall African development strategies (Agunga, 1997). It must be recognized that in order to improve the situation in many African countries, the priority has to change. Education must continue to be seen as a way of promoting socio-political and economic development which will in turn allow the learners to take full advantages of the process. This will command a shift in priority that will allow the governments of Africa to expend a lot of resources in providing necessary infrastructure and funding for conventional and distance education. Political stability and progressive policy initiatives that will lay necessary foundation for development is important. Basic social amenities should be made available to everyone and in every corner of the country. This will allow the learners to take advantage of distance education to the fullest.

New technologies should provide the necessary foundation for the effectiveness of government initiatives in all areas of the society. The government by providing these amenities will be able to combat poverty and corruption and therefore be able to inspire effective distance education within their countries.

Other issue raised by the use of new technologies in Africa is that of the loss of cultural values. According to Agunga (1997) "Will IT lead to a loss of cultural values for the developing world?"

When IT's objective is global integration of the marketplace. For example if the ultimate goal is to breakdown national markets leading to economic and political integration and if increasing concentration of media ownership leads to loss of local control or independence of the political economy, what about cultural values? Is integration or the tendency for people to be alike always better?

What will happen to Third World cultural values, morality, traditions, and continuity in the 21st century when English becomes the global language? How will Third World culture, if there is such a thing, be served by the unopposed and unregulated global annexation of Third World media systems?"

These are relevant questions that African policies on education need to address. But governments in Africa must find a way to take advantage of new technologies especially through distance education to promote and sustain its developmental programs. The first important step is for African governments to develop a clear policy on the use of technology in education and its potential in distance education. Ideally, this policy development exercise should be integrated with other related policy processes dealing with the information and communication infrastructure and applications in other sectors such as health and agriculture. This is particularly important if the concept of truly multipurpose tele-centers or community centers is to be implemented.

In rural areas in particular, it would make more sense for all relevant sectors to work together on developing community access to ICTs for a multitude of purposes, rather than strictly for educational purposes or strictly for agricultural purposes. However, if community access is provided within an existing institution, that institution's primary objective might become the primary purpose of access. For example, if access is made available in a school, the teachers and students of that school might be the primary beneficiaries, with distance education students in the local area as potential secondary beneficiaries and additional services offered to the community might be "educational" in nature. (Fillip, 2000)

There are other structural issues that need to be in place for an effective distance education programs comparable to the one in the first world. Many of these countries must provide basic amenities needed for connectivity.

In Africa, and especially in countries like Nigeria, it is difficult to find the wires that connect homes and businesses along the main roads, as it is in advanced countries of the west. By adopting wireless technology, less developed countries save a great deal of time and money by having to build a vast 'wired' infrastructure network (Okpanku 2004). It is reassuring that many countries in Africa are opting for this wireless technology as a means of providing telecommunication and the internet. Okpanku also calls for fiber optic transmission, broadband and high speed data services at business premises, educational institutes and homes, which could be addressed by deploying a solid and dependable wireless ICT infrastructure. Limited access to new technologies like the Internet and broadband services has strongly constrained, according to him, the development of Nigerian information economy and as such the dire need for a sound option.

The problem facing many African countries is not limited to education or distance education alone. It is vast and pervasive. It is structural as much as it is political and economical as much as it is social. It is therefore necessary to discuss the problems of distance education within context of the society in Africa and the role of the state in the developmental process. If the state is incapable of promoting the interest of its population because of its configuration, how can it be effective in putting in place and implementing a viable distance education program?

The success of an educational agenda is a function of the environment within which it exists. The environment will enable or disenable the attainment of its goals and in a competitive world, the African distance education agenda is incapable of reducing the gap between the developed and the developing world but by the constraints imposed by the environment may inevitably be contributing to the widening of the digital gap.

REFERENCES

Agunga, R.(1997) The Politics of Distance Education In the Development of Africa, *A Keynote Address at the 12th African Educational Research Symposium on Politics and Education in Africa held at Ohio University, Athens, Ohio, February 21-22, 1997*, from <http://www.ncsu.edu/ncsu/aern/OSURAA.HTML>

Claude Ake, (1996), *Democracy and Development in Africa*. ashington, DC: Brooking Institutions)

Alexander, S and Boud, D. (2001). "Learners Still Learn from Experience When Online" in Stephenson, J(Ed) (2001). *Teaching and Learning Online: Pedagogies for New Technologies* (London, UK: Kogan Page)

Bell, J.S. and R. Mitchell, "Competency-based versus Traditional Cohort-based Technical Education: A Comparison of Students' Perceptions", From [online], *Journal of Career and Technical Education*, Vol 17, No 1, 2001, <http://scholar.lib.vt.edu/ejournals/JCTE/v17n1/bell.html>.

Beal, G. M, Dissanayake, W. & Konoshima, and S. (1986) (Ed) *Knowledge Generation, Exchange and Utilization* (London: Westview Press)

Castro, A.S (1988). "Teaching and Learning as communication: The Potentials and Current Applications of Computer-Mediated Communication Systems for Higher Level Education" in *Higher Level Distance Education. Perspectives for International Cooperation and New Developments in Technology* (Paris: UNESCO)

Cole, R. A. (2000). *Issues In Web-Based Pedagogy: A Critical Primer* (Westport,CT: Greenwood Press)

Delpont, R(2009)The E-Learning Enterprise – Sourcing Opportunities and Ensuring Sustainability in *International Journal of Advanced Corporate Learning* (iJAC), Vol 2, No 1 (2009) from <http://online-journals.org/i-jac/article/view/707>

Dodds, A. (1994). "Distance Learning for Pre-tertiary Education in Africa." In M. Thorpe and D. Grugeon, eds., *Open Learning in the Mainstream*. Harlow: Longman Group, pp. 321–27.

Dodds, T., Perraton, H., and Yung, M. (1972). *One Year's Work: The International Extension College 1971-71*(Cambridge, UK: IEC)

Dutton, W. H., Cheong, P., & Park, N. (2004). An ecology of constraints on e-learning in higher education: The case of a virtual learning environment. *Prometheus*, 22(2), 131-149.

Foks, J (1984). *ICDE Bulletin* (May)

Fillip, B. (2000). *Distance Education in Africa New Technologies and New Opportunities* (Washington DC: JICA-USA /Japan International Cooperation Agency)

Gakio, K. (2006). *African tertiary institutions connectivity survey (ATICS)*. Cyberplex Africa, Botswana.
<http://www.gesci.org/files/Connectivity%20in%20African%20tertiary%20institutions.pdf>

Harasim, L. M. (1990). (Ed). *Online Education: Perspectives on a New Environment* (New York: Praeger)

Howell, S., Harris, M. C., Wilkinson, S. A., Zuluaga, C., & Voutier, P. (2004). Teaching mixed-mode: A case study in remote delivery of Computer Science in Africa. *Educational Media International*, 41(4), 297-306.
ICPQL (Independent Commission for Population and Quality of Life) Report, 1996

Jonassen, D. H., Davidson, M., Collins, M., Campbell, J., & Bannan-Haag. (1995). Constructivism and computer-mediated communication in distance education. *The American Journal of Distance Education*, 9(2), 7-26.

Keegan, D. (1986). *The Foundations of Distance Education* (London: Croom Helm)

Kelz Andrea, E-Learning Strategies in Technical Part-Time Studies at Campus Pinkafeld: A Moderate Constructivist Approach to Learning and Teaching, *International Journal of Advanced Corporate Learning (iJAC)*, Vol 2, No 1 (2009) from <http://online-journals.org/i-jac/article/view/800>

Jenkins, J. (1989) "Some Trends in Distance Education in Africa: An Examination of the past and Future Role of Distance Education as a Tool for National Development". *Distance Education*, 10(1), 41-63

Minoli, D. (1996). *Distance Learning Technology and Application*. (Norwood, MA: Artech House)

Ojo, B. (2004). "Africa's Triple Dilemma: The State, Democratization and the Challenges of Globalization" *Globalization*, 4:2 (2004)

Okpanku, C. (2004) Wireless Broadband Solution: Bridging the Digital Divide in Nigeria, from <http://www.gamji.com> 11/23/04)

Perraton, H. (1992). "A Review of Distance Education." In Murphy, P. and Zhiri, A. (Eds) *Distance Education in Anglophone Africa* (Washington DC: The World Bank

Shrestha, G. (1997). Distance Education in Developing Countries (UNDP, February, 1997; from <http://www.undp.org/info21/public/distance/pb-dis7.html>)

Thorvaldsen, P. (1980). (Ed). *From Books to Bytes: The Impact of Technology on Education*. (Toronto, Canada: TV Ontario)

UNESCO Institute for Statistics. (2007). Global education digest 2006: Comparing education statistics across the world. http://www.uis.unesco.org/ev.php?ID=6827_201&ID2=DO_TOPIC

UNESCO Institute for Information Technologies in Education (2002). *Information and communication technologies usage in higher distance education in Sub-Saharan Africa: National and regional state-of-the-art and perspectives*. Moscow: UNESCO Institute for Information Technologies in Education (IITE).

Willis, R. (1994) (Ed). *Distance Education: Strategies and Tools* (Englewood Cliff, NJ: Educational Technology Publications)

World Bank (1995). *Priorities and Strategies for Education*. (Washington DC: The World Bank)

ADDITIONL READINGS

Edmundson, A (2006) *Globalized e-learning cultural challenges*. (Hershey, Pennsylvania: Information Science Publishing.

Farrell, G., Isaacs, S., & Trucano, M. (2007). *Survey of ICT and education in Africa: A summary report based on 53 country surveys*. Washington, DC: infoDev / World Bank. http://www.infodiv.org/en/Publication_353.html

Doolittle, P. E. and W. G. Camp, "Constructivism: The Career and Technical Education Perspective", [online], *Journal of Vocational and Technical Education*, Vol 16, No 1, 1999, <http://scholar.lib.vt.edu/ejournals/JVTE/v16n1/doolittle.html>

Kearsley, G. (1996). The World Wide Web: Global access to education. *Educational Technology Review*, 5, 26-30.

Stoltenkamp Juliet, Carolynne Kies and James Njenga(2007)" Institutionalising the eLearning Division at the University of the Western Cape (UWC): Lessons Learnt", *International Journal of Education and*

Development using Information and Communication Technology (IJEDICT), 2007, Vol. 3, Issue 4, pp. 143-152

Khan, B. (2005). *Managing e-learning strategies: Design, delivery, implementation and evaluation*. Hershey, PA: Information Science Publishing.

Ojo, D. O., & Olakulehin, F. K. (2006). Attitudes and perceptions of students to open and distance learning in Nigeria. *International Review of Research in Open and Distance Learning*, 7(1), 1-10. <http://www.irrodl.org/index.php/irrodl/article/view/313/494>

Rumajogee, A. R. (2002). *Distance education and open learning in sub-Saharan Africa: A literature survey on policy and practice*. Paris: ADEA Working Group on Distance Education and Open Learning. <http://www.adeanet.org>.

Saint, W. (1999). *Tertiary distance education and technology in Sub-Saharan Africa*. Washington DC: The World Bank: ADEA Working group on higher education.

Welch T. Provider Readiness to Offer Programmes Using Distance Education and/or Electronic Learning Methods (South African Institute for Distance Education) (2003). From <http://www.che.ac.za/documents/d000070/index.php>

BIODATA and CONTACT ADDRESSES of AUTHORS

Prof. Dr. Bamidele A. OJO, Fairleigh Dickinson University, USA



Prof. Ojo received a BSc in Political Science and an MSc in International Relations from the University of IFE (now Obafemi Awolowo University) in Nigeria. As a French government scholar, he received an Mphil in African Studies and a PhD in Political Science from the University of Bordeaux, France. His doctoral thesis was on SWAPO and the Namibian Independence. With the Montefiore Grant and J.S Smith Award (University of Nottingham, England)

received an LLM in International Law from the University of Nottingham, England (specializing in International Human Rights) and DIHL International Humanitarian Law (ICRC//BRC) (Wegimont, Belgium). He was a Fulbright Senior Scholar/Researcher at the University of Lagos in Nigeria in 2001 and currently on a 5 years Fulbright roster as Fulbright Senior Specialist. Prof Ojo who has been teaching politics, African politics, human rights, globalization, terrorism and international problems at Fairleigh Dickinson for 17 years, is currently working on a project: Globalization and Terrorism: The Global Transformation of Terror. He has also published on human rights, African politics, democratization and globalization. In 2005, he was appointed by former Nigerian President Obasanjo as chairman, governing council, Michael Imodu National Institute for Labor Studies (2005-2006) and was a former candidate for governor (Ekiti State) 2003 and 2007 under the ruling party (PDP) in Nigeria.

Dr. Bamidele A. OJO
Professor of Political Science & International Studies
School of Political & International Studies
Director, African Studies Program
Fairleigh Dickinson University. Nj. USA
Tel: 12016922630 /Fax: 12016929096
Email: ojo@fdu.edu
<http://alpha.fdu.edu/~ojo>

CHAPTER XIV

Progress in Online Education in the Arab World

Nidhal GUESSOUM
American University of Sharjah, UEA

ABSTRACT

Online Education has, at least in the United States, exploded as a new educational and commercial approach, growing at very large rates and adding new users (instructors and students) every year. For various technical and cultural reasons, which I discuss briefly in this chapter, online learning has not yet elsewhere been able to go from an “interesting” approach adopted and tried by a few elite users to a general new educational phenomenon and paradigm. In the Arab world, we find online education at very contrasting stages, depending for the most part on the financial resources and technical development of the country; indeed, one cannot expect the same level of “online penetration” in Dubai and in Yemen.

In this chapter, after noting the extraordinary growth of online education in the States, I contrast it with the very slow development in the Arab world as a whole, but I focus on the positive and encouraging steps that have been taken here and there, from the Arab Gulf to Syria, including the conglomerate projects which have sought to link a number of Arab universities with each other and with European partner institutions in order to facilitate the development of online learning modules and curricula.

I take a special look at the activities that have taken place in the Arab Gulf, and in the United Arab Emirates in particular, ranging from a series of forums, workshops, and conferences, to the implementation of hybrid online learning schemes (with universities now reaching very high usage numbers of supporting online course systems) and even fully online college (e.g. the electronic Total Quality Management college, has just been renamed the Hamdan Bin Mohammed e-University).

I also report on some preliminary surveys that have been carried out both locally (at Zayed University in the UAE) and more widely (among hundreds of young Arab internet users) on perceptions and attitudes toward online education,

surveys which have uncovered some key ideas regarding the chances of this new paradigm succeeding or failing in the near future in the Arab world. I conclude by discussing some of the main challenges facing online learning in the Arab world today.

THE ONLINE EDUCATION BOOM

Through a decade of development and progress, online education has gone from an experimental educational approach to “not just mainstream, but something [which] is driving the growth of higher education.”(Carnevale 2005)

The robust and sustained growth of online education in the US has impressed all observers. Successive surveys by the Sloan Consortium (Sloan-C) over the past several years have found steady growth rates of about 13 % per annum, much higher than the 1.2% growth of the overall higher-education student population; by the end of 2007, the number of students enrolled in online courses reached 3.94 million (Allen & Seaman 2008), compared to 710,000 in 1997-98 (Ko & Rossen 2001), a 450% increase over the past 10 years, with over 20% of college students taking at least one online course in the fall of 2007. Most significantly, many new colleges and universities are entering the online teaching field each year, with a 25% increase in the number of such institutions for the year 2007 alone. Furthermore, while trying to quickly respond to this ferocious market demand, institutions are also recognizing the attractive aspects of online education, e.g. flexibility of delivery, release of classroom space, “return” of older students, etc.

Online education has also brought with it a new pedagogical outlook that has affected “traditional” formats of teaching/learning as well. The emphasis on “learner-centeredness”, so fundamental to the online learning format, has now become a general and standard pedagogical paradigm. The concepts of “interactivity”, “connectiveness”, “collaborative learning”, and such have seen a generalized and widespread implementation in the educational landscape (Downes 2005).

Most importantly, the issue of standards/quality control in online education also seems to slowly being settled. Indeed, recent surveys have shown that students feel overwhelmingly satisfied with the learning experience they get online: a Sloan-C survey in 2004 showed that only 3% of student

respondents felt less than satisfied with online education, while 41% felt equally or more satisfied with online courses than with on-ground courses, and 56% felt ambivalent about the two formats (Carlson, 2004). As far as instructors are concerned, there was until a recent study widespread perception that teaching online required much more time and investment than traditional courses (Carvevale 2004a). But preparing an online course with the proper methodology is still regarded as a major project, and indeed many institutions are now resorting to the controversial practice of buying readymade, ready-to-be-taught online courses (Carnevale 2004b). In other instances, universities (e.g. Carnegie Mellon University's Open Learning Initiative) have tried networking and creating repositories of online courses (Carnevale 2004b).

Online education has also exploded in the world over the past few years. But the "global digital divide" (DOT Task Force Report 2000), which can be measured either by the number of users in different countries and regions of the world or by the connection speeds and bandwidths in different locations, is even more acute and striking in the field of education.

ONLINE LEARNING IN THE ARAB WORLD TODAY

In the Arab world, the situation is far different. For one thing, higher education in the Arab world is facing a huge transformation from a serious crisis, which has been identified and discussed by many observers (See for detail United Nations Development Program's "Arab...", 2003). Secondly, online education depends strongly on digital infrastructure, PC and Internet penetration, and connection costs, all of which vary hugely from one Arab country to another, the situation being most advantageous in the Arab Gulf (Saudi Arabia, United Arab Emirates, Kuwait, Bahrain, Qatar, and Oman, in decreasing order of edu-economic importance) and least favorable in countries like Sudan and Yemen (Arab ICT Use Study 2005). It will then not be surprising to find various levels of progress in the implementation of the e-learning paradigm in the Arab region; as we shall see, some Arab countries have made good starts in this regard, while others remain practically in the conception stage.

The Arab Gulf, particularly the United Arab Emirates (UAE) and Kuwait, can be considered among the best non-western region in terms of phone-line infrastructure and Internet connectivity (UNDP Report 1999); yet in the area of online teaching, it remains far behind the state of the developed world.

It is somewhat difficult to identify clear and specific causes to this situation. Some reasons are readily apparent, however. First, the region's population (especially the indigenous part) relies quasi-solely on Arabic as a working and learning language, and Arabic has unfortunately made very slight indents in the digital information landscape. Secondly, the educational system (at the primary and secondary stages) have not prepared the students to an active, independent, lifelong learning attitude, a prime prerequisite for seeking and succeeding in the online learning paradigm. Thirdly, although it is true that the digital infrastructure is well developed here, its actual penetration into homes as well as the actual usage of it in workplaces and schools is in reality still at an infancy level.

The E-learning Market in the Arab World

Despite the varying degrees of digital readiness in different parts of the Arab world, a quick survey of the educational scene in the region shows substantial interest in online learning and several attempts at starting programs in this new paradigm. The e-learning market in the UAE alone is estimated (Kleessen 2004) at about \$ 50 million now. In the Arab Gulf, total spending on e-learning was estimated (See "Report on GCC e-learning spending in 2004") at \$ 72 million in 2004, which in comparative terms is well below the average spending in the rest of the world, but which is growing at a 27% compound average rate (over the 2004-2009 period). Online education spending in the Arab Gulf region is expected to reach \$ 240 million by the end of 2009, with Saudi Arabia and the United Arab Emirates representing about 80% of it, the former, with its large student population, dominating in academic e-learning and the latter leading in business e-learning services (Report on GCC e-learning spending in 2004).

E-learning is receiving more and more attention and intentions of commitment in the Arab world. A clear signal to this effect was given by the League of Arab States, which issued a Draft Declaration of Principles in 2003 endorsing e-learning as a tool that can help eliminate illiteracy, achieve universal primary education, help improve both the training of teachers and the delivery of lifelong education and honing professional skills (Abouchedid & Eid 2004). However, as Abouchedid & Eid (2004) comment, that declaration remained largely abstract and did not spell out any concrete programs that can help achieve those goals; most importantly, the League of Arab States ignored the issue of budgets and costs of implementing such programs. Finally, one must note that e-learning is still being confused with

distance education, with the latter often replacing the former, especially when the infrastructure and dearth of content (particularly in Arabic) simply prevent e-learning from actual implementation. Among other strong signs of interest in online education in the Arab world, one notes, for example:

- that participants of a 2003 MIT workshop on e-learning for developing countries included officials from Algeria, Syria, and the UAE, among whom were the provost of the Syrian Virtual University and the Rector of the Algerian University for Continuous Education;
- the organization of the two-day workshop titled “The Future of E-Learning in the Arab World” (See for detail. Online Educa Berlin 2005) as part of the Online Educa Berlin 2005 international conference;
- the organization in Dubai during April 2005 of the first MELT (Middle East Learning Technologies) conference and exhibition, with the participation of many senior middle-east decision-makers from universities, colleges, and schools, including the Saudi Minister of Educational Affairs;
- the organization in Dubai of the First Annual Forum on e-Learning Excellence in the Middle East in 2008, a 3-day workshop which attracted participants from 16 countries (See for detail E-Learning for Developing,.....2009);
- the 2nd Annual Forum on e-Learning Excellence in the Middle East, held in Dubai in January 2009, with the 3-day forum being followed by six post-forum workshops designed to provide hands-on practice and in-depth skills and knowledge on various aspects of e-Learning such as e-Learning Planning, Costing and ROI, e-Learning Standards and Quality Frameworks, etc.
- the ICT Conference 2009 “Exploring ICT in Education”, co-organized by the College of the North Atlantic-Qatar (CNA-Q) and the Supreme Council of Information and Communication Technology (ictQATAR), a two-day conference with a follow-up session three months later.

ARAB ONLINE EDUCATION VENTURES AND COLLABORATIONS

More recent efforts in the field of online education in the Arab world can be divided into the following categories:

- governmental efforts to create structures for complete programs;
- online programs of professional development and training for employees;
- higher education efforts, both individual projects and collective exchange efforts.

Among governmental efforts to create structures for complete programs, one must cite first and foremost the ambitious Syrian Virtual University (SVU), which was created in 2002 by the Syrian ministry of higher education to try to take a head start on the online education paradigm (Del Castillo 2002). SVU aims to serve the entire Arab region and market; its strategy is to partner with foreign universities that have strong experience in online education, such that programs can be offered fully online, either in English or French. The program is envisioned to be first made of courses already devised by the partner universities but later of courses that would be devised by SVU faculty, taking into account specificities of the intended student population, i.e. Arab, Armenian, Iranian, etc.

The leaders of this ambitious project justify on several grounds, chief among them the fact that traditional Arab universities can provide only a limited capacity for enrollment of students: in Syria, for instance, it is reported (See for detail, Syrian Virtual University prospectus) that “around 30,000 high-school graduates could not find a place at their local universities;” similarly, in Egypt, “out of 600,000 potential university students, only 300,000 could enroll at their national universities because of capacity saturation.” Secondly, SVU aims at addressing the problem of quality of higher education in the Arab world by establishing partnerships with accredited and renowned international universities. It insists, however, that cultural specificities must be taken into consideration when attempting to establish an efficient educational system, hence the need to carry out such projects “locally” while still providing for enough international exposure, interaction, and experience.

The Syrian Virtual University thus provides two curricular tracks: international degrees and programs presented by the European, American, Australian and Canadian partners; SVU-designed degrees and programs, internally created, delivered, and managed. It is perhaps paradoxical that such an ambitious project would see the light in Syria, where the Internet was introduced only in 2000, and which in 2004 was ranked 12th among 18

Arab countries, though it has been quickly improving (overtaking Egypt, for instance, in 2005; see “Arab ICT Use Study”).

Realizing that PC and Internet penetration in Syria is very weak, and that interested and even enrolled students will therefore not have easy access to its programs, SVU quickly established telecenters across the country to allow free-of-charge access and to serve as “Certified Testing Centers” where students sit for their proctored examinations during the year. SVU’s progress has been very slow; it has reported (See for detail Syrian Virtual University prospectus facts and figures) 702 students, including 331 in Preparatory Year ones, (representing 13 nationalities) in its enrollment figures, although one must note that, strangely, these figures go back to 2003 and have not been updated on the SVU’s official website.

A similarly ambitious project is the Arab American eUniversity System (AAeU), which planned to provide higher education at satellite campuses across the region (and beyond to Asia and the Americas) by first establishing online programs as academic and business services. Unfortunately, this project has disappeared from the landscape and references to it can no longer be found on the web...

One interesting new project which appeared in the past few years is the “Avicenna Project”, which consisted of a virtual conglomerate of e-learning campuses around the Mediterranean basin. This project, which was financed by the European Commission, within the framework of the EUMEDIS (its Euro-Mediterranean Information Society) Programme and under the aegis of UNESCO, involved 15 countries: Algeria, Cyprus, Egypt, France, Italy, Jordan, Lebanon, Malta, Morocco, Palestine, Spain, Syria, Tunisia, Turkey and the United Kingdom. It was launched in November 2002. The Avicenna Project was constructed on a different model than other virtual campuses: each university was made autonomous in creating its own online course material, while all shared their knowledge bank through an open virtual network library, material which could then be translated and adapted into teaching modules at each node. Unlike SVU, the Avicenna Project did not actually award degrees itself; that remained the prerogative of the individual universities.

In June 2006 the European Commission declared the Avicenna Project a “sustainable model” (Mitchell 2006) that had fulfilled its goal of “creating a self-perpetuating campus” based on cooperation between institutions and left

the project to be carried on by the directors of the participating universities. Among the important achievements that have been reported by the end of the initial phase of the project (2002–2006), we may note the following:

- over 150 teachers were trained in online course production, with an additional 300 professors and 600 teachers trained in the usage of the courses;
- more than 200 online modules (of 20 hours each) were produced;
- some 70,000 students were using the learning modules;
- 11 Avicenna centres had been equipped, with e-learning platforms installed in 14 Avicenna centres; and
- the Avicenna Virtual Library was fully operational. In June 2006,

UNESCO was so satisfied with the execution of the project that decided to use the Avicenna model in training teachers in sub-saharan countries within the New Partnership for Africa's Development (NEPAD) (Mitchell 2006). A similar project is the "Mediterranean Virtual University", a 2-year (July 2004 to August 2006) European Union project also under the EUMEDIS programme, with 9 participating partners from around the Mediterranean, plus Denmark and Scotland.

With a total budget of €4 million, the project aimed at building "a sustainable network of top institutions" which would collaboratively develop and deliver high quality online university courses. It limited itself and focused on Computer Science curricula.

Bringing together important universities in the Mediterranean region with two leading European Union universities in the field of e-learning, MVU proposed to deliver courses by top experts using live videoconferences, streamed video lectures, online discussions, and online assessment.

By the end of the initial 2-year phase of the project, the following accomplishments could be claimed (see "MVU Project"):

- Human Resources Development: 8 staff members and 25 teaching assistants having attended training workshops for online course development and tutoring; training of technical staff on technology for online teaching.

- Hardware: construction of at least one lab; progress in establishing a center for electronic learning;
- Courses: development and e-delivery of courses on Quality Assurance;
- Research: at least 3 papers written from the project.

Another governmental project, although of much more limited scale, is the e-TQM college (See for detail Syrian Virtual University prospectus facts and figures), which was launched in September 2002 in Dubai by the local government in the aim of providing world-class e-learning programs to the community as well as public and private sector employees (Mujtaba 2005).

e-TQM aims to offer two-year course programs in the field of total quality management; at present, however the project is focusing on “Executive Development Programs” (See for detail The e-TQM, 2009). To emphasize its ambitions, this project has aimed to reach 50,000 students (Hilotin 2003).

Among the objectives that e-TQM College has set for itself, we particularly note: “To be the e-Learning provider of choice in The Middle East”; and “To be the catalyst for the Growth and Development of Excellence in e-Education and Learning.” (See for detail e-TQM College Executive Development Programs).

No assessment has yet been made of this ambitious project, however, and one looks forward to its accomplishments in the near future, which may set the tone for the development of similar national or regional programs. University efforts in implementing online education programs are also significant, even though one can discern no general trend or approach even inside a given country. For instance, Sana’a University in Yemen (one of the largest in the Arab world with 70,000 students and staff) has signed a deal with Microsoft to deploy the latter’s Learning Gateway Solution e-learning platform, which includes course content as well as interaction and examination tools, the largest such undertaking in the region (Mujtaba 2005). Other universities, however, have pursued various strategies, with many opting for the implementation of a BlackBoard/Moodle-type e-teaching/e-interaction platform.

In particular, I should point out that more and more professors in the region have opted for the “hybrid” course format, where an online dimension is integrated into the teaching, without the “full” online experience. In such a

format, instructors make use of online quizzes, online repositories of material, and online interaction (submission of assignments, grade reports, and sometimes discussion boards).

This format, instructors say, provides the best of “both worlds” and avoids the difficulties inherent in the full online experience, particularly the technical know-how that teachers need to have (since technical assistants are rarely available) and the pedagogical experience they find necessary in dealing with a totally new environment, where students are unseen, their habits are different (who knows who is taking the quiz, who is answering the question, etc.), and the transfer of knowledge requires novel approaches.

On the other hand, instructors (and many surveys) have found very high levels of satisfaction (both actual learning and enjoyment) when the online dimension is integrated to a given course; students often report the following typical remarks from such an experience: “The online tools were useful in helping me learn the course material”; “The benefit drawn from the online tools was great compared to the time put in”; “These tools made me feel in closer contact with the professor and with my classmates”; and most importantly “The online tools made me feel more active in my learning”.

Indeed, in my own experience with these “partial” or “full” online formats, it appeared to me that – particularly in a social-cultural environment where students tend to be passive learners, these online tools provide an excellent catalyser of active learning.

ONLINE TRAINING IN THE ARAB WORLD

The utilization of online programs for the business/corporate world training (professional development and training for employees) is also receiving substantial attention and interest in the Arab Gulf, especially in the UAE, as businesses realize the cost-efficient nature of e-learning programs as well as the need for continuous employee knowledge upgrade in this globalized, fast evolving (and in this region, fast growing) economic world, and as professionals look to upgrade their degrees and salary profiles (Mujtaba 2005). One must keep in mind that this particular region is largely populated by expatriates; indeed up to 90% of the Arab Gulf workforce is comprised of expatriates, who realize that they must keep their skills sharp and their profiles high for when they move to another region of the world – once their

contracts expire in the region (Mujtaba 2005). Large-scale programs that target this market specifically have yet to appear in the region.

Recently, SkillSoft undertook research to identify the perceptions of e-learning among some 200 employees within Middle East organizations that have actually used e-learning as part of their training, human resource development, or other tasks. SkillSoft found (Gledhill 2004) that, those companies/ institutions had largely successfully integrated e-learning into their training strategies.

Responding to surveys, employees appeared to have genuinely appreciated e-learning and found it effective: 93.5% found the courses enjoyable; 87% assessed the learning as effective and gave concrete examples of how they have indeed applied what they learned online; 52% stated that the learning was useful beyond the individual, i.e. that they were able to pass on the new information to someone else; 92.5% stated that it was not critical for one to fully complete a course in order for it to be immediately useful; and finally, 98% of the respondents declared the whole e-learning experience to be engaging and said they would recommend e-learning to a colleague.

The surveyed employees further explained the aspects of e-learning that made them appreciate the format: flexibility was the most welcomed factor, as 93% of the respondents mentioned the ability to learn at one's own pace, being able to learn whenever they have time; 87.5 % cited the ease of use of the format; 77.5% mentioned the "efficiency" of the process, and 73% liked elearning because they found it an "interesting" way to learn.

One important fact from the survey is that two thirds of those who take advantage of the asynchronous elearning process do it from their desks during the working day, while one third of the employee do their personal training before they start work or after 5:00 pm. As to the reasons why the trainees found the elearning scheme useful, the majority found it an effective way to improve one's competencies, skills, and knowledge at one's current job. The main benefits cited by the e-trainees were:

- tangible business benefits;
- improved work processes;
- improved communications;
- personal skills development;
- development of IT and computer literacy.

In the academic area, we must acknowledge the serious efforts that have been undertaken over the recent years in training faculty for the online education paradigm. The UNESCO Cairo office has been conducting training workshops for Arab faculty of the region mainly in collaboration with the University of Illinois Online Network (UION), one of the leading and pioneering US institutions in the field of online education.

For example, in February 2002, the UNESCO Cairo Office sponsored and organized a 6-week fully online course for about 20 Arab faculties from various universities, a training course which was conducted at the American University of Sharjah. One may also mention here the first EBEL (E-Business and E-Learning) International Conference that was organized by the Princess Sumaya University for Technology (Jordan) in March 2005 (EBEL 2005), an event that clearly signaled the emergence of e-learning (and e-business) as a permanent archetype in the Arab world.

ONLINE LEARNING IN THE UAE

Let me now focus on the specific case of the United Arab Emirates, both because I have had direct experience (for the past 10 years or so) and because it has, due to an excellent ICT-Edu infrastructure, allowed for a very active community of online education. Indeed, the UAE – with its state-of-the-art digital infrastructure – was destined to experience a fast evolution in the field of e-learning (not to mention e-business and e-government). In the academic area, one can first mention the “E-ducation Without Borders” (See for detail <http://portal.etqm.ae/en/about>) bi-annual conferences that have been organized in the UAE since 2001; these global “by the students, for the students” conferences aim at exploring various aspects of the e-learning revolution. Attended by roughly 500 students from over 50 countries, each conference gives students the opportunity to present papers (selected according to academic criteria set and applied by panels), discuss, and issue recommendations on such matters as “the impact of e-learning on the global educational community”, “implementation of technology in education and life-long learning”, “strategies for the efficient delivery of e-ducation”, etc.

We must also underscore the series of semi-annual 1-day workshops on e-learning (See for detail E-ducation Without Borders, 2005) that have been organized over the past 4 or 5 years by Zayed University and the ‘Higher Colleges of Technology’ in the UAE; workshops which regularly draw some 200 participants. These meetings are intended as a way of supporting faculty

in their online pedagogical developmental efforts, forums where instructors report and exchange experience in the field of e-learning and instructional technology.

The UAE's national University (UAEU) has also been making significant strides in the adoption and implementation of online learning. With about 670 faculty members and 150 instructors and teaching assistants in the current academic year (2008-2009) and 12,700 students; 2,800 male and 9,900 female students (See for detail Higher College of Technology....., 2005), the UAEU is by far the largest university in the country and one of the most important in the region.

Online learning activities at UAEU took off around 2002, statistics (See for detail http://www.uaeu.ac.ae/about/facts_figures.shtml) show:

- from less than 200 in fall 2002, the number of course sections active on the university's Blackboard system quickly jumped to almost 600 the following semester and has been growing slowly since then to over 1,000 today;
- the number of active users jumped from about 1,200 in fall 2002 to about 4000 in spring 2003 and has steadily increased to about 10,000 today.

At the American University of Sharjah, e-learning efforts started in 2001 with forum discussions, and in 2003 a week-long hands-on interactive workshop on online teaching was co-organized with the UNESCO Cairo Office, in which about 30 participants from Gulf universities were trained in creating, managing, and delivering high quality, interactive, fully online or web-enhanced courses. Since then dozens of instructors at AUS have added an online components to their courses, now making the hybrid (blended online and in-class) format of teaching the dominant paradigm across the university. One course was successfully offered fully online (by this author) through WebCT/Blackboard three times over the past few years. In addition, Moodle (the course management system) also gained popularity on campus, mainly among the language teachers. In fall 2005, the university established "Ilearn", a unified platform for online learning, where all university courses automatically receive space for pedagogical interaction (uploading/downloading of lecture notes, electronic submission of assignments, online quizzing, discussion boards, etc.) and students get automatically added to their courses' online components. All these efforts have greatly increased and

improved the online learning paradigm at AUS, particularly in its hybrid format.

To illustrate this aspect of hybrid online education in the region, where the online course platform becomes a supporting, complementary system to the in-class teaching, let me present some statistics from my university, the American University of Sharjah, where a Blackboard platform (or “course management system”) has been very widely used as online support of the teaching/learning.

In the Fall 2008 semester, 422 different courses were offered, totally 1058 sections (with an average of about 25 students each), all of them “on-ground” (no fully online course offered in that semester).

Only 25 of those sections made no usage at all of the course management system; on the other hand, 490 sections used the forum (or “discussion board”) tool of the system, 775 tests were made online; more than 40,000 content items were uploaded by the instructors and made available to the students, so that in the end over 5.2 million hits were made by students accessing various parts of the system. Moreover, the usage of these online tools has increased semester after semester by 15 to 20 % each time, with some tools (e.g. forums) being used much more frequently (an increase of more than 50 % over the last semester).

STUDENT ATTITUDES VIS-À-VIS ONLINE LEARNING IN THE ARAB WORLD

It may be somewhat premature to try to assess the degree of success of these efforts and experiments (at AUS, at other UAE institutions, and in the Arab world more generally), but one may at least mention some general observations related to students’ approach to online courses or components of courses. It is widely believed that online learning is an excellent approach for mature, independent, and disciplined students, and so one may be surprised to note (although the experiments that lead to these conclusions are few and limited) that AUS students who have undertaken fully online education by and large showed amazing readiness and quick adaptability to this format.

Of course, students needed to be coached into the new learning approach and its requirements, but once they digested and got used to that, students found

the flexibility of the format as well as the digital nature of the course (quick perusal of the material, hypertext jumping, multimedia approach to learning, etc.) “clicking” perfectly well their digital lifestyles.

This digital nature of learning and interacting was a double-edge sword, however, because it greatly enhanced students’ ability to plagiarize, something they seem to consider as a normal feature of today’s world, which in their minds must be regarded as an “open knowledge world”.

There was also initially one other concern about the potential difficulty of implementing e-learning in this region, namely the weakness and inability to some extent of students to read and write effectively and efficiently enough to undertake online courses, at least in the fully online format. This concern, at least in the fully online experiments carried out at AUS, turned out to be greatly exaggerated and did not constitute an important pedagogical impediment, though this is obviously a special environment.

Mona Abdelfattah Younes, who is the managing editor of the Teachers Network at the Qatar Supreme Education Council, in 2008 conducted a wider survey on “Perceptions and Attitudes of Young Arabs Towards Online Education” (Younes 2008). She produced a web-based survey and posted it online (through various social networking sites), where 1004 people viewed it, 565 started but did not finish it, and 330 completed it. The survey respondents were predominantly 20-25 years old, 56% of them male, 48% were students, and interestingly 62% were married and 64% were employed with either full or part-time jobs; 13% of them lived outside the Arab world, while the rest came from all over the Arab world. 55% of the respondents described their knowledge about Online Education within the Arab world as “poor”, and 18% admitted to being ignorant of it. Many added comments which provided insight into the Arab youth’s view of online learning; they emphasized a few important points, in particular, with regard to the potential success or failure of the whole online learning paradigm in the Arab world:

- the “cost factor”, i.e. how affordable such prospects could be for the average Arab youngster;
- the value/recognition of a degree obtained online (through, say, a virtual university like SVU);
- the culture of using the internet for learning and development (at the academic and professional levels) as opposed to mere entertainment...

Fiona Hunt and Janet Martin carried out an interested, although much more limited survey (Hunt & Martin 2007) at Zayed University (UAE), attempting to determine why the university's educational online system Infoasis was not used enough outside of the classroom, as it was designed to be. This (and other such) survey(s) shed very useful light on the cultural aspects, in particular, of the state of online learning in the Arab world, to what extent one can expect to thrive or dither. Among the likely reasons Hunt and Martin (2007) encountered, the two main ones were:

- the lack of motivation on the part of the students;
- their lack of autonomous learning skills.

They pointed to a number of UAE researchers who had earlier identified weak autonomous learning skills in Emirati students, largely because of their educational background. However, Hunt and Martin also noted that 78 % of respondents agreed or strongly agreed that they “find it easy to learn on [their] own”; and 58 % agreed or strongly agreed that they are “good at managing [their] study time”.

They concluded that students not only lack independent study skills, they often fail to realize the limits of their capabilities and inclinations.

FACULTY ATTITUDES VIS-À-VIS ONLINE LEARNING IN THE ARAB WORLD

Faculty attitudes and experience w.r.t. online teaching have not been surveyed, at least at AUS or, as far as we are aware, in the UAE. The only study of this important aspect of online education and its potential implementation in the Arab world was conducted by Abouchedid and Eid in 2004, where a survey of 294 professors' attitudes regarding various e-learning issues was undertaken at Notre Dame University in Lebanon (Abouchedid & Eid 2004). The findings showed a large general acceptance and disposition toward online learning as a tool, but two major concerns surfaced clearly:

- distrust of online examination schemes;
- likening of large-scale online dissemination of knowledge to a “mass-production assembly line process, where a division of labour

between educators and communications specialists replaces the more craft-oriented approach of face-to-face education.”

One can sometimes encounter further skepticism from some faculty, who decry other aspects of online teaching, e.g. the time-consuming facet of such technological undertakings as well as the efficiency and effectiveness (or lack thereof) of these tools. In short, these critics ask: what is the pedagogical problem that we are trying to remedy to, and is this a reasonable approach to addressing such issues? The first question can be answered at least partly by pointing to the acute passivity of students, especially in regions of the world where students are brought up to accept what the wise and all-knowing teacher transmits to them; indeed I have observed students who are completely transformed from a very passive person on-ground to a very active one online. (Online teaching is of course not a miracle solution to this problem, but it can certainly help.)

The second challenging question is, however, more difficult to answer, especially when faculty find themselves having to perform large portions of the online teaching operation, that is without proper support and assistance from technical and pedagogical specialists.

CHALLENGES TO ONLINE LEARNING IN THE ARAB WORLD

In her afore-mentioned survey, Mona AbdelFattah Younes identified a number of challenges facing online education in the Arab world, the main ones being the following:

Accreditation

Higher education authorities in the Arab world seem not to have convincingly and reassuringly addressed this issue, i.e. regulating providers of non-traditional education, e.g. open-learning institutions, e-learning, virtual universities, etc. This is undoubtedly a crucial issue that needs to be definitively resolved if one wishes this educational (and commercial) paradigm to succeed, that is one needs to address the fears and worries of the public.

Preparedness of Students for the Online Learning Paradigm

If one can generalize the survey results of Hunt and Martin (and our experience would certainly support such a conclusion), the Arab education systems by and large fail to prepare students to be active, independent,

lifelong learners; consequently, the very success of online education in the Arab world rests on the significant transformation and improvement of standard elementary and high-school teaching/learning curricula and methods.

Linguistic Challenges

If, as Younes states, Arabic language web pages do not indeed exceed a meager 0.1% of the entire content of the web (see also Laaser 2006), and the large majority of Arab internet users have inadequate mastery of English (or other foreign languages), then online education can at best provide for a realistic learning platform to tiny portions of the society to be educated. There is thus a huge challenge to develop high-quality content in Arabic for teaching or independent learning.

Infrastructure

As we've noted above, the technical infrastructure varies hugely from one Arab country to another, which is why real support to online education remains patchy at best. The example of the Syrian Virtual University and other large-scale projects is eloquent in this regard.

Finally, we must insist that online education ventures do not succeed easily, especially at the larger scales. One can notice this for instance in the failure of the UK eUniversity (Garrett 2004) as well as in the very slow take-off of the ambitious Syrian Virtual University. It will be very interesting to observe and follow the development of e-learning projects (at various scales) in the Arab world in the years to come, particularly such ventures as the Arab American eUniversity System and the hybrid vs. fully online schemes that are being undertaken at various Arab universities.

CONCLUSION

I have here reviewed the progress made by the Arab world in adopting and implementing online education over the past decade. I have tried to show that serious efforts have been made in different directions and at various levels, ranging from setting up local, intra-university platforms, conducting high-quality training to instructors, organizing regional forums and international workshops and conferences, and even setting up fully online universities (the Syrian Virtual University and the e-TQM, recently renamed the Hamdan Bin Mohammed e-University or taking part in international virtual network and

partnership projects (the Avicenna Project and the Mediterranean Virtual University).

For various technical and cultural reasons, which I discussed briefly in this chapter, these efforts have so far met limited success in the Arab world. Indeed, we find online education in this (wide) region at very contrasting stages, depending for the most part on the financial resources and technical development of the country.

Nevertheless, I have tried to focus on the positive developments and trends, so I too a closer look at the activities that have taken place in the Arab Gulf, and in the United Arab Emirates in particular, ranging from a series of forums, workshops, and conferences, to the implementation of hybrid online learning schemes (with universities now reaching very high usage numbers of supporting online course systems) and even a fully online college. I did, however, also report on some preliminary surveys that have been carried out both locally (at Zayed University in the UAE) and more widely (among hundreds of young Arab internet users) on perceptions and attitudes toward online education, surveys which have uncovered some key ideas regarding the chances of this new paradigm succeeding or failing in the near future in the Arab world.

Last but not least, I concluded by discussing some of the main challenges facing online learning in the Arab world today, namely:

- the question of accreditation of such programs/e-colleges, i.e. the need for the authorities to assure the public that these ventures are guaranteed in terms of quality and recognition of the diplomas they will issue;
- the degree of preparedness of students for the online learning paradigm, where the Arab education systems need to make a significant transformation and improvement to insure that students entering the online market have the active, independent readiness to ensure their success in that format;
- the linguistic challenges, since only a very small fraction of Arab students have enough mastery of English or French to take online courses, very few if any of which currently exist in Arabic;
- the need to improve the technical infrastructure in many places in order for this online format to be implemented.

The Arab world is indeed an emerging market for (global) online education, but progress is currently slow, and important issues need to be dealt with for the situation to improve and reach a satisfactory level.

Acknowledgments

The author thanks UmmeSalma Mujtaba for providing him with a copy of the paper she presented at the Online Educa Berlin 2005 international conference "The Future of E-Learning in the Arab World" and Walid Abdel-Hakim El Din for useful information on the volume of online teaching activity at AUS and at UAE University. Some parts of this text were previously published in eLearn Magazine (Guessoum, 2006, "Online Learning in the Arab World", *ELearn Magazine*, Oct 2006, Vol. I, pp. 10; p.1).

REFERENCES

"Arab ICT Use Study", *Madar Research Journal*, Vol. III, Issues 1 & 2, May 2005, p. 24.

B. Kleessen, "Education is the key—Middle Eastern countries invest in the future", Interview With Dr. Bassem Khafagi (November 2004), *Turkish Online Journal of Distance Education TOJDE*, retrieved February 1, 2009.
<http://tojde.anadolu.edu.tr/tojde19/news/interview.htm>

D. Carnevale, "Whether Online or in a Classroom, Courses Take About the Same Amount of Time to Teach, Study Finds", *The Chronicle of Higher Education*, Volume 50, Issue 29, p. A31 (March 26, 2004).

D. Carnevale, "More Professors Teach by Using Other Colleges' Online Courses", *The Chronicle of Higher Education*, Volume 50, Issue 8, p. A28 (October 15, 2004).

D. Carnevale, quoting Sean Gallagher (senior analyst for Eduventures) in "Online courses continue to grow, report says", *The Chronicle of Higher Education*, Volume 51, Issue 44, p. A29 (July 8, 2005).

D. Del Castillo, "Syria, eyeing advantages of education, opens a virtual university", *The Chronicle of Higher Education*, June 19, 2002,
<http://chronicle.com/free/2002/06/2002061901t.htm>, retrieved February 1, 2009.

DOT Task Force Report 2000: “WEF : The Global Digital Divide Initiative, and the Digital Divide Task Force”, retrieved February 1, 2009, <http://www.ictdevagenda.org/frame.php?dir=07&sd=10&sid=2&id=74> ,

EBEL 2005: “The first international conference on E-Business and E-Learning

EBEL 2005 officially commenced at Princess Sumaya University for Technology”, AME Info, May 24, 2005, <http://www.ameinfo.com/60834.html>, retrieved February 1, 2009.

“E-ducation Without Borders”, retrieved February 1, 2009. <http://apps.hct.ac.ae/ewb2005/2005/overview.asp>,

“E-Learning for Developing Countries is Focus of MIT Workshop”, retrieved February 1, 2009. http://linc.mit.edu/media/LINC_press_2003.pdf ,

e-TQM College Executive Development Programs, retrieved February 1, 2009. <http://www.etqm.net/edp.htm>,

F. Hunt & J. Martin, “Is it worth it? Online learning in the United Arab Emirates”, 2007, retrieved February 1, 2009. http://www.internetlibrarian.com/2007Presentations/C103_Hunt_Martin.pps,

I. E. Allen & J. Seaman, “Staying the Course: Online Education in the United States, 2008”, retrieved February 1, 2009. http://www.sloanconsortium.org/publications/survey/staying_course,

Higher College of Technology e-Merging e-Learning Conference 2005,

<http://www.admc.hct.ac.ae/emel2005> ; E-learning & Laptop Forum,

<http://www.zu.ac.ae/elearning>, retrieved February 1, 2009.

<http://portal.etqm.ae/en/about>, retrieved February 1, 2009.

http://www.uaeu.ac.ae/about/facts_figures.html, retrieved February 1, 2009).

J. B. Hilotin, “E-TQM College targets 50,000 learners next year”, *Gulf News*, November 16, 2003, <http://archive.gulfnews.com/articles/03/11/16/103029.html>, retrieved February 1, 2009.

K. Abouchedid & G. M. Eid, "E-learning challenges in the Arab world: revelations from case study profile", *Quality Assurance in Education*, vol. 12, nb. 1, pp. 15-27, 2004.

M. A. Younes, "Perceptions and Attitudes of Young Arabs Towards Online Education", 2008, retrieved February 1, 2009.

<http://www.cnaqatar.com/cnaqatar/ictconference/presentations/Younes-AttitudestowardOE.ppt>

M. Mitchell, "The very real success of the Avicenna Virtual Campus", *A World Of Science*, Vol. 4, No. 4, Oct. – Dec. 2006,

http://www.unesco.org/science/psd/thm_innov/awos_july06_avicenne.pdf,
retrieved February 1, 2009.

MVU Project: "E-learning Progress at Ain-Shams University–The Mediterranean Virtual University Project: retrieved February 1, 2009.

http://net.shams.edu.eg/presentation/mvushorter_version_MVU.pps

Online Educa Berlin 2005 international conference "The Future of E-Learning in the Arab World", Nov. 29-30, 2005; see <http://www.imove-germany.de/detailseite-inland-172.html?detailid=486> .

P. Gledhill, "Latest e-Learning research in Europe Middle East and Africa", 2004, available at: <http://www.ameinfo.com/43454.html> .

R. Garrett, "The real story behind the failure of UK eUniversity", *Educause Quarterly*, 27(4), 2004, <http://net.educause.edu/ir/library/pdf/eqm0440.pdf>

"Report on GCC e-learning spending in 2004", *MADAR Research Journal*, Vol. III, Issues 1 & 2, May 2005, p. 2.

S. Carlson, (2004). "Online-education survey finds unexpectedly high enrollment growth", *The Chronicle of Higher Education*, Volume 51, Issue 14, p. A30.

S. Downes, "E-learning 2.0", *eLearn Magazine*, October 2005, retrieved February 1, 2009 <http://elearnmag.org/subpage.cfm?section=articles&article=29-1>

S. Ko & S. Rossen, *Teaching Online–A Practical Guide*, Houghton Mifflin Co., 2001

Syrian Virtual University prospectus: retrieved February 1, 2009.
<http://www.svuonline.org/sy/archive/Prospectus.pdf>

Syrian Virtual University facts and figures,
<http://www.svuonline.org/sy/eng/about/facts.asp>, retrieved February 1, 2009;
see also “Wired to a Learning Experience”, Khaleej Times, Aug. 13, 2004.

The e-TQM (electronic Total Quality Management) college was renamed the ***Hamdan Bin Mohammed e-University*** in February 2009.

The United Nations Development Program’s “Arab Human Development Report”: Building a Knowledge Society, 2003 at <http://www.undp.org> retrieved February 1, 2009.

U. Mujtaba, “E-learning/Online Education: Opportunities and Threats in the Gulf Region”, paper given at the Online Educa Berlin 2005 international conference "The Future of E-Learning in the Arab World", Nov. 29-30, 2005.

W. Laaser, “Virtual Universities for African and Arab Countries”, ***Turkish Online Journal of Distance Education-TOJDE***, July 2006, Vol. 7, Nb. 4, Article 13.

ADDITIONAL READINGS

Dubai e-Learning Declaration, January 2008:
http://www.elig.org/files/repository/web_content/elig_contents/4-Communication/2-CommunicationsandPressReleases/Dubaie-learningdeclaration.pdf

“Latest e-Learning research in Europe Middle East and Africa”,
<http://www.ameinfo.com/43454.html>

Post - Forum Report, 1st Annual Forum on Excellence in e-Learning in the Middle East 2008: http://elexforum.etqm.ae/archive2008/downloads/Forum_report.pdf

Walid A. El-Din (Course Management System Administrator at AUS, previously at UAEU), private communication. 2009)

Wolfram Laaser, "Virtual Universities for African and Arab Countries", *Turkish Online Journal of Distance Education-TOJDE*, July 2006, Vol. 7, Nb. 4, Article 13.

BIODATA and CONTACT ADDRESSES of AUTHOR

Prof. Nidhal GUESSOUM, American University of Sharjah, UAE



Prof. Nidhal GUESSOUM is an Algerian astrophysicist who received his Ph. D. from the University of California, San Diego. In addition to the extensive research he has produced in his field (gamma-ray astrophysics), he has also developed expertise in online learning and international higher education and other fields (popularization of science, the interface between science and religion, etc.). He has published about 50 papers in high-energy astrophysics, several dozen more on topics related to education, science, and religion, and he has attended over 30 international conferences, receiving many invitations as visiting professor or guest researcher, several research grants and awards. He has also published several books and conference proceedings: "The Crescent Visibility and Islamic Calendar Problem" (co-author, 2 editions), "The Story of the Universe: from Early Conceptions to the Big Bang" (co-author, 4 editions), Proceedings from an international conference on Islamic astronomy (co-editor), and "Réconcilier l'islam et la Science Moderne" (sole author).

He has also been a member of the editorial board of the *Arab Journal of Science* (1998-2003), chief editor of the quarterly publication of the Kuwaiti Chemical Society (1998-2000), a member of the editorial board of the *Algerian Scientist* bimonthly magazine (1991-1994), and a referee for a number of international astrophysics journals.

Nidhal GUESSOUM, Prof.
American University of Sharjah, UAE
Phone: +9716 51 52 512, Fax: +9716 55 85 066
Email: nguessoum@aus.edu or nguessoum@yahoo.com

CHAPTER XV

Marketing Online Learning For A Global Campus: An International Research Exploration

Jennifer A. LINDER-VANBERSCHOT
University of New Mexico, USA

Allison M. BORDEN
University of New Mexico, USA

Amy L. PAGELS
Aspen Marketing Services, USA

ABSTRACT

There is growing literature on the topic of distance learning, yet little is known about online learning relative to the cultural differences that exist in the global learning environment (Al-Harhi, 2005; Morse, 2003). This chapter attempts to fill this gap by examining literature from around the world on the topic of culture in distance learning. A new model for global online learning is proposed based on current international research and literature in this field. This model may serve to assist researchers, practitioners, course designers, instructors and even learners in collaborations to create more effective learning environments for all participants. Additionally, it provides marketers of online education with a model from which to build a marketing campaign for online universities. We hope that this paper will encourage all stakeholders of online education to engage in a dialogue on this topic, and continue to build research in this area.

INTRODUCTION

The purpose of marketing is to understand trends in the field and customer needs in a global marketplace. This is a challenge with online learning

because the field is in a constant state of development. Marketing online education programs is becoming more of a necessity as global competition increases (Yilmaz, 2005). Hence, a framework for open and distance learning is needed to provide stakeholders with the knowledge and understanding necessary to tackle communication and marketing issues in promoting online education at various levels and institutions. Although the literature on distance learning continues to grow, little is known about online learning relative to the cultural differences that exist in the global learning environment (Al-Harhi, 2005; Morse, 2003). With this chapter, we seek to address this gap by incorporating literature from around the world on the topic of culture in distance learning. Similar to Panda (2005), we approach this work with the perspective that distance learning has the ability to provide greater access to education, thus enhancing the learning opportunities provided around the world.

DEFINITIONS

Online Education

In order to include the greatest number of education contexts possible, we use the term online education interchangeably with open and distance learning, online learning and distance education. Online education is the process of helping people who are separated by time and space, choose when and where to engage in a particular act of learning, using an online medium (Levin, 2005; Visser, 2005). This includes formal and informal education beyond K-12 schools. Although for the most part, the articles we review describe courses taught at universities, it is important to mention that this distinction is no longer as clear as it used to be. For example, EuroPACE is a network of about sixty organizations around Europe, approximately forty-five of which are universities (Trinidad et al., 2000). With corporations seeing the need for ongoing learning opportunities, there has been an increase in the formation of relationships between academia and organizations.

Culture

The term “culture” is often used in academic literature to discuss law, morals, and customs that are passed down from previous generations to guide current practices in distinct societal groups. Definitions of culture depend on the context in which they are formed. For the purposes of this review, we define culture in the context of the 21st century where technology is central to daily life and use it as a descriptive term to include “thoughts, speech,

behavior, and artifacts that could be learned and transmitted from one society to another” (Palaiologou, 2007, p. 77).

Sources of Data

We applied a comprehensive approach to searching for the literature. We not only reviewed databases containing primarily “Western” or “Northern” based research articles, we also made liberal and critical use of more international sources of information, including open access journals.

One of our goals in conducting this research was to determine patterns of international research on the topic of online learning. We included articles from major research journals published primarily in the United States only if the research scope was international or if the topic is considered foundational for the field.

Search descriptors included:

e-learning, online teaching, online education, distance learning, distance teaching, marketing, culture, second language learners, non-native speakers, global online communities, international, and global.

Several of these words were entered in Spanish and in English in order to establish a deeper base for conducting the literature review. This is a purposeful sample of articles that includes research from 30 countries on six continents.

Methodologies of the Literature Reviewed

The research we examined represented a combination of quantitative, qualitative and mixed method research methodologies.

The quantitative studies tended to be about areas of the field that have been researched for several years.

Given that many aspects of online learning are still being identified, defined, and described, we were not surprised to find a larger number of qualitative research articles than quantitative articles (Canning-Wilson, 2000).

In fact, the content articles we reviewed included 20 qualitative studies, 9 quantitative studies, 5 mixed-method studies and 15 literature reviews.

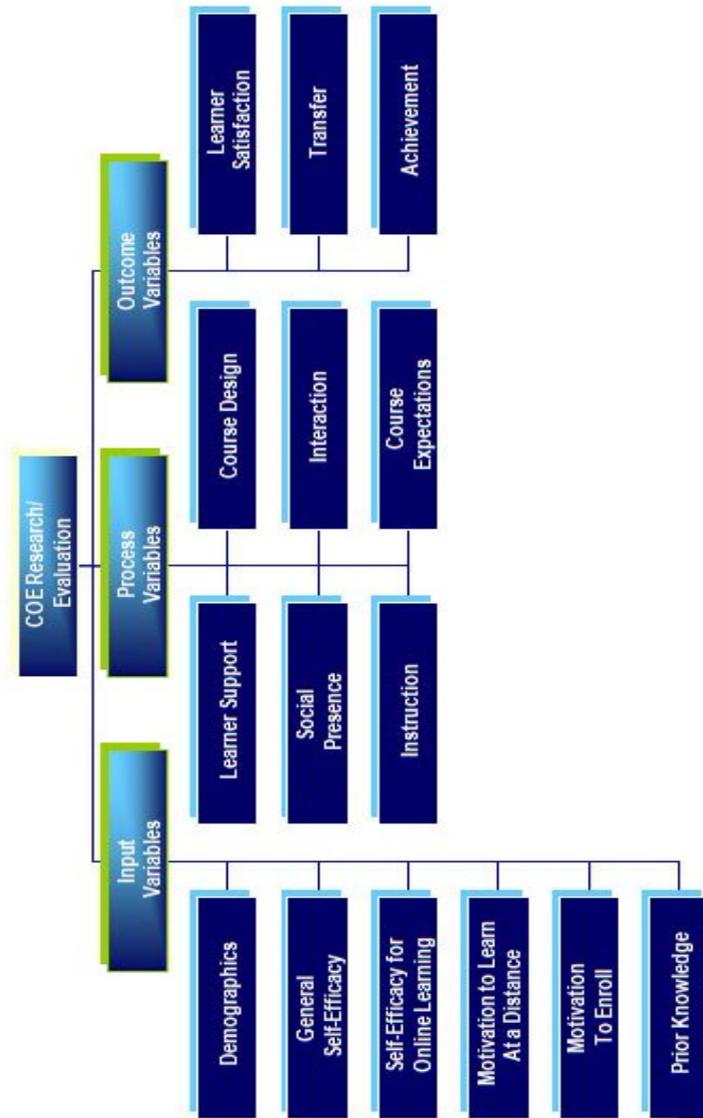


Figure: 1
 Original Model for Predicting Success in Distance Education Courses
 (Gunawardena, LaPointe, Linder-VanBerschoot, 2006)

Aspects Examined

During the initial review of the literature, a concept map was developed to outline the major themes in each article. In generating this map, patterns similar to those observed in a model that had been created for a previous research study by Gunawardena, LaPointe, and Linder and VanBerschoot (2006) were observed. Figure 1 presents the original model used to begin the search. His model was developed through reading the current literature in the field of online education in a corporate environment, but after a more careful examination, we determined it was too limiting for the scope of this chapter. First of all, the literature read for that model was not necessarily international, so it lacked a couple of factors essential in global learning environments such as language and culture.

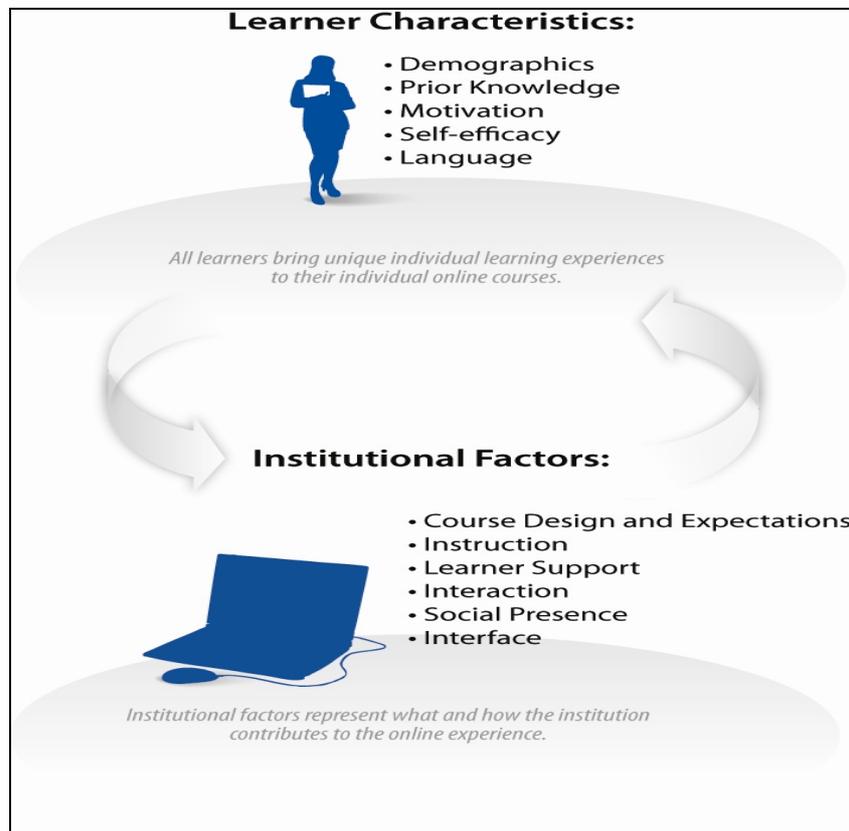


Figure: 2
Model to Frame Global Online Learning
479

Additionally, it was extremely linear (it was built for a technology company), which is not the case for international online learning. From that model, a more interactive representation of the major themes established in this literature search was developed (see Figure: 2).

We chose two major themes to define the literature review: learner characteristics and institutional factors. The learner characteristics are the unique individual experiences that students bring to their online class. Institutional factors include what and how the university contributes to the online experience.

These features are encompassed by the approach taken by the instructor, which includes culture and language, as well as resources feeding into instructional design.

Learner Characteristics

Learner characteristics include experiences that the learner brings to his/her online course, including demographics, prior knowledge, motivation, self-efficacy, and language. Tallent-Runnels et al. (2006) remind us that it is essential to consider all of these factors during course design. We recommend designing a marketing campaign based on the learner characteristics of the target audience. In this section, we present literature on each factor included in the model.

Demographics

Tallent-Runnels et al. (2006) explain that the demographics for learners in online courses are not too drastically different from those in face-to-face classes. But according to Panda (2005) for example, on average, 40% of students who enrolled in distance education courses in India were women, with 54% being from rural regions—both of these percentages are high in comparison to face-to-face classes. The Open University (one of the most populated international online universities based in the United Kingdom) consists of students from a variety of professional backgrounds, with different nationalities, living in a number of countries; this is not a common feature of most classroom based universities. With such an unpredictable learner population, instructors cannot make overarching judgments about the demographics of the students enrolled in the online course before interacting with the class (Lea & Goodfellow, 2003). The one constant in demographics around the world seems to be that online learners usually do not consist of people who are included in lower socioeconomic status or are unemployed (Theodorou, Soteriades, Kaitelidou, & Pavlakis, 2008).

In a discussion of ‘virtual identity’ Macfayden (2006) explains how ethnicity can be more confusing for learners in online environments. Online environments have the potential to reduce evidence of social status such as age, gender, religion, race, and class (Goodfellow, 2004; Macfadyen, 2006). However, in formats such as Moodle where learners can post photographs that appear next to their names, the reduction of social status may be disrupted. To minimize this disruption, some international courses encourage all participants to post images of their hobbies or interests instead of photographs of themselves (Gunawardena, Linder-VanBerschoot, LaPointe, Barrett, Mummert, Cardiff, et al., 2007). However, even hobbies may be gender specific and/or may tell what level of socio-economic achievement the learner has obtained. The best way is for participants not be judged on their image, but instead on their contribution to the class, thus establishing a discussion that is more “equitable and democratic than traditional classroom discussion” (Goodfellow, 2004, p. 384).

Online course developers must pay close attention to the issues of diversity and access, especially as online courses continue to become internationally available. Cultural experiences must be considered when designing online courses (Pan, Tsai, Tsai, Tao, & Cornell, 2003; Tallent-Runnels et al., 2006). Tallent-Runnels et al. (2006) even suggest that there be training available to orient learners and instructors to an online environment; we recommend this training include a strong cultural and diversity component. This is a different learning environment and in order to ensure success for all participants, everyone involved should clearly understand the learning expectations in a cultural context.

Morse (2003) believes that cultural background offers benefits as well as challenges in the online course. Wong (2007), for example, suggests that “cross-border learning” (p.7) causes erosion in the local community. Fortuijn (2002, p. 264) mentions how the “diversity paradox” attempts to balance diversity and commonality, while not encouraging “culturally neutral” (Wong, 2007, p. 13) information that is of little interest to any of the diverse set of learners. Although cultural and language differences need to be established, a sense of community must also be a priority so that everyone can learn from one another.

Prior Knowledge

In a quantitative study investigating 210 Jordanian English as a Foreign Language (EFL) students’ perceptions of their computer literacy, it was

established that students with less experience with computers have limited computer literacy, which thus affects their attitudes towards using the computer (Bataineh & Baniabdelrahman, 2006). It has been recommended that educational institutions organize orientation sessions for new learners to build their knowledge of the interface prior to commencing instruction via online technologies (Linder-VanBerschoot, 2008; Rasmussen, 2006).

Prior knowledge also includes knowledge of the educational system. Priebe, Ross and Lowe (2008) conducted a qualitative study of first generation Canadian college students and the challenges they face as they navigate higher education. Given the surrounding family had limited prior knowledge of university policies and procedures, first generation college students typically faced additional challenges, for which they did not have a support network available to offer them guidance. Furthermore, learners struggled with balancing school and family since they were the first person in the family to attend college and had to model the balance that is needed in order to succeed. This challenge is multiplied when a learner is the first person in the community to complete university courses, which may be the case in countries where higher education has not been easily accessible.

Although not frequently mentioned in the literature, prior knowledge of the subject matter, language of instruction and university operations are important considerations. Often, learners will enroll in a course because they are interested in the topic, which usually means they have some familiarity with the content. This does not mean they share the same understanding. On the contrary, a person's understanding is dependent on the context in which it was learned. For example, a person from Japan will have a different understanding of World War II than a person from Italy. Additionally, prior experience with the language of instruction will affect the learning experience. A deeper discussion of this topic occurs in the language section of learner characteristics.

Motivation

Motivation is closely tied to retention of knowledge (Hardré, 2003). Furthermore, there is a connection between motivation and learner satisfaction (Rasmussen, 2006). These data can be interpreted in two ways. One, learners must enter the course with the motivation necessary to learn and succeed. This intrinsic motivation will push the learner to participate in the educational experience for personal reasons. The second interpretation is that instructors are responsible for reaching the learner through motivational

strategies such as setting personal goals and learner interaction (Rasmussen, 2006). Students who are motivated and self-regulated tend to be the most successful students in online environments (Reynard, 2003; Tallent-Runnels et al., 2006). However motivation may look different in a variety of cultural contexts. For example, a motivated learner in China may not appear to be self-regulated because s/he has deep respect for the instructor and will wait for directions from him/her before beginning; whereas a motivated learner in Great Britain will frequently respond to postings and will encourage others to do the same (Goodfellow, 2004). It may be wise for the instructor of an online class to begin the course discussion with learners detailing (in words or pictures) what motivates them to learn, and how they present that motivation to others in an online environment.

Self-efficacy

Bandura (1977) includes four principal sources that can predict one's self-efficacy: performance accomplishments, vicarious experience, verbal persuasion and physiological states (p. 191). When these experiential sources are more apparent, perceived self-efficacy, or the belief that expectations of success can predict actual performance, are enhanced (Bandura, 1977).

In the case of online learning environments, learners have a predetermined, general self-efficacy regarding the material and the learning process. Additionally, self-efficacy for online learning, or the belief in one's Internet capabilities to complete a given task (Eastin & LaRose, 2000), should also be considered by instructors when designing course activities. If a learner is not confident in his/her skills, s/he is more likely to regularly contact the instructor for feedback and validation (Lanham & Zuou, 2003). In terms of international learners, belief in one's language abilities is critical. Morse (2003) mentions that language differences are an essential component of learner self-efficacy and perceptions of effectiveness. For example, Chinese learners in English-speaking classrooms tend to be more timid, especially in synchronous discussions (Tu, 2001). In fact, one learner in that context even mentioned that he wanted to find a way to decline the offer to join a chat discussion because of his fears (Tu, 2001). He had such a deep rooted fear of communicating his language skills in an online interface that he was willing to sacrifice a tremendous learning opportunity to save face.

Language

Although English is considered the most influential language in the world (Weber, 1997), there are political implications when it is the language of

instruction (Fortuijn, 2002). When English is the language of instruction in areas where it is rarely spoken, this suggests that it is the dominant language and that learners must be able to communicate using it if they want to participate in international conversations. For example, at the University of South Pacific, English is the primary language spoken in academia, although its practicality outside of the classroom is limited (Lankbeck & Mugler, 2000). This should not be common practice for all courses in the global arena. Educational institutions must take into consideration the most appropriate language of instruction of all online courses, especially given that the learner population will change from class to class. Furthermore, they should consider the most effective language to use in marketing efforts.

In countries such as India, different regions have their own dialects. Hence, language is always a factor in distance learning courses (Panda, 2005). India's Open Universities often translate the courses into up to 10 languages so that all learners, even those in rural regions, have the opportunity to learn about essential material such as food and nutrition (Panda, 2005). In the course chat rooms, Moroccan learners communicate in a variety of languages. They use English to correspond with one another and French to utter insults (French; Gunawardena, Bouachrine, Idrissi Alami, & Jayatilleke, 2006).

Writing is social and contextual, so what is considered grammatical and well-structured in one language in one particular learning context, may not be similarly considered in a different context (Goodfellow, 2005; Linder-VanBerschot, 2008). Instructors have the responsibility to use language and syntax that are not only comprehensible to new learners, but also challenging to experienced learners (Goodfellow, 2005).

The eWrite Site was developed by United Kingdom Open University (OU) for the Masters degree in Online and Distance Education program (Lea & Goodfellow, 2003). Although it was relatively individualized, with minimal contact with other students, the format encouraged "academic socialization" for learners to enhance their current understanding. Lea and Goodfellow (2003) found that not all learners understood the purpose of the chatroom, and hence, did not participate as expected. This acts as a good reminder for stakeholders to be aware of the needs of a linguistically and culturally diverse global student body when marketing and implementing online courses in a global setting.

Often times, learners order books in their native languages so that they can learn from materials written in their native languages. Websites and journal articles can be translated using online services, but these are rarely as comprehensive as reading a document in one's native language. Furthermore, when these learners speak languages that have a limited number of speakers and/or are difficult to translate, the materials are often not found in their native language (Kabeil, 2005). Thus, they are forced to order materials in their third or fourth language, which only contributes to the challenges of locating and online program and then accessing an online course.

An additional challenge that multilingual learners face in online learning environments is computers (Kabeil, 2005). Bilingual computers or computers that have keyboards and operating systems that can function in at least two languages, present several issues. For example, "Arabic is a right-to-left language where letters are connected to take different written forms depending on their position in a word" (Kabeil, 2005, p. 170). Yet Arabic numerals are read from left to right. Learners must work within this interface if they want to participate in the course. Otherwise they are forced to abandon it to learn a new format as dictated by the course expectations. The primary challenge is that they may not have the keyboard or computer software necessary to research online programs or worse yet, to meet the requirements of the course.

All of these challenges contribute to the additional time needed by non-native speakers of the language of instruction to read and respond to class dialogue. In a qualitative study of five non-native English speaking learners, Linder and VanBershot (2008) reported that learners provided several different strategies for writing and responding to posts. All of the learners shared that they either wrote messages in Microsoft Word and then copied and pasted them in the discussion posting, or posted assignments in a Microsoft Word attachment on the discussion board. One learner described her process of completing an assignment, in comparison to her native speaking peers in the class:

... last semester I knew people that would be writing their paper within one day and they can just sit down... I can't do that. I have to write my rough draft, I have to rewrite it and then I have to make sure that my final draft is revised by somebody else other than myself, because I'm that uncomfortable about writing (Linder and VanBershot, 2008, p. 98).

Language presents a challenge for international online courses, as non-native speakers do their best to be “average” (Linder-VanBerschoot, 2008, p. 157), despite the myriad of challenges they face.

KEY IDEAS FOR MARKETING TO GLOBAL E-LEARNING EDUCATORS–LEARNER CHARACTERISTICS

The learner characteristics discussed in this section are demographics, prior knowledge, motivation, self-efficacy, and language. Online marketers need to reflect on each of these learner characteristics to develop a better understanding of the consumer mindset. Helpful questions to consider might be: What and how much knowledge of your online program do potential students have – are they aware of your institution? How do they currently behave – are they actively seeking out an online university – and are you in their consideration set? Have they ever experienced an online course or is this brand new? Asking questions like these will also help you determine your position within the consumer decision making process.

Consumer decision making is a process by which the end user identifies his/her needs, collects data on numerous solutions, evaluates alternatives, and makes a decision. These actions are determined by psychological and economical factors, and are influenced by environmental factors such as cultural, linguistic, ethical and social values (Al-Khatib, Dobie, & Vitell, 1995). With an understanding of where students are at in the decision making process, marketers can formulate a comprehensive marketing plan on how to best communicate with and attract students to their online learning program.

Approaching students in a culturally acceptable way and in their native language will create a marketing campaign that is more effective in reach and reception. The degree of motivation as well as prior knowledge of the program will determine both the frequency of communication touch points and amount of detail needed to attract students to the program. For example, a student that has participated in online educational courses and is motivated to take another course will require less marketing to be attracted to enroll in a new course. Students new to online learning may require a marketing campaign including multiple touch points via various tactics.

A comprehensive understanding of learner characteristics and consumer mindset is an important part of developing a strategic marketing campaign.

There are several methods to reach a global audience. Noel-Levitz (2005) presents several methods for marketers to recruit high school students using modern technology, including blogging, chatting, sending e-newsletters, instant messaging, podcasting, offering RSS feeds, text messaging and optimizing social network sites. These methods allow for personalization of marketing efforts so that learners of different demographics, with varying motivations and levels of online self-efficacy can learn about and get interested in global online learning. However, it must be considered how these efforts will be prepared for a diverse market of learners who speak a myriad of languages and present multiple motivations for taking an online course in a global context.

Web sites are still considered to be essential methods of marketing to new students around the world, as it is typically the student's first interaction with the university. In a recent survey sent to 1,000 college-bound high school students in the United States, 74 percent of them say they use the Internet to research universities, ranking it in the top three online activities with researching school assignments and instant messaging (91 and 81 percent, respectively; Noel and Levitz, 2005). Seventy-two percent of the students surveyed said they had used college websites, with the most common interaction being submitting an inquiry form (72 percent). When asked what they would like to do, the top two responses were to use a financial aid estimator and a tuition calculator (90 and 88 percent, respectively) with completing an online application following closely behind at 86 percent. Interestingly, students overwhelmingly requested that universities put content first and flashy animation second; however this response was dependent on academic levels of the participants. These numbers were based on high-school learners in the United States, which limits the generalizability in a global market; however, these numbers provide insight for marketers who are searching to better understand the wishes of the online population.

Institutional Factors

Institutional factors include everything that the learning institution contributes to the online course, including course design and expectations, instructors and instruction, learner support, interaction, social presence, interface and evaluation. Course development and the implementation process deserve a considerable amount of attention because the learning institution greatly influences the online learning experience for global learners. Moreover, marketing agencies must have a strong understanding of

the composition of the university for which they will build a marketing campaign.

Course Design and Expectations

Sandia and Montilva (2002) suggest that online course designers apply the Instructional Systems Design (ISD) model to develop the course. Although this model may be limiting, the important point that must be captured is that all learning activities (i.e., homework, assignments, and other course components) must be clearly specified (Moore & Kearsley, 1996; Sandia & Montilva, 2002). When developing an online course at the University of the Andes, for example, organizational, technological and instructional aspects are all considered (Sandia & Montilva, 2002). This is imperative given that all three facets merge to create an ideal online learning environment.

Instructional design is an essential component to consider with global online learning environments (Panda, 2007). Wang and Reeves (2007) believe that instructional design is even more important than the technology used in the online class. In a study of high school students enrolled in an online physics course, Omari (2008) found that these students acquired negative learning perceptions when instructors applied traditional face to face methods to an online course. Instructors and course designers must be flexible and commit to a constant learning curve if they are teaching material online to a global set of learners. Furthermore, the institution, instructor and the learners agree on long-term and short-term goals (Canning-Wilson, 2000). For example, learning styles and course structure must be established (Canning-Wilson, 2000). Yet, there must be enough flexibility so that learners can adapt those goals to meet their personal needs (Lanham & Zuou, 2003). The course structure should be contained, well designed, and consistent so that learners do not get easily distracted, lose their place and, in the end, not complete the task at hand (Tallent-Runnels et al., 2006).

Course and marketing materials should be culturally appropriate for all learners (Lankbeck & Mugler, 2000). This includes colors and icons. For example, in one class taught in the United States with Chinese learners, an instructor corrected a paper using red ink. This caused the student to think he had done something very bad to upset the teacher (Tu, 2001). The instructor, in contrast, thought s/he was providing helpful feedback to encourage the intellectual growth of the learner. Similarly, it is important to consider icons because the interpretation will change from one culture to another (Lanham & Zuou, 2003).

It is also important to mention the need to assess learners' attainment of learning objectives (Aubteen, Sikorski, & Harvey, 2006). This should be embedded in the course design and clearly stated in the objectives. Testing and assessment must be considered within a cultural paradigm (Canning-Wilson, 2000); what may be appropriate in one country is not necessarily standard practice in another. All of these factors must be discussed before the initial implementation of the course (Sandia & Montilva, 2002).

Instruction

Instructors' perceptions of the successful integration of technology into education are extremely important (Albirini, 2006). Instructors around the world need to be more proficient in educational technology, and more aware of how cultural factors affect learner outcomes (Canning-Wilson, 2000; Chitanana, Makaza, & Madzima, 2008; Kim & Bonk, 2002; Lao & Gonzales, 2005; Linder-VanBerschoot, 2008). Unfortunately, there is still a population of instructors who do not understand the importance of instructional technologies in education (Zheng, 2005). This is a cause for concern given the myriad of factors that instructors have the ability to affect.

Chitanana, Makaza and Madzima (2008) conducted a descriptive study using a questionnaire sent to instructors in Zimbabwe, where universities are still being introduced to online learning. A majority of the instructors (97%) say they have the basic skills required to teach online, yet a significant number (30%) lack the confidence necessary to use the online learning platform. When the instructors were asked if they felt they would benefit from professional development for teaching online, an overwhelming 94% said yes. Panda and Mishra (2007) similarly found that online instructors in India need additional training. Even in the United States, instructors may not feel comfortable using synchronous tools with their online learners (Linder and VanBerschoot, 2008).

Aubteen et al. (2006) and Reynard (2003) recommend that instructors respond to a list of competencies when being recruited and selected. Zheng (2005) suggests that Chinese online teachers possess four macro skills, including being digitally literate, creative thinkers, multi-skilled, and facilitators of learning (p. 275). Instructors should take a course on how to teach online (Lao & Gonzales, 2005), particularly when the course is grounded in problem-based teaching pedagogy (Karlsson, 2004). McGinn and Borden (1995) add to the competencies with the suggestion that instructors be from the same community as the learners. Although this is not

always feasible in an international online course, it is important that the instructor learn about the learners' cultures and be aware of the challenges s/he may face.

As described in the section on learner characteristics, learners approach online courses differently. Learners from western cultures are typically self-directed in their approach (Reynard, 2003). In contrast, learners in the Chinese culture have an intense respect for instructors (Lanham & Zuou, 2003). Instructors in global settings must acknowledge these differences in learning behaviors and understand how they affect online behavior and interaction (Kim & Bonk, 2003). Furthermore, instructors must take responsibility to intervene and interact with the learners when cultural differences impede or obstruct learner interaction (Reynard, 2003). Students should have the opportunity to engage in real-time discussion with instructors to clarify materials and expectations (Tallent-Runnels et al., 2006). This should be considered when selecting an instructor for the online course. S/he must be accessible to all students. In fact, Reynard (2003) reminds instructors that learners should be able to contact the instructor and expect almost "immediate feedback" (p. 8). One of the most important factors to take into consideration is that instruction in international teaching is slower than in monolingual environments given technology and language factors (Fortuijn, 2002; Linder and VanBerschoot, 2008).

Learner Support

"It is important that distance educators determine the most effective means of introducing students to the online environment, supporting their assimilation to the virtual learning community and sustaining their motivation as online learners" (Motteram & Forrester, 2005, p. 284). A short lesson on styles of learning for distance education might also be helpful for students (Bozarth, Chapman, & LaMonica, 2004; Motteram & Forrester, 2005). Tallent-Runnels et al. (2006) expressed discouragement that few universities have developed policies or guidelines for online courses. Furthermore, there is limited technical support for faculty and learners (Tallent-Runnels et al., 2006).

Additional learner support is often offered in different formats. For example, the United Kingdom Open University (OU) delivers courses through an online format, but interaction between tutors and learners occurs through email or in an electronic conference (Goodfellow, 2004). This allows a mix of interfaces to provide the learner with the experience to succeed. Some

universities, such as The Universitat Oberta de Catalunya (UOC) in Spain, have tutoring sites situated around the Catalan region of the country so that learners can have face to face interaction with tutors when needed (Trindade et al., 2000). However, the learners in different countries must depend on email to communicate with instructors and tutors.

Resources can be a challenge in some rural areas. For example, in the Western Province of the Solomon Islands, students enrolled in online course do not have access to a law library in their geographic area (Lankbeck & Mugler, 2000). Furthermore, the library materials that are located on the main campus are not available in an online format. Additionally, tutors may not be available to students located on isolated islands (Lankbeck & Mugler, 2000). Learners need support in the learning process, and it is the academic institution's responsibility to arrange this feature to ensure the success of online learning. Learners who search for global online learning opportunities may be tentative about learning in an online format, so the topic of learner support should be regularly included in promotional information in order to ease the fears of potential learners.

Interaction

The designer must determine which type of interaction will be encouraged: learner-content, learner-instructor, and/or learner-learner (Ariza & Hancock, 2003; Moore & Kearsley, 1996). However, the designers cannot exclude an essential interaction—learner-interface (Hillman, Willis, & Gunawardena, 1994). Aubteen et al. (2006) consider interaction to be “an inseparable feature of DE [distance education]” (p. 115) because it has the ability to set the tone for the rest of the course. It is the belief of some instructors that, “Students learn only when their current view of knowledge is challenged, reformed and synthesized through their interaction with others” (Tallent-Runnels et al., 2006, p. 100). This interaction component must be embedded in all activities and learning processes. LaPointe and Gunawardena (2004) found that students who interact frequently are more likely to be satisfied with the course. If learners do not communicate with one another, they may resort to a static state and become disinterested (Reynard, 2003).

Bao (2006) interviewed English as Second Language (ESL) students who said that the computers played a significant role in their lives. The two learners who were interviewed had very different outcomes due to

the online learning experience. One learner found that the casual interaction that occurred between learners did not help him improve his grammar because he perceived that nobody really cared how he wrote. The second learner had a different experience, mentioning that she was able to communicate (written and oral) better because of her interactions online. Admittedly, this is a very small sample, but indicative of how individuals participating in a small course have different perceptions.

Learners with intermediate or advanced skills in the language of instruction will be more likely to interact with the content and with other learners, thus enhancing their learning experience (Ariza & Hancock, 2003). Learners who are not native speakers of the language of instruction may even enhance their conversation skills through synchronous tools such as chat and synchronous discussions (Tudini, 2003). Chat tools, for example, are facilitating the development of short forms of native languages. Gunawardena, Bouachrine, Idrissi Alami, and Jayatilleke (2006) found that learners in Morocco often used Moroccan Arabic expressions in Latin script to enhance their presence in the online classroom. In Sri Lanka, learners often wrote their native language (Sinhala or Tami) using the English alphabet when chatting (Gunawardena, et al., 2006). These are important considerations when building an interactive marketing plan that may consist of offering chatrooms to respond to questions or sending text messages personally to students who have previously expressed interest. Learners from diverse cultures will have unique responses to a discussion. For example, Chinese students are more likely to respond to a pleasant posting (Tu, 2001). Al-Harhi (2005) provided a different example of a female Arab-Gulf student in an online course who would log off of the chat feature when a male logged on because she did not want to cause shame for her husband. Examples like this should make instructional designers and marketers consider educational classes that are highly individualized.

All learners must be aware of cultural factors that affect interaction, especially in terms of access. Ssewanyana and Busler (2007) highlight the disparity between Internet users depending on their location. There are 410 million Internet users in the United States, the European Union and Asia; in contrast to 129 million living in developing countries. Learners in rural regions of South Africa (not to mention the greater continent) have to wait in long lines just to have access to the Internet; once in, connecting to the online

course takes additional time (Langmia, 2006). Because there are so few phone lines, this challenge is ongoing and there are few signs of possible improvements in the immediate future. Goodfellow (2004) provides an example of how challenges with connectivity subsequently affect learner interaction. In his online class, a British native-English speaking male frequently “nagged” other learners to post more and “lurk” less (p. 392). A non-English native speaker from Austria considered him to be “dominating” (p. 392) and felt guilty because she was not able to meet his expectations. This conflict continued to present itself throughout the semester and impeded future interaction within the group. Furthermore, such conflicts have the potential to decrease future enrollment.

Social Presence

Once the course has begun, a tutor, mentor or teaching assistant may be helpful in guiding novice learners (Gunawardena et al., 2007; Motteram & Forrester, 2005). A person in this position would provide rapid feedback, as well as facilitate a supportive learning environment. Motteram and Forrester (2005) found that a variety of learners requested activities which encouraged social presence. Social presence can be described as the degree to which a learner does not feel alone (Gunawardena & Zittle, 1997). For example, one learner in Motteram and Forrester’s (2005) study suggested that all members of the learning community post pictures so that s/he could associate the face with the name and the viewpoint. As described earlier, this may not be the preferred method since some learners may want to remain demographically anonymous. The type of social interaction may depend on the culture and gender for which the course is designed. In one culture it may be highly desirable—in a different culture it may be the best means of communication is only through the instructor or teaching assistant.

Lehman (2006) suggests that emotion plays a role in creating presence in a distance education classroom. During voice-chat sessions with Taiwanese teaching assistants and Chinese learners, LaPointe, Greysen and Barrett (2004) encountered numerous expressive emoticons that enhanced the presence in the classroom. For example “@@” and “^_^” were used to greet other learners and create a warmer learning environment (LaPointe, Greysen, & Barrett, 2004). In the future, videoconferencing may be more commonly utilized to increase the presence of all participants in the online course (Sandia & Montilva, 2002). With videoconferencing, emoticons would no longer be necessary since the participants would have the ability to see others’ reactions in real time.

However, videoconferencing requires a large bandwidth, which will further isolate learners without access to good Internet connections.

One component of the instructor's job is to enhance confidence and learner motivation while in the course, especially in terms of using the technology (Canning-Wilson, 2000). This means that the instructor must incorporate his/her personality into the class (Canning-Wilson, 2000), but at the same time, the instructor can not take it upon him/herself to push his/her beliefs or cultural experiences. In fact, this type of behavior should be avoided by all participants (Canning-Wilson, 2000); especially since the instructor does not necessarily have a central role, but instead a facilitative role. In this case, all participants have the responsibility of establishing their presence in the classroom (Rourke, Anderson, Garrison, & Archer, 1999). When marketing global online programs to potential faculty, the role of social presence should be discussed so they know what to expect. Similarly, learners will want to know to what extent they will feel connected to their online classmates.

Interface

"Education feeds technology, which in turn forms the basis for education" (Fodje, 1999, p. 1). Given that a majority, if not all, of the information passed between learners and instructors is transferred electronically, the technology interface is an important component of online learning (Aubteen et al., 2006). Course designers and marketing specialists must especially consider computer accessibility in the country where the learners are located.

Goodfellow (2004) included a reflection from a learner from Hong Kong who was concerned that she did not have as much information posted as other learners because the Internet connection was so slow where she lived and she did not have additional time to gather information to construct her paper. Motterm and Forrester (2005) similarly studied a diverse population from Manchester University. One student mentioned the frustrations with the limitations in the local Internet connection. He was in Africa and had to log onto the computer up to 10 times in 30 minutes. These situations demonstrate how initial enthusiasm for learning can be overrun by limitations in technology (Motteram & Forrester, 2005).

Albirini (2008) provides an additional example of cultural perceptions of technology in developing countries where the Internet is often used as an entertainment tool. When learners choose to take an online course, they are faced by the challenge of expressing to others the change in approach

necessary in order to participate in a formal learning environment. Learners in politically unstable countries face an additional obstacle in that websites are banned and online activity is policed—this causes them to be more cautious when posting online and likely to leave a course if they do not want to be involved in politically charged conversations.

In an asynchronous discussion, learners have more time to comprehend the postings and then to prepare their thoughts, thus improving depth and quality of their responses (Linder-VanBerschoot, 2008; Tallent-Runnels et al., 2006). Additional time is especially significant for international classrooms in which not everyone speaks the same first language. With a synchronous interface, interactions between learners can be recorded (Tallent-Runnels et al., 2006). Recordings of real-time conversations are particularly useful for learners who speak a second language and want to listen to a discussion a second or third time in order to understand all the details of the conversation. Learners may also use bilingual tools to assist in translation of documents (Kabeil, 2005).

Sandia and Montilva (2002) list several characteristics to ensure a quality interface design—these are important considerations when building a marketing campaign. First the course should be visually attractive. Additionally, the interface should encourage flexible and authentic interaction. All of these characteristics should enhance the essential level of teaching necessarily to meet the educational goals (Sandia & Montilva, 2002). Furthermore, the different multimedia forms should compliment each other (Trindade et al., 2000).

Course Evaluation

Before the course is implemented, it is suggested that a trial run of the course be piloted, followed by reflection and evaluation (Canning-Wilson, 2000). A pilot test provides the educational institution with the opportunity to improve the course before being implemented. This will build credibility before sharing the interface and instructional techniques with the learners.

Regular evaluation and reflection are necessary components of a dynamic online course (Tallent-Runnels et al., 2006; Trindade et al., 2000) and provide the data necessary to develop a marketing strategy that responds to the audience's needs (Noel-Levitz, 2007). The instructor and designer must be willing to improve the course each time it is taught in order to make it the best course possible and prevent from it becoming static (Reynard, 2003). Panda (2005) suggests that because of the dynamic nature of online classes,

more socially oriented topics such as human rights, HIV awareness, environmental studies should be incorporated and updated each semester.

Canning-Wilson (2000) recommends a format to evaluate an online course. First, one should begin with the course layout and then continue to the organization of modules and learning units within the course. Afterwards, consider how instructional content is presented and practiced so that it can be learned. Canning-Wilson (2000) also reminds the evaluator to review the timing of units and material. For example, it would be inappropriate to have a “devout Muslim student listening to a talk by an atheist during the holy month of Ramadan” (p. 6). Since the student population changes each time the course is offered, learner assessment and timing must be considered each semester.

In evaluating an online course, it is essential that the evaluation process be placed in the context of the time and place in which it is taught. What may be considered a best practice in one culture at the implementation stage may no longer be applicable after ten years of online courses at the same university (Trindade et al., 2000). Again, a dynamic course will be adapted to learner needs each time the course begins.

KEY IDEAS FOR MARKETING TO GLOBAL E-LEARNING EDUCATORS–INSTITUTIONAL FACTORS

How do you want your online educational program to be perceived by potential learners? What will the “personality” of this program be? These are important questions to be aware of when developing your institutional features because the culmination of course design, instruction, learner support, social presence, and interface will determine not only how your program should be designed but how learners will perceive it. Potential learners will want to understand varying levels within each of these areas before making a commitment to join your program.

What will make your institution or online educational program stand apart from the rest of the competition? Why would a potential learner or educator choose to join your institution over any other? When defining your program’s institutional features, start with a knowledgeable understanding of what your competitive landscape is. Define what competitors are doing within their online education program and evaluate whether or not it could work for you. List areas of opportunity where you see space to offer a

particular product or service that no one else is providing. Identify a need that your program fills that may be neglected or overlooked in current online programs. These features and benefits will serve as reasons to believe your promotional idea as part of a strategic marketing campaign.

Potential learners want to know what an online learning experience looks like, what interface is used and how the course is designed. They will want to know the instructor's teaching approach. Students who carry some fear of online learning may be especially interested in learner support. When marketing global online education programs to students who have not previously taken online courses, these are all important topics to include in the materials. In terms of methods, it is recommended that marketing efforts match the level of interaction offered in the courses. For example, if there is a high level of synchronous interaction in courses, the marketing technique might include a live chat or even text messaging once students express interest. However, if the courses focus more on asynchronous communication, e-newsletters, podcasting and RSS feeds may be more appropriate.

Potential faculty may want to know levels of interaction and expectations of social presence. Although this chapter focuses primarily on marketing online education to students, it is equally important to find instructors who are interested in working in a global online climate. Thus, it would be important to pique the curiosity of these individuals through advertising in scholarly publications or websites such as higheredjobs.com. Evaluation of online courses and programs are imperative for marketing purposes—the findings from the evaluations will help inform the marketing focus and design. Instructors and marketers need to collaborate to build questions that will serve the needs of both areas. For potential students and faculty alike, search engine optimization is one method that can be used to optimize the ranking in a search engine result list. Through editing a website's structure, content, code, links, and title and meta tags, the search engines recognize the webpage and push it to the top of the ranking. This means when a potential student or faculty member searches "interactive online colleges," the target university would appear at the top of the list.

All marketing approaches should consider the importance of cultural factors when building a marketing plan. Leonardi (2002) conducted a study with 40 participants who previewed the websites of two phone companies—AT&T in the United States, and Telefónica in several Spanish-speaking countries. He

found that bilingual (English/Spanish) speakers often preferred the Telefónica site because of the collective approach to the marketing in which more than one person was included in the pictures, in contrast to the pictures on the AT&T website where people were always by themselves talking on the phone. Although not conducted in an online classroom, this is an example of how pictures and symbols can be adapted to market to diverse audiences.

Discussion of Framework

Although Murchú (2004) closed his paper without any significant findings that culture affects learner outcomes, the literature presented in this chapter contradicts that statement, concluding culture and language should be primary concerns when developing and marketing an online program in a global learning context. “Lessons are not delivered in a vacuum but within specific technologies and within specific communities that are constantly changing and evolving” (Tallent-Runnels et al., 2006, p. 112).

There is not agreement on whether or not demographics of online environments are different from face to face classrooms. Regardless of the varying demographics of learners enrolled in each course, learners will have varied levels of prior knowledge in terms of technology, content and language. Students who are highly motivated tend to perform better, however motivation is represented uniquely in each culture.

Learner self-efficacy and online self-efficacy are also important considerations. Language is especially significant when working with an international group of learners. The largest amount of information was presented for demographics and language since culture was at the core of this literature review.

There are several barriers to online learning that can frighten away learners and professors alike. Institutional factors that must be considered include course design, instruction, learner support, interaction, social presence, interface and evaluation. Important elements in course design include learner goals and culturally appropriate course materials.

Instructors must facilitate learning in the online course, allowing individuals the intellectual space they need to learn. Learner support is essential, and must be provided regardless of the geographical location of the learners. Interaction and social presence are also crucial elements due to the online interface.

CONCLUSION

Learner characteristics and institutional factors are fundamentals necessary to consider when developing a strategic marketing plan. Understanding all areas of learner characteristics will help to define who your customer or potential learner really is. Getting deeper than just basic demographic knowledge and understanding their cultural background as well as prior knowledge, motivation, and self-efficacy will give you a complete picture in defining the consumer mindset and where they are at in the consumer decision making process.

Once you understand your consumer target, use these findings to develop the institutional features. This area includes: course design, instruction, learner support, social presence, and interface. Each of these areas will build into your brand or institution personality. The numerous features will interact to offer unique characteristics that will stand out from the competition and provide the institution with a competitive advantage. Blending consumer insight, institution (brand) insight, and competitive insights together will provide the institution with a strategic launch pad to develop future marketing campaigns. The constant challenge is to consider all of these areas using a cultural lens; this should always serve as a framework when evaluating any marketing campaign.

Globalization of online learning has advantages in combining cultures and languages in learning environments. Furthermore, when learners have access to computers and the Internet, international universities provide access to courses that were previously limited to the country in which they were developed. On the other hand, there are issues involved in globalization of e-learning. McLuhan (1962) describes a global village as one effect mass media has on international cultures and expresses concern that by placing too much emphasis on achieving an idealistic unification, we may lose authenticity in communication. Wong (2007) explores issues of globalization in online learning from a Hong Kong perspective and concludes that Hong Kong is at risk of being lost in “cultural imperialism” (p. 1). He includes suggestions such as adapting course material to the learner’s culture, which may include translating the course to the language of the learner. Considering the concerns of these authors, a question for future research and exploration might be: How can a global online campus be fostered without minimizing the richness of the culture that each student brings to the learning experience?

“What the world needs today is not talent in producing new technologies but talent in understanding the impact of technology on the society and individuals” (Fodje, 1999, p. 1). The intention of this review of international research was to raise the consciousness of researchers, designers, instructors, service providers, and university administrators of the global trends in the field so that they may market, analyze, and adapt online learning for a variety of cultures. The information in this chapter provides best practices for developing and marketing global online learning environments. We are proposing a new model for global online learning based on the current international research and literature in this field. This model should assist stakeholders as they collaborate to create and market a more effective learning environment for all participants.

Authors note

The authors would like to thank Sean Lemons for developing the illustration of the model.

REFERENCES

Al-Harhi, A. S. (2005). Distance higher education experiences of Arab Gulf students in the United States: A cultural perspective [Electronic Version]. *The International Review of Research in Open and Distance Learning*, 6. Retrieved February 15, 2007 from <http://www.irrodl.org/index.php/irrodl/article/view/263/406>.

Al-Khatib, J. A., Dobie, K., & Vitell, S. J. (1995). Consumer ethics in developing countries: An empirical investigation. In N. Delener (Ed.) *Ethical issues in international marketing* (pp. 87-110). Binghamton, NY: International Business Press.

Albirini, A. (2006). Cultural perceptions: The missing element in the implementation of ICT in developing countries [Electronic Version]. *International Journal of Education and Development using ICT*, 2. Retrieved February 15, 2007 from <http://ijedict.dec.uwi.edu/viewarticle.php?id=146&layout=html>.

Albirini, A. (2008). The Internet in developing countries: A medium of economic, cultural and political domination [Electronic Version]. *International Journal of Education and Development using ICT*, 4.

Retrieved July 11, 2008 from

<http://ijedict.dec.uwi.edu/viewarticle.php?id=360&layout=html>.

Ariza, E. N., & , & Hancock, S. (2003). Second language acquisition theories as a framework for creating distance learning courses [Electronic Version]. *International Review of Research in Open and Distance Learning*, 4.

Retrieved February 15, 2007 from

<http://www.irrodl.org/index.php/irrodl/article/view/142/710>.

Aubteen, D. A., Sikorski, E., & , & Harvey, R. B. (2006). Validated competencies for distance teaching. *Distance Education*, 27(1), 105-122.

Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84(2), 191-215.

Bao, H. (2006). "Computer means/changes my life": ESL students and computer-mediated technology [Electronic Version]. *Electronic Magazine of Multicultural Education*, 8, 1-9. Retrieved February 15, 2007 from

<http://www.eastern.edu/publications/emme/2006spring/bao.pdf>.

Bataineh, R. F., & Baniabdelrahman, A. A. (2006). Jordanian EFL students' perceptions of their computer literacy: An exploratory case study [Electronic Version]. *International Journal of Education and Development using ICT*, 2. Retrieved February 15, 2007 from

<http://ijedict.dec.uwi.edu/viewarticle.php?id=169&layout=html>.

Bozarth, J., Chapman, D. D., & , & LaMonica, L. (2004). Preparing for distance learning: An online student orientation course. *Educational Technology & Society*, 7(1), 87-106.

Canning-Wilson, C. (2000). E-Learning, E-Teaching, E-Assessment; Aspects of Course Design for On-Line Web Based Courses Used with EFL/ESL Learners. (Publication no. ERIC Document Reproduction Service No. ED449788).

Chitanana, L., Makaza, D., & Madzima, K. (2008). The current state of e-learning at universities in Zimbabwe: Opportunities and challenges [Electronic Version]. *International Journal of Education and Development using ICT*, 4. Retrieved July 11, 2008, available from

<http://ijedict.dec.uwi.edu/viewarticle.php?id=450&layout=html>.

Eastin, M. S., & LaRose, R. (2000). Internet self-efficacy and the psychology of the digital divide [Electronic Version]. *Journal of Computer-Mediated Communication*, 6. Retrieved May 8, 2007, available from <http://jcmc.indiana.edu/vol6/issue1/eastin.html>.

Fodje, M. N. (1999). The Impact of technology to education in developing countries. Paper presented at the International Conference for Technology in Education, available from http://www.ictc.org/T99_Library/T99_194.PDF.

Fortuijn, J. D. (2002). Internationalising learning and teaching: a European experience. *Journal of Geography in Higher Education*, 26(3), 263-273.

Goodfellow, R. (2004). Online literacies and learning: Operational, cultural and critical dimensions. *Language & Education*, 18(5), 379-399.

Goodfellow, R. (2005). Academic literacies and e-Learning: integrating writing support into online teaching and learning. Paper presented at the European Association of Teachers of Academic Writing Conference. Retrieved April 2, 2007, available from <http://iet.open.ac.uk/pp/r.goodfellow/EATAW2005%5CPaper2.htm>.

Gunawardena, C. N., Bouachrine, F., Idrissi Alami, A., & Jayatilleke, G. (2006). Cultural Perspectives on Social Presence: A Study of Online Chatting in Morocco and Sri Lanka. Paper presented at the American Educational Research Association.

Gunawardena, C. N., LaPointe, D. K., & VanBerschot, J. A. L. (2006). Research Report of a Multimethod Inferential and Naturalistic Research of College of Engineering Quest to Create a Learning Organization within FSM. Albuquerque, NM: Intel.

Gunawardena, C. N., Linder-VanBerschot, J. A., LaPointe, D. K., Barrett, K. A., Mummert, J., Cardiff, M. S., et al. (2007). Learning transformations through cross-cultural e-mentoring: Perspectives from an online faculty development forum. Paper presented at the Seventh International Transformative Learning Conference.

Gunawardena, C. N., & Zittle, F. N. (1997). Social presence as a predictor of satisfaction within a computer-mediated conferencing environment. *The American Journal of Distance Education*, 11(3), 8-26.

Hardré, P. L. (2003). Beyond two decades of motivation: A review of the research and practice in instructional design and human performance technology. *Human Resource Development Review*, 2(1), 54-81.

Hillman, D. C., Willis, D., & Gunawardena, C. N. (1994). Learner-interface interaction in distance education: An extension of contemporary models and strategies for practitioners. *The American Journal of Distance Education*, 8(2), 30-42.

Kabeil, M. M. (2005). Perceived requirements of MIS curriculum implementation in bilingual developing countries [Electronic Version]. *Journal of Information Technology Education*, 4. Retrieved February 25, 2007, available from <http://jite.org/documents/Vol4/v4p167-88Kabeil11.pdf>.

Karlsson, G. (2004). Distance courses in mechanics and in distance instructor training [Electronic Version]. *European Journal of Engineering Education*, 29, 41-51.

Kim, K. J., & Bonk, C. J. (2002). Cross-cultural comparisons of online collaboration [Electronic Version]. *Journal of Computer-Mediated Communication*, 8. Retrieved July 11, 2008, available from <http://jcmc.indiana.edu/vol8/issue1/kimandbonk.html#Abstract>.

Langmia, K. (2006). The role of ICT in the economic development of Africa: The case of South Africa [Electronic Version]. *International Journal of Education and Development using ICT* 2. Retrieved February 15, 2007, available from <http://ijedict.dec.uwi.edu/viewarticle.php?id=200&layout=html>.

Lanham, E., & Zuou, W. (2003). Cultural issues in online learning: Is blended learning a possible solution? *International Journal of Computer Processing of Oriental Languages*, 16(4), 275-292.

Lankbeck, R., & Mugler, F. (2000). Distance learners of the South Pacific: Study strategies, learning conditions, and consequences for course design [Electronic Version]. *Journal of Distance Education*. Retrieved February 25, 2007, available from <http://cade.athabasca.ca/vol15.1/landbeck.html>.

Lao, T., & , & Gonzales, C. (2005). Understanding online learning through a qualitative description of professors and students' experiences. *Journal of Technology and Teacher Education*, 13(3), 459-474.

LaPointe, D. K., & , & Gunawardena, C. N. (2004). Developing, Testing and Refining of a Model to Understand the Relationship Between Peer Interaction and Learning Outcomes in Computer-Mediated Conferencing. *Distance Education*, 25(1), 83-106.

LaPointe, D. K., Greysen, K. B., & , & Barrett, K. A. (2004). Speak2Me: Using synchronous audio for ESL teaching in Taiwan [Electronic Version]. *The International Review of Research in Open and Distance Learning-IRRODL*, 5. Retrieved February 15, 2007, available from <http://www.irrodl.org/index.php/irrodl/article/view/166/386>.

Lea, M., & , & Goodfellow, R. (2003). Supporting academic writing in a global online environment. Paper presented at the European Association of Teachers of Academic Writing, Budapest, Hungary.

Lehman, R. (2006). The role of emotion in creating instructor and learner presence in the distance education experience [Electronic Version]. *Journal of Cognitive Affective Learning*, 2. Retrieved February 25, 2007, available from <http://www.jcal.emory.edu/viewarticle.php?id=45&layout=html>.

Leonardi, P. M. (2002). Cultural variability in web interface design: Communicating U.S. Hispanic cultural values on the Internet. Paper presented at the Cultural Attitudes Towards Communication and Technology, Montréal, Canada.

Linder-VanBerschoot, J. A. (2008). An exploration of communication conventions used by non-native learners in asynchronous online courses. Unpublished dissertation, University of New Mexico, Albuquerque, New Mexico.

Macfadyen, L. P. (2006). Virtual ethnicity: The new digitization of place, body, language, and memory [Electronic Version]. *Electronic Magazine of Multicultural Education*, 8. Retrieved February 15, 2007, available from <http://www.eastern.edu/publications/emme/2006spring/macfayden.html>.

McGinn, N. F., & Borden, A. M. (1995). *Framing questions, constructing answers: Linking research with education policy for developing countries*. Harvard: Harvard Studies in International Development.

McLuhan, M. (1962). *The Gutenberg galaxy*. London: Routledge & Kegan Paul.

Moore, M. G., & Kearsley, G. (1996). *Distance Education: A Systems View*. Belmont, CA: Wadsworth Publishing Company.

Morse, K. (2003). Does one size fit all? Exploring asynchronous learning in a multicultural environment [Electronic Version]. *Journal of Asynchronous Learning Networks*, 7. Retrieved March 23, 2007, available from http://www.aln.org/publications/jaln/v7n1/pdf/v7n1_morse.pdf.

Motteram, G., & Forrester, G. (2005). Becoming an online distance learner: What can be learned from students' experiences of induction to distance programmes? *Distance Education*, 26, 281-298 Retrieved April 2, 2007, available from <http://www.elrc.ac.uk/docs/GaryMotteram030604.pdf>.

Murchú, D. Ó., & Sorensen, E. K. (2004). Online master communities of practice: Collaborative learning in an intercultural perspective [Electronic Version]. *European Journal of Open, Distance and E-learning*, 1. Retrieved February 15, 2007, available from http://www.eurodl.org/materials/contrib/2004/Identifying_COPs.html.

Noel-Levitz. (2005). Navigating toward e-recruitment: Ten revelations about interacting with college-bound high school students. Retrieved July 22, 2008, available from https://www.noellevitz.com/NR/rdonlyres/B161BA60-E3C9-425C-9964-FB1026D68AC3/0/EEXPECTATIONS_paper_0705.pdf

Noel-Levitz. (2007). Technology in marketing and recruitment: Noel-Levitz resource document for comprehensive web/e-communications integration into marketing recruitment. Retrieved July 22, 2008, from <https://www.noellevitz.com/NR/rdonlyres/A763CD97-E720-4432-AE64-EA1CEE6A86C2/0/TechnologyinMarketingandRecruitment.pdf>

Omari, A. (2008). Jordanian physics students' utilization of online instruction and their attitudes towards it [Electronic Version]. *International Journal of Education and Development using ICT*, 4. Retrieved July 11, 2008, available from <http://ijedict.dec.uwi.edu/viewarticle.php?id=448&layout=html>.

Palaiologou, N. (2007). Intercultural dimensions in the information society: Reflections on designing and developing culturally-oriented learning. In A. Edmundson (Ed.), *Globalized e-learning cultural challenges*. (pp. 74-88). Hershey, PA: Information Science Publishing.

Pan, C.-C., Tsai, M.-H., Tsai, P.-Y., Tao, Y., & Cornell, R. (2003). Technology's impact: Symbiotic or asymbiotic impact on differing cultures? *Educational Media International*, 40(3/4), 319-330.

Panda, S., & Mishra, S. (2007). E-learning in a mega open university: Faculty attitude, barriers and motivation. *Educational Media International*, 44(4), 323-338.

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

Priebe, L. C., Ross, T. L., & Low, K. W. (2008). Exploring the role of distance education in fostering equitable university access for first generation students: A phenomenological survey [Electronic Version]. *International Review of Research in Open and Distance Learning-IRRODL*, 9. Retrieved July 11, 2008 from <http://www.irrodl.org/index.php/irrodl/article/view/452/997>.

Rasmussen, K. L., Nichols, J. C., & Ferguson, F. . (2006). It's a new world: Multiculturalism in a virtual environment. *Distance Education*. 27(2), 265-278.

Reynard, R. (2003). Using the Internet as an instructional tool: ESL distance learning. Paper presented at the Proceedings of the Annual Mid-South Instructional Technology Conference, USA.

Rourke, L., Anderson, T., Garrison, D. R., & Archer, W. (1999). Assessing Social Presence in Asynchronous Text-Based Computer Conferencing. *Journal of Distance Education*, 14(2), 16.

Sandia, B. E., & Montilva, J. C. (2002). Los estudios interactivos a distancia en la Universidad de Los Andes [Electronic Version]. *Educacion y Nuevas Tecnologias*, 40-47. Retrieved March 4, 2007, available from http://www.saber.ula.ve/db/ssaber/Edocs/papers/ingenieria/sandia_beatriz/10_estudios_interactivos.pdf.

Ssewanyana, J., & Busler, M. (2007). Adoption and usage of ICT in developing countries: Case of Ugandan firms [Electronic Version]. *International Journal of Education and Development using ICT*, 3, 49-59. Retrieved July 25, 2008, available from <http://ijedict.dec.uwi.edu/viewarticle.php?id=349&layout=html>.

Tallent-Runnels, M. K., Thomas, J. A., Lan, W. Y., Cooper, S., Ahern, T. C., Shaw, S. M., & et al. (2006). Teaching courses online: A review of the research. *Review of Educational Research*, 76(1), 93-135.

Theodorou, M. M., Soteriades, E. S., Kaitelidou, D., & Pavlakis, A. (2008). Open distance learning in Cyprus: A population-based survey [Electronic Version]. *European Journal of Open, Distance and E-learning*. Retrieved July 11, 2008 from http://www.eurodl.org/materials/contrib/2008/Pavlakis_Kaitelidou_Soteriades_Theodorou.htm.

Trindade, A. R., Carmo, H., & , & Bidarra, J. (2000). Current developments and best practice in open and distance learning [Electronic Version]. *The International Review of Research in Open and Distance Learning-IRRODL*, 1. Retrieved February 15, 2007, available from <http://www.irrodl.org/index.php/irrodl/article/view/7/342>.

Tu, C.-H. (2001). How Chinese Perceive Social Presence: An Examination of Interaction in Online Learning Environment. *Educational Media International*, 38(1), 45-60.

Tudini, V. (2003). Using Native Speakers in Chat. *Language Learning & Technology*, 7 (3), 141-159.

Visser, J. (2005). *The long and short of distance education: Trends and issues from a planetary human development perspective*. In Y. L.

Visser, L. Visser, M. Simonson & R. Amirault (Eds.), *Trends and issues in distance education: International perspectives* (Vol. Perspectives in

Instructional Technology and Distance Education, pp. 35-50). Greenwich, CT: Information Age Publishing.

Wang, C. M., & Reeves, T. C. (2007). Synchronous online learning experiences: The perspectives of international students from Taiwan. *Educational Media International*, 44(4), 339-356.

Weber, G. (1997). Top languages: The world's 10 most influential languages [Electronic Version]. *Language Today*, 2. Retrieved December 7, 2007, available from <http://www.andaman.org/BOOK/reprints/weber/rep-weber.htm>.

Wong, A. L. (2007). Cross-cultural delivery of e-learning programmes: Perspectives from Hong Kong [Electronic Version]. *International Review of Research in Open and Distance Learning-IRRODL*, 8. Retrieved July 11, 2008, available from <http://www.irrodl.org/index.php/irrodl/article/view/426/954>.

Yilmaz, R. A. (2005). Using of marketing communication for distance education institutions [Electronic Version]. *Turkish Online Journal of Distance Education-TOJDE*, 6, 8-15. Retrieved April 22, 2008, available from <http://tojde.anadolu.edu.tr/tojde18/index.htm>.

Zheng, T. (2005). Designing on-line Chinese language courses: New roles for educators [Electronic Version]. *Journal of Information Technology Education*, 4. Retrieved February 25, 2007, available from <http://jite.org/documents/Vol4/v4p275-285Zheng2.pdf>.

ADDITIONAL READINGS

Delener, N. (Ed.). (1995). *Ethical issues in international marketing*. Binghamton, NY: International Business Press.

Edmundson, A. (Ed.). (2007). *Globalized e-learning cultural challenges*. Hershey, PA: Information Science Publishing.

Grossnickle, J., & Raskin, O. (2001). *The handbook of online marketing research: Knowing your customer using the net*. New York City: McGraw-Hill Professional.

Hatzipanagos, S., & Warburton, S. (2009). *Handbook of research on social software and developing community ontologies*. Hershey, PA: Information Science Reference.

Noel-Levitz. (2009). Papers and Reports. Retrieved January 14, 2009, from <https://www.noellevitz.com/Papers+and+Research/Papers+and+Reports/Overview.htm>

Visser, Y. L., Visser, L., Simonson, M., & Amirault, R. (Eds.). (2005). *Trends and issues in distance education: International perspectives*. Greenwich, CT: Information Age Publishing.

BIODATA and CONTACT ADDRESSES of AUTHOR

Dr. Jennifer A. LINDER-VANBERSCHOT,
University of New Mexico, USA



Dr. Jennifer A. LINDER-VANBERSCHOT is faculty at the University of Colorado Denver and the University of Phoenix and a Learning and Development Specialist at Northrop Grumman. Previous to this work, she was a high school Spanish teacher. Dr. Linder-VanBerschot's research interests include online education, culture and language in online environments, mentoring and instructional design.

Dr. Jennifer A. Linder-VanBerschot
Learning and Development Specialist
2757 W. 46th Ave
Denver, CO 80211
United States of America
Telephone: 303-989-2391
Email: jalv3nm@yahoo.com

Dr. Allison M. Borden, University of New Mexico, USA



Allison M. BORDEN is an Assistant Professor of Educational Leadership in the College of Education at the University of New Mexico. During the 25 years prior to her work in higher education, she served as a K-12 teacher and school principal in the United States and Honduras. Dr. Borden has consulted on education reform projects and conducted research on school principal preparation and professional development in Honduras, El Salvador, Guatemala, Paraguay, and the

United States.

Dr. Allison M. Borden
Assistant Professor of Educational Leadership
390 Hokona Hall MSCO5 3040
1 University of New Mexico
Albuquerque, New Mexico 87131-1231
United States of America
Telephone: 505-277-1285
Fax: 505-277-5553
E-mail: aborden@unm.edu

Amy L. PAGELS, Aspen Marketing Services, USA



Amy L. PAGELS is an account director at Chicago-based Aspen Marketing Services. She has developed and lead marketing campaigns for global brands such as McDonald's, Coca-Cola, and General Mills. She has experience in global brand management, interactive/digital marketing, direct mail, retail merchandising, special events, mobile marketing, cause marketing, licensing, and consumer product

development.

Amy L. Pagels
Account Director
1240 North Avenue, West Chicago, IL 60185USA
Telephone: 630-562-5539
Email: amy.pagels@gmail.com

CHAPTER XVI

Moving Beyond The Pentagon to the Octagon: Distance Education in Times of Globalisation

M. RAJESH

Indira Gandhi National Open University, INDIA

ABSTRACT

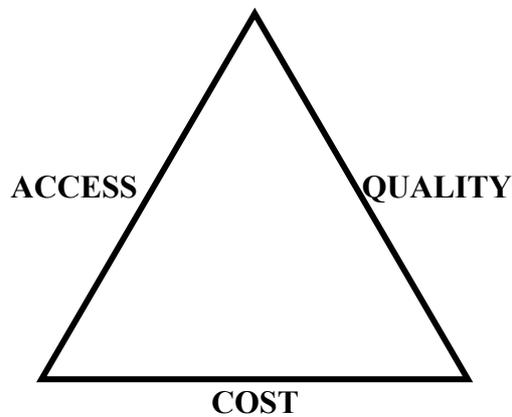
The present paper is inspired by the keynote address delivered by Sir. John Daniel at the 18th AAOU conference at Shanghai. The address was titled ““From the Triangle to the Pentagon: Open Universities in the 21st Century””. Sir John had indicated that the world has moved ahead from the triangle comprising of Access, Quality and Cost that he had formulated to the concept of “Pentagon” that has been formulated by Prof. Nigavekar comprising additionally the aspects of Governance and Relevance. The contention of the current paper is that in today’s reality of a globalised educational world, distance education has to move ahead to the concept of an “Octogon” which comprises in addition to the aspects framed by Sir. John and Prof. Nigavekar, also the aspects of Equity, Market Orientedness and International Penetration and Consumer Satisfaction and Brand Credibility. Again, it is emphasised that the effort here is not to controvert the emphasis of Sir. John and Prof. Nigavekar but to support and supplement them. Needless to state, emphasis on these points would market Distance Education as the learning scheme for the future.

INTRODUCTION

The present paper is inspired by the keynote address delivered by Sir. John Daniel at the 18th AAOU conference, at Shanghai. The address was titled ““From the Triangle to the Pentagon: Open Universities in the 21st Century””. Sir John had indicated that the world has moved ahead from the triangle comprising of Access, Quality and Cost that he had formulated to the concept of “Pentagon” that has been formulated by Prof. Nigavekar comprising

additionally the aspects of Governance and Relevance. The contention of the current paper is that in today's reality of a globalised educational world, distance education has to move ahead to the concept of an "Octogon" which comprises in addition to the aspects framed by Sir. John. And Prof. Nigavekar, also the aspects of Equity, Market Orientedness, and International Penetration and Consumer Satisfaction and Brand Credibility. Again, it is emphasised that the effort here is not to controvert the emphasis of Sir. John and Prof. Nigavekar but to support and supplement them.

The history of education has been one of transformation and adaptation to changing socio-economic conditions. Each nation had its own milieu, which is not only different but also at length with that of other countries. Distance education can also be regarded as an innovation aimed at meeting the pressures imposed by needs for lifelong learning and of meeting the educational needs of the teeming millions. Educational policy makers of all countries at one time or the other have faced these twin problems and hence Distance education has come to acquire an enigmatic position. However, with the growing globalisation of distance education, the paradigm governing policy making has also undergone a great change. Scholars around the world have formulated varying paradigms to encapsulate the changing trends.



The Daniel Triangle
(Source: Daniel: 2004)

In what follows the author will make an effort to review and supplement what has till now been stated as the Daniel Triangle and the Nigavekar Pentagon in policy formulation parlance with regard to Education. Further,

the author would also try to formulate an Octagon encapsulating the major concerns of educational policymaking and implementation. The author acknowledges his debt to Prof. John Daniel's keynote address at the 18th AAOU conference titled, "From the Triangle to the Pentagon: Open Universities in the 21st Century", which inspired me to move beyond the triangle and the pentagon models and to suggest a broader model for distance education in the present times of globalisation. Prof. John Daniel formulated his Iron Triangle of education to encapsulate the emergent policy constraints of the day. Access, Quality and Cost were regarded as overriding concerns of all education systems across the world.

ACCESS

Prof. Daniel has highlighted access as a major concern of policy making while framing his Iron Triangle of Education. Access to higher education is very important for emerging societies like India and China. To relieve the enormous pressure on traditional systems of education, the policy makers of the land arrived at an important innovation in the form of Distance education. To cite an example, the gross enrolment in higher education in China is increasing at the rate of 19% per annum. To meet the enormous demand for higher education, China has established an Open Universities equipped to meet all contingencies. Overtime, the Shanghai TV University has established itself as the harbinger of educational and social change in China. Driven by its motto "for all learners, all for learners", the university caters to 110000 under graduates and junior college graduates.(STVU:2004). Besides this there are more than 500000 trainees (STVU: 2004). In India, the Indira Gandhi National Open University was established to reach out to the 'last person standing'. With its 40 study centres and over 1000 study centres across the country, it caters to the needs of 1.2 million students. Further, in its effort to internationalise its services, it has partner institutions in 30 countries.

Moreover, the government of India has stipulated that at least 40% of the eligible students aspiring for higher education should be catered to by distance education. In order to enhance access, IGNOU has established a wide network of ICT enabled services. Every state has its own share of teleconferencing centres. Even in the small Indian state of Haryana, there are 6 functional teleconferencing centres. For improved connectivity, some programmes are substantially web-enabled. The other major countries of the world have also shown substantial reliance on distance education to meet

their educational goals. Some of these are BIT, PGCMRR, and ADIT. Further, IGNOU has been using the facility afforded by 'Gyan-Darshan'. The one-way video and two way audio facilities are used to reach learners at even the remotest areas of the country. With the inauguration of the 'EDUSAT', self sustaining nodes are sought to be established in every state that will cater to the wide- ranging needs of the students. Thus, networking among institutions and sharing of resources is expected to widen access.

COST

Cost considerations are basic to the selection of the mode of education acceptable in every society. Developing societies are no different. Therefore, in recent times, more emphasis has been laid on cost aspect of distance education. An analysis of the costs associated with programme delivery of different programmes in Karnal regional centre was worked out. The assumptions of the study are

- The services of the Academic counsellor are spread over 'N' students and not a single student. The costs and revenues are calculated on the basis of the actual enrolment of students in the various programmes.
- The costs of the Academic Counsellors are incurred in all the study centres activated for the programme and not in one centre alone
- The Miscellaneous Costs are incurred over each student separately
- Costs on assignments are incurred on each student separately
- Administrative Costs, that is the costs incurred on staff at the Regional Centres, Study Centres as well as Head Quarters is not included in the analysis due to technical reasons
- The cost of printing associated with study materials as well as other documents is not included due to paucity of data at our end.

The data available at the level of the Regional Centre was put to rigorous analysis. The analysis revealed that inspite of the fact that many of the costs like the salary costs related to the staff at the Regional Centre as well as the Study Centres, many of the Programmes have not broken even. This is most acute in the case of BPP where the receipts are approximately half of the expenditure. If the other costs are included then most of the programmes may not pass muster on the scale of cost efficiency. Let us take the case of the B.A programme. The expenditure on this programme was calculated to be

approximately Rs.5648300 while the calculated receipts for this were Rs.5619600.

On the other hand the arithmetic in the case of some other programmes offers comfort. Let us take the case of MHD, we can see that the receipts exceed the costs involved, even when analysed from a conservative point of view. The receipts for the programme are to the tune of Rs.799500 while the expenditure for the same is Rs.399900. The case of many certificate programmes leaves much to be desired. Except the cases of CIC and CDM, most of the certificate programmes do not meet the costs involved. From the angle of costs and benefits involved, the B. Ed programme seems to be the most viable. As against receipts of Rs.4800000, the expenditure on the programme is Rs.1816800. What is borne out from the data is that the more the enrolment in a programme, the more is the chances of that programme attaining viability. So, a distance education institution cross-subsidises socially advantageous but economically unattractive programmes with revenues from professional and market-oriented programmes. The wide varieties of programmes run by distance education institutions makes such cross subsidisation possible. The same may not be possible in traditional educational institutions.

QUALITY

Quality of educational programmes is of prime significance when one considers the fact that ours is an era of globalisation of education, including distance education. In India this essential function pertaining to distance education is assigned to the Distance education council (DEC). In accordance with the functions mentioned under clause 4 a) xviii, of statute 28 of IGNOU, the Board of management of IGNOU has established a Open and Distance Education Assessment and Accreditation Board (ODEAAB). Under its auspices, DEC has established a quality assurance panel to advise it on all matters relating to maintenance of quality in distance education. The terms of reference of the panel consists of the following (IGNOU, 2001) To recommend a set of measures that open universities that open universities should initiate to ensure an acceptable quality of distance education programmes:

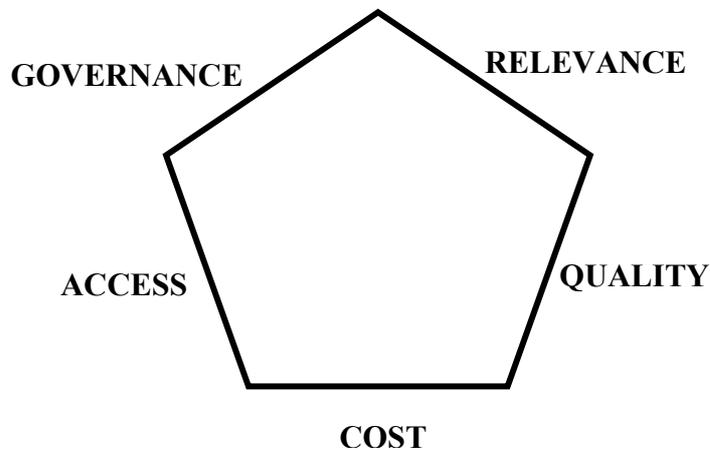
- Formulation and recommendation of guidelines and procedures for programme identification and development,

along with the identification of appropriate media mix, delivery mechanisms, student assessment procedures etc.

- Formulation of performance indicators for ongoing programmes in the field of distance education.
- Recommendation of guidelines for exchanging and sharing instructional material, including the procedure to adopted for adaptation and translation of material to other languages
- Recommendation of norms, procedures, and practices in respect of admissions, evaluation, course requirements, credit transfer etc.
- Conducting studies on implementation of quality assurance measures by open-university system and their impact on various programmes with a view to evolving procedures for validation of programmes.

The Nigavekar Pentagon

Dr.Nigavekar extended the Daniel triangle to reflect more recent trends in the educational field. He extended the triangle model to a pentagon model with the additional inputs



(Source: Daniel: 2004)

In what follows the author will make an effort to review and supplement what has till now been stated as the Daniel Triangle and the Nigavekar Pentagon in policy formulation parlance with regard to Education.

Further, the author would also try to formulate an Octagon encapsulating the major concerns of educational policymaking and implementation.

GOVERNANCE

Governance is an issue that has come to the fore in Indian and international educational institutions. The question of autonomy is important in this regard. Autonomy concerns itself with the Financial, Administrative, and Academic fields. These questions are most significant in an open education institution, which has the potential of affecting the lives of millions. There is no dispute on the point that governments should continue to make investments in education and more particularly in Distance education. But the moot question is to what extent should educational institutions be self-sustaining. If cent percent sustainability were the motto, then the social objectives of the society would be compromised. The pendulum would swing in favour of market –oriented programmes and socially significant but less market driven programmes would take a back seat. So, complete freedom in financial matters would be an anathema for any educational institution and more so for a distance and open education institution. In the administrative field, the selection and recruitment of officials to various levels and fields are normally considered to be a prerogative of the education departments of the country. However, in recent times much autonomy has been accorded to educational institutions to select and recruit their own staff. This can be considered to be a good practice in the sense that the institution knows best its needs and would therefore recruit staff accordingly. But here too they are expected to follow the broad policy contours laid down by the government of the country. In the academic field too the universities and educational institutions are expected to have autonomy with regard to the framing of syllabi suited to meet the needs of the times and that matches the needs of its students. Therefore, it can be stated that educational institutions need to be accorded a sizeable degree of freedom with regard to their governance while working under broad policy framework of the national government. Institutions do produce better results when given a sizeable degree of autonomy, as is the case with IGNOU.

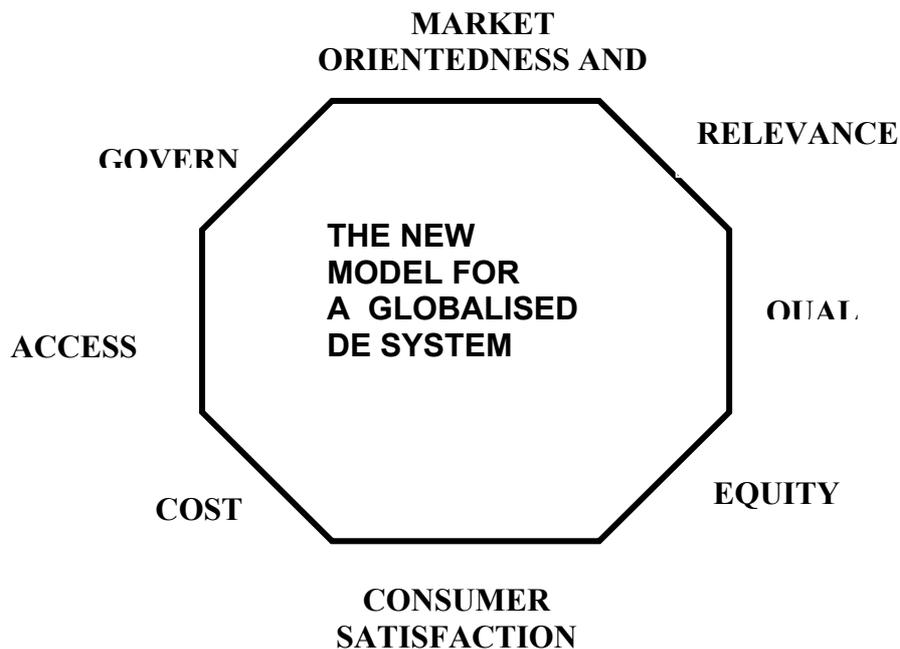
RELEVANCE

The courseware and the mode of delivery of the programme have to be relevant to the clientele as well as for the society. Every society has its own list of priorities. Developing societies invariably give the maximum

weightage to human resources development and social upliftment. Prominent among these are gender equality, capacity building, national regeneration, and the like. These societies hope to reach the last man standing through their educational systems. As cited by Prof. John Daniel “In India 83% of students is taking Arts, Social Science, Law and Commerce, partly because the fees for these subjects are lower”. This is indeed a very sorry state of affairs. Cutting edge fields of studies have also to be made affordable at the most affordable rates.

The programme structure designed for the industrial age should incorporate linkage of educational institutions with industries and should be outward oriented. Programmes like psychology should be modified into industrial psychology and chemistry into industrial chemistry. In a globalising era, programmes should be designed in such a way that they meet the requirements of diverse nationalities.

Moving beyond the pentagon: the Octagon



EQUITY AMONG THE CONSUMERS

An equitable distribution of educational services is paramount to the holistic development of the human resources of any country. As far as equity is concerned, it is different from access in the sense that access makes resources available to the target group, but it does not ensure its affordability to the target group. Universal Affordability is ensured only if there is equity in the target group.

In India, the estimated enrolment of students by the year 2015 will be 1130 lakhs in primary school, 1130 lakhs in upper primary, 1130 lakhs in secondary and 220 lakhs in colleges/university (GOI, 2001).

As far as the number of Higher education students in India is concerned, in 1950 their numbers stood at 100000 and by 2004 their numbers had risen to 9000000 (Daniel: 2004). Reliance on the traditional modes of delivery of educational services will not ensure that equitable distribution of educational services for the relevant age groups. Even today much of the relevant age-group is remain outside the reach of the traditional education system in India.

Therefore, Open and Distance education system is expected to fill in this void. Driven by its purpose of “reaching the unreached”, the university has adopted innovative measures like the ‘Distance Learning facilitator scheme’, special study centres for underprivileged sections, sub-study centres for far flung areas etc. Furthermore, reliance has been laid on the use of Information and Communication Technology with nodal reception centres across the country. This has enhanced both access and equity in the delivery of educational programmes. IGNOU, in collaboration with the social welfare ministries of various states has devised an elaborate scholarship scheme for the socially and economically downtrodden sections of the Indian society.

As a result many of the students from the disadvantaged sections who would otherwise have been unable to access education are now able to do so. On the other hand, the Shanghai TV University uses a “3L” model to enhance access and equity. The emphasis of the university is on:

- Using advanced information technology
- Taking individual learning as the core
- Having guided learning as the pre-occupation (STVU, 2004)

CONTINUING EDUCATION PROGRAMMES 2003		
Serial Number	Programme	Number of Participants
1	MBA	430
2	SELF-TAUGHT EXAMS	11090
3	CET-4/ CET6	1236
4	INTERNATIONAL FINANCE AND ACCOUNTING	2597
5	INSURANCE AGENT QUALIFICATION	45962
6	SECURITIES AND FUTURES AGENT QUALIFICATION	12261
7	COMMUNITY MANAGEMENT	510
8	EBA	23402
9	TRAINING FOR CIVIL SERVANTS	13486
10	TEACHER QUALIFICATION	18813
11	COMPUTER EXAMINATION FOR TEACHERS	2589
12	IO QUALIFICATION	714
13	TRAFFIC SECURITY EDUCATION	160000
14	TOTAL	293090

(Source: STVU: 2004)

The STVU has done yeoman service in advancing continuing education. For instance, the university has initiated the Professional and vocational training project. One module of the project concerns with the conduct of examination of computer skills for the people of Shanghai. Till recently, 375000 people have undergone the exam and 182000 have received the certificate of Qualification or Excellence.

The other aspect of the project is Finance and accounting certificate programme taken up through TV and the number of participants in it is 45000 (STVU: 2004). The table given below would indicate the levels to which the university has been successful in ensuring equitable access for its programmes across student groups.

CONSUMER SATISFACTION AND BRAND CREDIBILITY IN THE CONTEXT OF DISTANCE EDUCATION MARKETING

In an era when the concern of economics over-rides other concerns, the educational institutions and especially distance education institutions have to ensure that its consumers (students) are satisfied. Marketing expert Jagdeep Kapoor (Kapoor, 2004) has outlined certain principles for brand credibility that can be profitably applied to Indian distance education.

- The first step in attaining international credibility for distance education institutions is to ensure that the ODL institutions have a good product profile and a good service rendering machinery to handle product delivery. If the product itself is bad, no amount of exposure can shore it up.
- The product or service experience during usage of the product by the consumer (student) is positive. This will lead to the consumer recalling the brand pleasantly.
- Ensure that the students get satisfaction from the programme its duration and that it is not just an initial experience. This means that the student support service of the institution is working at its efficient best.
- The universities have to deliver the promises that they make to the students. Over-promising reduces reliability of the institution and induces discontent.
- Periodically the students have to be provided evidence of the quality of its educational product that it offers through facts and statistics.
- Word of mouth publicity of the products has to be developed through a chain of satisfied customers in target countries as well as in own country.

Brand Credibility: The Tale of Two Open Universities

Two Open Universities have captured the imagination of the global educational circles. These are the UK Open University and the Indira Gandhi National Open University. Both institutions had to struggle against great

odds to establish their brand credibility. The strategies they adopted were unique and novel in nature.

The genesis of the idea of an Open University in U. K. could be traced back to the concept of a “wireless university” put forward by historian J C Stobart (The Open University :2008). Later on eminent scholars like Michel Young and R. C. G. Williams also lent their support for a similar venture but finally it was left to the farsighted vision of Sir. Harold Wilson and the tenacity of the minister of state Jennie Lee to bring the idea to fruition (The Open University: 2008). Right from its inception in the 1960s the university laid emphasis on techniques those were novel to those times. The policy makers of the Open University clearly understood that its clientele had to be essentially different from those of traditional universities. They had to focus on the needs of essentially the working and isolated learners and through them introduce a credibility to their brand that is – Brand Open University.

Inorder to build this credible brand that would stand the test of times, the Open University adopted the following strategy.

- In the initial stage that is in the late 60s the Open University utilised the most attractive ICT of the age, the audio and video cassettes, in order to transcend the barriers of time and space.
- In the 80s came the Personal Computer Revolution and the Open University was the first educational institution to run on this wave. A large number of CD-ROMS were brought out diverse subjects making their course-ware more interactive and interesting (The Open University: 2008).
- In order to popularise the University and its programmes further, the institution used television technology in a big way. Its flagship TV programmes like, Rough Science, Renaissance Secrets and Some one to watch over me have not only been well received but also received critical acclaim (The Open University: 2008).
- From the Mid-90s, the University rode on the chest of the internet revolution. As a result at present more than 180000 students utilise, the university’s web based facilities (The Open University: 2008).
- Another important strategy of the Open University is to provide student’s support 24 hours a day. This follows the university’s

understanding that any dissatisfied student is a bad advertisement to the institution.

- The university also ensures that its pricing policy is extremely competitive and that it does not put the university at a disadvantage vis-à-vis its competitors.

Needless to state the strategies of the Open University have been a grand success. The results are for every one to see. According to the *Sunday Times Universities Guide*, only four universities (Cambridge, Loughborough, York and the LSE) rank higher than the Open University in terms of teaching record with in U.K (The Open University: 2008). More interestingly, in the U.K governments own assessment The Open University was graded higher than universities like Oxford and Cambridge in terms of key parameters (The Open University: 2008). As an attestation of the popularity of the Open University courses it needs to be stated here that the Open University is the largest provider of management education in Europe, and one in five MBA students in the UK is studying with the OU (The Open University: 2008).

The other Open University that is considered to be an international benchmark in the field of Open and Distance Education is the Indira Gandhi National Open University (IGNOU), New Delhi, India. IGNOU was established as an Open University with its jurisdiction over the whole of India in the year 1985. Though other Open Universities were already in operation in the country by 1985, their credibility and reach were not up to the desired levels, of course with notable exceptions. It was indeed a mammoth task for the university to establish its credibility in a country that had a substantial leaning towards conventional education. Infact Open and Distance education was considered to be the avocation of second liners. Against this back drop IGNOU adopted a strategy that was to place its brand at the helm of all other Education Brands in the country. The essentials of the strategy adopted by IGNOU to create a credible brand over a period of time are:

- IGNOU, right from the outset held the realisation that in a country of such size and variability as India, it would be difficult to create infrastructure of its own through out the country. At the same time most of the infrastructure of the conventional institutions, including their academic infrastructure remains under utilised. IGNOU utilised this under utilised infrastructure to create a network. Rigorous standards were laid down for the

selection of learner support centres and thus quality was never a casualty. As on date the university possesses a network of more than 1400 study centres in the country covering its every nook and corner.

- The university laid stress on multiple modes of programme delivery and more particularly, Information and Communication Technology (ICT) to maintain quality. It started off with its Interactive Radio Counselling (IRC) Programme. Then it graduated to one way video and two way audio Teleconferencing in collaboration with Doordarshan. As a logical extension of this process it associated itself with the Gyan Darshan Network that provides it with exclusive coverage and academic freedom through a bouquet of dedicated channels. As the nation rode on the crest of the satellite revolution, IGNOU became the nodal agency for the EDUSAT network. All these innovations were implemented with the singular aim of providing its students with a common high quality through put the land.
- The university also emphasised upon the point of expanding the coverage of academic areas without diluting the standards. As a result the university today boasts of more than 130 academic programmes covering all conceivable aspects of academic enquiry. There by it was able to create an image of a university that is a one point store for any academic programme.
- Perhaps the most important strategy adopted by IGNOU was to keep a consistently high standard for its study materials This was done by ensuring that the university procured the services of the most prolific resource persons in each area not only to frame syllabi abut also write the study materials.

As a result of these efforts IGNOU emerged as an institution of National importance. The acceptability of the IGNOU brand in present day India is attested by the fact that more than 1.8 million students on its roll (IGNOU: 2008). The institution has graduated to an international university with its affiliates present in more than 35 countries (IGNOU:2008). In recognition of its excellence in producing quality study material, the Commonwealth of earning presented the university the “Award for Excellence for Distance Education Materials” in the year 1999(IGNOU: 2007). Further, the Distance Education Council working under its auspices has been universally accepted in the country as the standard setter as far as quality in Distance education is concerned.

**MARKETING OF DISTANCE EDUCATION:
Market Orientedness And International Penetration**

Trade orientedness is an important feature of modern education system. Distance education institutions try to access foreign markets not only through mode1 but also through other modes. The educational services have been grouped under GATS and UN Central Product Classification as follows. The traditional definition of Services terms it as an economic output that gets consumed as soon as it is produced, while there is a divergence in the time period between which a good is produced and consumed. For the same reason, trade in services requires a mix of cross-border transactions and local establishment rules (Joseph Francois and Ian Wootan, 1999).

<p><u>1. EDUCATIONAL SERVICES</u></p>	
<p>A. Primary education services</p>	<p>921 Preschool education services: Pre-primary school education services. Such education services are usually provided by nursery schools, kindergartens, or special sections attached to primary schools, and aim primarily to introduce very young children to anticipated school-type environment. <u>Exclusion:</u> Child day-care services are classified in subclass 93321.</p> <p>Other primary education services: Other primary school education services at the first level. Such education services are intended to give the students a basic education in diverse subjects, and are characterized by a relatively low specialization level. <u>Exclusion:</u> Services related to the provision of literacy programmes for adults are classified in subclass 92400 (Adult education services n.e.c.).</p>
<p>B. Secondary education services</p>	<p>922 General secondary education services: General school education services at the second level, first stage. Such education services consist of education that continues the basic programmes taught at the primary education level, but usually on a more subject-oriented pattern and with some beginning specialization.</p>

C. Higher education services	923	<p>Higher secondary education services: General school education services at the second level, second stage. Such education services consist of general education programmes covering a wide variety of subjects involving more specialization than at the first stage. The programmes intend to qualify students either for technical or vocational education or for university entrance without any special subject prerequisite.</p> <p>Technical and vocational secondary education services: Technical and vocational education services below the university level. Such education services consist of programmes emphasizing subject-matter specialization and instruction in both theoretical and practical skills. They usually apply to specific professions.</p> <p>Technical and vocational secondary school-type education services for handicapped students: Technical and vocational secondary school-type education services specially designed to meet the possibilities and needs of handicapped students below the university level.</p> <p>Post-secondary, technical and vocational education services: Post-secondary, sub-degree technical and vocational education services. Such education services consist of a great variety of subject-matter programmes. They emphasize teaching of practical skills, but also involve substantial theoretical background instruction.</p> <p>Other higher education services: Education services leading to a university degree or equivalent. Such education services are provided by universities or specialized professional schools. The programmes not only emphasize theoretical instruction, but also research training aiming to prepare students for participation in original work.</p>
D. Adult education	924	<p>Adult education services n.e.c: Education services for adults who are not in the regular school and university stem. Such education services may be</p>

E. Other education services	929	<p>provided in day or evening classes by schools or by special institutions for adult education. Included are education services through radio or television broadcasting or by correspondence. The programmes may cover both general and vocational subjects. Services related to literacy programmes for adults are also included. <u>Exclusion</u>: Higher education services provided within the regular education system are classified in subclass 92310 (Post-secondary technical and vocational education services) or 92390 (Other higher education services).</p> <p>Other education services: Education services at the first and second levels in specific subject matters not elsewhere classified, and all other education services that are not definable by level. <u>Exclusions</u>: Education services primarily concerned with recreational matters are classified in class 9641 (Sporting services). Education services provided by governess or tutors employed by private households are classified in subclass 98000 (Private households with employed persons).</p>
-----------------------------	-----	---

Source: United Nations, Provisional Central Product Classification, 1991.

Again, consequent to this fact, GATS emphasizes both cross border barriers and barriers to local establishments without explicit preference to either, while the General Agreement on Trade and Tariffs (GATT) gives explicit preference to barriers at the borders like tariffs, Quota etc.

GATS bring under its purview, any service in any sector, except those provided in exercise of Governmental Authority {GATS-Article13 (B)}. However, the text goes on to say that any service provided on a commercial basis or in competition with one or more service providers will also be under its ambit. This provision has major implications for the education sector. The major modes of supply under GATS as applicable to Distance education are presented below:

MODE1

It covers the aspect of Cross- Border Trade; this covers all those activities in which a producer exports a service from its own territory to a consumer in a foreign country. For example, an educational Institution in India provides an on-line educational programme to students in another country.

MODE2

It pertains to consumption abroad. This takes care of all those cases where a consumer goes abroad to obtain a service. For example if a patient goes abroad for treatment or a student from one country visiting a foreign country to obtain a degree, it is a case of a service consumed abroad.

MODE3

It covers within its ambit the aspect of commercial presence. This implies that a service provider from one country sets up business subsidiary or branches in another country. For example, if IGNOU establishes its branches in foreign countries, it indicates the commercial presence of IGNOU in that country.

MODE4

It deals with the Movement of Natural Persons. In this case a member of the service-providing firm goes to the domestic territory of another country to provide a service there. Such movements are only for a short period of time.

For Example, a Distance Learning institute of India sends its administrative officer to Dubai to manage the affairs of its branch there for a period of Five years. GATS enjoin upon its members certain obligations that can be grouped under two categories:

- General Obligations and
- Specific obligations

The General obligations are those that apply to all the service sectors irrespective of whether a country has made commitments on them or not. These can be noted as follows:

- Most Favoured Nations Treatment (MFN): GATS stipulate the acceptance of Most Favoured Nations Status (MFN) in the case of services too. The MFN status stipulates that any commercial advantage provided to one of the signatories on a particular product must be provided to all other signatories who export a like product to the country. For Example, if Government of India permits Alama Iqbal Open University (Pakistan) to run its programmes in India, the same facility must also be extended to Singapore National University if the latter requests the Government of India for the same.

- Obligations related to rule framing and implementation: GATS enjoins its members to internationally notify/publish changes in laws, rules and regulations that have a bearing on international trade in services. Similarly, any regulation that the members frame to deal with business relations between service providers, especially those dealing with Foreign Service providers must be based on objective criteria and must be applied equally to all service providers (Friends of Earth, 2002). Further, “Paragraph 4 of Article VI of the GATS calls upon the Council for Trade in Services to develop new disciplines to ensure that non-discriminatory measures relating to qualification requirements and procedures, technical standards and licensing requirements do not constitute unnecessary barriers to trade. As part of the implementation of this provision, the Services Council established the Working Party on Professional Services (WPPS) with the mandate to develop such disciplines in the area of professional services and designated the sector of accountancy as a priority”(www.itd.org/eol/e/wto06_18.htm#note1).
- Rules related to the working of Monopolies: The GATS signatories should ensure that working of monopolies for providing services should not in any way violate the working of the country’s MFN obligations (Friends of Earth, 2002).

On the other hand Specific Obligations apply only to those service sectors in which a country has made commitments. They are:

- Market Access Obligations: As regards the market access obligations of member nations, GATS is very categorical in its approach. It states the following, “When a member undertakes a commitment it must indicate for each mode of supply what limitations, if any, it maintains on market access. Article XVI: 2 of the GATS list six categories of restrictions, which may not be adopted or maintained unless they are specified in the schedule. All scheduled limitations on market access therefore must fall into one of these categories. They comprise of four types of quantitative restrictions as well as limitations on foreign equity participation and on the types of legal entity permitted.(www.itd.org/eol/e/wto06_27.htm#note2)
- National Treatment Obligation: GATS in its National Treatment obligation “under Article XVII requires members to accord to

services and service suppliers of any member treatment no less favourable than that it accords to services and service suppliers of national origin” (www.itd.org/eol/e/wto06_27.htm#note2)

Notwithstanding anything that has been mentioned above, the GATS framework like GATT provides for certain explicit exceptions to GATS obligations. These exceptions have been provided under three heads: Temporary Exceptions, General Exceptions and Security Exceptions.

- Temporary Exceptions to GATS provisions have been provided under Article XII, which provides for appropriate measures to safeguard precarious Balance of Payment positions (BOP) of nations.
 - General Exceptions to GATS provisions are provided under Article XIV to:
 - Protect public morals and to maintain public order. Public order is defined as “situations where a genuine and sufficiently serious threat is posed to one of the fundamental interests of society” (www.itd.org/eol/e/wto06_25.htm#note2)
 - protect human, animal, plant life or health.
- Security Exceptions to GATS obligations states “a member is allowed to take any action which it considers necessary for the protection of its essential security interests or in pursuance of its obligations under the United Nations Charter for the maintenance of international peace and security. Members are not required to furnish any information the disclosure of which would be contrary to their essential security interests (www.itd.org/eol/e/wto06_25.htm#note2).

To ensure that distance education programmes have international reach and acceptance the competitiveness of its products has to be ensured. According to Dr. K. B. Powar (Powar, 2004) the following aspects have to be attended to, if Indian education system has to successfully compete with other educational systems:

- Reforms in the content of education which includes curriculum upgradation, inducing productivity orientation, faculty upgradation, initiating industry-university linkages, promoting research and promoting value education

- Improving human capital component that includes ensuring student competencies and upgrading existing faculty
- Institutional reforms that includes improving the academic and physical infrastructure of institutions and providing more autonomy to universities with regard to their functioning
- Greater resource mobilisation

Dr. Madhulika Kaushik has identified some important issues pertaining to quality assurance that are important to Open and distance education systems with regard to cross border trade (Kaushik : 2004). They are:

- Issues regarding customization and standardization: Dr. Kaushik regards standardizations of programmes as the major reason for cost effectiveness of the distance education system. In order to cater to the needs of an international audience and to ensure quality relevant to their local perspectives, the Distance education systems need to customize their products. The challenge is to customize without compromising on quality and cost-effectiveness.
- Quality and governance issues: The maintenance of the quality of the curricular components of an ODL system in foreign countries through its local partners working under different socio-economic-political systems is a major challenge to these institutions.
Therefore the policies that govern the functioning of these institutions in foreign countries are of paramount importance for institutions that try to establish their foothold in other countries.
- Tutor Training: To ensure the quality of student support services, all ODL systems have to maintain quality of their counselling services. Therefore, it is necessary for all ODL systems to engage in continuous training of their tutors available with their overseas partners. However, this is one aspect that needs maximum financial investment and identification of infrastructure

From an Indian perspective, there are opportunities to be harnessed in the international markets in the following spheres.

Cross Border Trade

Indian Distance education institutions can leave their mark on the world scene in the field of cross border trade. With the onset of the Internet revolution it is now possible to reach Distance education courseware to the farthest corners of the world.

CDs have discounted the requirement for elaborate textbooks. It is interesting to note that the course -ware relevant to India is equally relevant to most developing countries. For example in economics the issues of Development as well as of economic dualism are equally applicable through out the third world. If appropriate country specific modifications are made, Indian Distance education institutions and especially IGNOU can carve out a special niche in the third world education markets. The concepts of Non-Discrimination and National Treatment introduced by GATS imply that new markets will be opened up around the world for Indian Distance Education. On the other hand it also implies that the Indian Distance education institutions will also have to frequently update their syllabi as well as upgrade their student support services so that they are not only rendered ineffective in foreign markets but also are not outsmarted in the domestic market by better-equipped foreign players.

Commercial Presence

In order to establish a commercial presence in foreign countries Indian Distance education institutions, especially IGNOU have to establish their study centres in other countries. This aspect will be facilitated by the provision for National Treatment under GATS. However in order to succeed in such an endeavour IGNOU has to conduct sufficient market research in these countries. Based on these market researches programmes specifically suiting these countries will have to be devised. It also implies that a core group of professionals will have to be trained who can undertake such tasks. If successful, such an effort will succeed in establishing IGNOU as a major player not only in Developing countries but also in many geographically asymmetrical developed countries such as New Zealand and Australia. Commercial presence can also be easily established in countries where there is a large Indian Diaspora.

Testing Services (concept is suitably adapted from- Deodhar, 2002)

Many developing countries especially in the African continent do not have a well-structured and well-defined testing system for entry to both jobs as well as to many educational programmes. However, Indian Distance Education

institutions especially, IGNOU have evolved a well-defined testing system. IGNOU conducts its entrance exams for management as well as other professional programmes round the year. It also has a time-tested system of screening candidates for various jobs. These are services that can be factored out to agencies, institutions and governments of other countries for a fee. The U.S government has already made its demand that testing services should be included under GATS purview. If included, IGNOU should refine its testing system so that it takes full advantage of the change.

Development of Niche Programmes

There are certain areas in which Indian distance education institutions can gain a great deal by entering into international trade in services. One such area pertains to programmes related to Indian culture and tradition. For instance, if programmes related to Vedantic thought, oriental philosophy, ayurveda etc. are formulated then these can be effectively marketed in those countries where there is a deep interest in Indian culture and where there is a large Indian Diasporas (suitably adapted from-Deodhar, 2002).

Success on this front can be had only if the research component of Indian Distance Education institutions is very strong. It would be interesting to note the results of a study conducted on a sample of 42 students of IGNOU who were declared eligible to receive degrees and diplomas at the 15th convocation from IGNOU Regional centre, Karnal.

A questionnaire was administered and a section of the results relevant for the present topic are given below.

1. 69% of the respondents stated that they were aware about the General Agreement on Trade in Services (GATS).
2. 95% of the respondents stated that the impact of globalisation of education would be good.
3. More than 90% of the respondents opined that foreign educational institutions should be allowed to operate in India, thus giving a strong emphasis in favour of Market Access.
4. Around 80% of the respondents stated that they would still prefer to study in Indian educational institutions even if foreign educational institutions operate in India.
5. 35% of the respondents stated that Indian Distance Education institutions need to improve upon their research facilities, 40% stated that the Indian Distance education institutions need to

improve their student support services and the rest stated that improvements are needed in their programme content. These responses give clear indications as to the direction DEC should take in the field of Quality assurance

6. 95% of the respondents indicated that if given a chance, they would like to go abroad for higher studies. This is an indication of the importance that Consumption Abroad holds for Indian Distance education students
7. 73% of the respondents indicated that subsidisation of Indian educational system should continue
8. 52% of the respondents stated that foreign educational institutions should also be given the same treatment as Indian ones (National Treatment)
9. More than 95% of the respondents stated that there should be worldwide recognition of distance education degrees, which is an indication that cross-border recognition of degrees is an important issue in the educational world today.

All these aspects should lead us to the inevitable conclusion that the need for market penetration has become of paramount importance to all educational systems including distance education systems.

This is all the more important in a scenario where on the one hand the educational needs of societies are converging and on the other hand more and more institutions are forced to sustain themselves financially.

CONCLUSION

For a world that has been fed on a sustained dose of “clash of civilisations” and “end of history” related thinking streams, the emergence of a globalized, GATS driven educational system may be regarded as the logical conclusion resulting from the end of exclusivist thought.

Whatever may be portends, it can safely be assumed that an inter-related and internationally complementary educational system is the need of our times. In a world where time and space are collapsing and thought horizons are broadening, a globalized educational system is inevitable. Such a globalised reality also calls forth a broadened analytical framework. The current work is a small step in this direction.

Author's Note
List of Abbreviations

- | |
|--|
| <ol style="list-style-type: none">1. BPP: Bachelor Preparatory Programme2. B.A: Bachelor Of Arts3. MHD: Master Of Arts In Hindi4. MEG: Master Of Arts In English5. CDM: Certificate In Disaster Management6. CIC: Certificate In Computing7. B.ED: Bachelors Degree In Education |
|--|

REFERENCES

Daniel, J. (2004). From the Triangle to the Pentagon: Open Universities in the 21st Century, Keynote address at the 18th AAOU Conference at Shanghai.

Deodhar S. (2002). *Managing Trade in Educational Services: Issues for India's response in WTO Negotiations*, Presented at IIFT New Delhi Line (Sept2,2004), New Delhi.

DEC (2003), *Recognition process for distance education institutions*, IGNOU, New Delhi, pp 3-11.

IGNOU (2008), IGNOU: *A Brief Profile*, www.ignou.ac.in

IGNOU (2007), *Student Handbook and Prospectus*, MPDD, New Delhi.

Friends of the Earth. (2001). *GATS Primer*, London, UK.

Mattoo, A. (2000). *Shaping Future GATS rules for trade in services*, World Bank, Washington D.C. USA.

Kapoor, J. (2004), Six steps to brand credibility, *The Hindu-Business*

STVU (2004), *Brochure*, Shanghai.

Kaushik, M. (2004). "GATS and Cross bordersupply(mode-1) in *Higher education : Strategies and implications, Conference papers: Internationalisation of higher education (issues and concerns)*, NIEPA, New Delhi pp 85-108

Nancy G. Melvin B. and Joe P. Building Your Brand
<http://extension.missouri.edu/explore/agguides/agecon>
Special Subject Group on Policy Framework for Private Investment in
Education, Health and Rural Development (2001), *Report on A Policy
Framework for Reforms in Education*, New Delhi.

The Open University, www3.open.ac.uk/about

The Sunday Times Universities Guide (2004)
www.timesonline.co.uk/article/0,,8404-1246615.html

Wooton, I. and Francois, Jo. (2000), *Market Structure, Trade Liberalisation
and GATS*, Tinbergen Institute Discussion Paper.

www.itd.org/eol/e/wto
www.li.lv/ace

ADDITIONAL READINGS

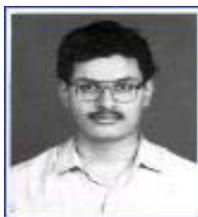
www.wto.org (section on the General Agreement on Trade in Services)
www.unesco.org

Hoekman, B. Michael, K. (2001). *The Political Economy of the World
Trading System: From GATT to WTO*, Oxford University Press.

Nicholson, M. (2002). *International Relations: A Concise Introduction*,
Palgrave Macmillan, New York, pp. 168-183.

BIODATA and CONTACT ADDRESSES of AUTHOR

Dr. M. RAJESH, Regional Director IGNOU, India.



Dr. M. RAJESH is employed as Regional Director, at the
Regional Centre of Indira Gandhi National Open
University (IGNOU) at Mumbai. He completed his M.A
and M.Phil Degrees from Jawaharlal Nehru University,
New Delhi in the field of International Relations. He has
acquired his doctorate on the topic – “Indian Distance
Education Institutions in the era of GATS”. He has also

done advanced courses in the field of Copy rights and International Business operations and Distance Education.

Dr. M. RAJESH
Regional Director
Indira Gandhi National Open University (IGNOU)
Regional Centre, First Floor, Om Leva Vikas Niketan
Nanepada Road, Mulund East, Mumbai – 400081, INDIA
rajeshmignou@yahoo.co.in
Telephone No.: +91- 9995171306
E-Mail Address: rajesh_cawes@yahoo.com,

SECTION-IV
Marketing of Language Teaching
Via Distance and Online Programs

CHAPTER XVII

Marketing of English Language Teaching (ELT) Programs and Products via Distance Education

Salih USUN
Mugla University, TURKEY

Sevki KOMUR
Mugla University, TURKEY

ABSTRACT

This study aims to review the marketing ways, strategies and applications of English Language Teaching(ELT) programs and products via distance education. This descriptive study, firstly, introduces the role of English as a global language in the 21st century and the importance of marketing of English Language Teaching(ELT) programs and products; examines using ways of distance education and distance teacher training in ELT ;and finally presents the some sample of WEB sites on marketing ELT programs and products via E-Learning.

INTRODUCTION

English is now a global language and this language, like football and other sports, began here and has spread to every corner of the globe. Today more than a billion people speak English. It is becoming the world's language: the language of the internet, of business, of international flight - the pathway of global communication and global access to knowledge. And it has become the vehicle for hundreds of millions of people of all countries to connect with each other, in countless ways. Indeed, English is much more than a language: it is a bridge across borders and cultures, a source of unity in a rapidly changing world. English language teaching (ELT) has been an important global activity and a large business and industry for the past five decades or so. This has been concurrent with the international role English language has been playing on the world arena in the postcolonial/neocolonial

age. A very important aspect of the politics and economics of English today is ELT (Phillipson, 1990; Bourne, 1996). ELT has become a global activity and to a large extent a business and industry, which can be dated to the 1950s (Dua, 1994; Pennycook, 1994). English and ELT within this context has become a valuable commodity for export and a profit-making multinational industry in the hands of the West (Al-Issa, 2002).

New information technologies will transform notions of literacy, making online navigation and research, interpretation and authoring of hypermedia, and synchronous on-line communication critical skills for learners of English. The final area and the one that underlies all other changes is the development and spread of information and communications technology (ICT). The rapid developments and diffusion of ICT is both a contributor to, and a resultant of, the broader socioeconomic changes discussed in this paper, and it affects the entire context and ecology of language teaching today. No discussion of technology's impact on English teaching would be complete without analyzing the state of distance education. Universities and the private sector are rushing into distance education, seeking to reach new markets and achieve economies of scale. This is part of a broader process of the commercialization of higher education which began in the area of research (with production and sale of patents and exclusive licenses) and has now shifted to education with production and sale of copyrighted videos, courseware, CD-ROMs, Web sites, and packaged courses.

Everything in the world today needs to be marketed well; even education, hence marketing strategies and distance learning go hand in hand. In order to create a lasting impact on the minds of the target audience, educational institutions offering distance learning programs need to be a cut above the rest. Education is a service and any service needs to be marketed well to be attractive to the consumer, who in this case is a student. It's a changing world, and technology has become the backbone of any distance education program. Marketing strategies and distance learning are symbiotic, since education is essentially a service and deals with human beings. Hence student enrollment and retention are very critical aspects for a college to consider (Zorn, 2007). Marketing and encouraging e-Learning takes place on many levels (internal, external, to educators, as a business, etc.) and involves many different aspects (infrastructure, content, systems, etc.). At every stage of e-Learning implementation, the important issues are social resistance, change management, and promotion. Most often, the question being asked is "What can I do with this that I cannot do without it." With e-Learning, the

answer generally centers on the access, cost, convenience, and effectiveness of e-Learning.

Teaching English a second or foreign language has become one of the challenging educational endeavors since its inclusion into the school programs. As learning cannot be confined to the boundaries of classroom and four or five year intensive programs and much of learning continues outside the traditional classroom, it has become a requirement to provide new ways of keeping language teacher up-to date with the latest development in their professions. At this point distance education programs can facilitate the marketing of English Language Teaching (ELT) programs.

GLOBALIZATION and THE ROLE of ENGLISH IN THE 21st CENTURY

With the fast-paced changes brought about by globalization and technological development, TESOL professionals need to understand current socio-economic factors and their influence on English language teaching. The industrial societies of the past are giving way to a new post-industrial economic order based on globalized manufacturing and distribution; flexible, customized production; the application of science, technology, and information management as the key elements of productivity and economy growth; and increased inequality between those who control technological and media resources and those who lack technological access and know-how (Carnoy, Castells, Cohen, & Cardoso, 1993). This new global economic order, termed *informationalism* by Castells (1996), first emerged in the 1970s following advances in computing technology and telecommunications.

Informationalism has given rise to economic, social, and cultural dynamics which are very different than those of the industrial area and which are shaped by an overriding contradiction between the power of global networks and the struggle for local identity (Barber, 1995; Castells, 1996; Friedman, 1999). Simply put, people's lives are increasingly affected by international networks operating via financial markets, transnational corporations, and the Internet which impinge on traditional seats of authority and meaning, such as family, patriarchy, and nation. In response to the increased power of global networks, people--as individuals and in collectives--struggle to assert control over their identity and defend what they see as essential of their own self. As the new stage of global capitalism expands and develops, new challenges will be posed to the English language teaching profession. As we look

toward the 21st century, three consequences of informationalism are likely to impact English language teaching:

- global Englishes
- employment patterns, and
- technology.

Globalization is unfolding in a two-stage manner. In the first stage, global media and businesses extend their reach into new domains throughout the world. In a second stage, these same businesses and media are re-localized in order to best meet the economic and social imperatives of functioning in different regions of the world (see discussion in Graddol, 1997). An example of this phenomenon is seen in the global spread of the music television network MTV, which first broadcast a single version internationally but now is increasingly developing regional versions in a variety of languages and dialects. As Castells put it, "we are not living in a global village, but in customized cottages globally produced and locally distributed" (1996, p. 341).

Just as businesses and media have experienced globalization and re-localization, so has the English language. The last few decades have seen a growth in the role of English around the world as the lingua franca for economic and scientific exchange. According to information gathered by Crystal (1997), 85% of international organizations in the world make official use of English, at least 85% of the world film market is in English, and some 90% of published academic articles in some academic fields, such as linguistics, are written in English.

The world is in various stages of social, economic, and demographic transition. Economically and politically, the world has changed more rapidly in the past few years than at any time since 1945. The emerging global economy is both competitive and interdependent. It reflects the availability of modern communications and production technologies in most parts of the world. So, do we need to be concerned about the future of the English language in the 21st century?

According to The Economist (1996), English continues to be the world standard language, and there is no major threat to the language or to its global popularity. But, changes are coming. Two factors drive this global marketplace. First, many manufactured products have one or more foreign

component. Second, more than half of all imports and exports, which governments label foreign trade, are transacted between domestic companies and their foreign affiliates. The increasing globalization of the marketplace is forcing companies to pay more attention to international developments. Domestic firms are adjusting their structures and methods of operation to fit a broader and rapidly changing economic environment. They are increasing their geographic outreach because more of their suppliers and customers are located on various continents.

This internationalization is illustrated in three ways. First, companies change their basic goals to conform to a global marketplace. Second, they adapt their products to local markets. But most importantly, they do not set up international bureaucracies; instead, they hire foreign nationals who understand the local markets.

MARKETING of ELT

Globalization is about the convergence and partial integration of the different parts of the world. The English political scientist David Held calls it 'the widening, deepening and speeding up of interconnectedness on a worldwide scale'. Globalization means that education institutions are now required to prepare students for work in international as well as national and local settings. Globalization increases the importance of learning the skills of global communication, including information and communications systems. Globalization means learning about other cultures, and learning about intercultural relations.

Globalization means programs for sister-school and sister-college links to institutions in other countries. It might mean student exchange and periods of study abroad for home students. But above all globalization means good English language skills are essential. Globalization makes ELT more important. It means everyone who is in professional work and everyone who uses technologies needs English, and ever higher levels of English are needed.

All else being equal, globalization should mean increased national investments in ELT, as in all education. In many nations globalization also means government schemes for holding (and attracting back) the ELT workforce in schools, vocational and higher education where they are needed. But globalization also means that it is important to sustain national

identity and language. Dua (1994) and Pennycook (1994) argue that the economic gains of ELT are represented in the role the British Council played as a dynamic organization in spreading ELT and selling and marketing ELT to the world.

Phillipson (1990,p.128) writes that "ELT was seen as a means towards political and economic goals, a means of securing ties of all kinds with the Third World Countries" . This is thus particularly true as English is considered the language of technology and science , business, banking, industry and commerce, transportation, tourism, international diplomacy, advertising (Zughoul, 2003), communication (Hasman, 2000; Zughoul, 2003), telecommunication, mass communication and the Internet (Pakir, 1999).

ELT MARKET and TEACHER TRAINING

There has been a change in the organisational structures of the international English language market there is also changes in the employment of English language teachers. There has also been strong growth in the competition for proficient English language teachers.

The demand for teachers is strong in areas where there has been high demand for English and includes Taiwan, China, Hong Kong and Thailand. The demand for teachers involved in these major cities relates strongly to employment markets where there is significant demand for English language speakers.

In many Asian cities the demand for teachers operates at several levels and includes the recruitment of teachers through agencies who may or may not be qualified.

The growth in the market and the demand for teachers has eroded the value of formal and standard EFL and ESL qualifications and seen the development and demand for so called "native speaking teachers". This criteria has been generally applied to speakers of English from Australia, Canada, New Zealand, the United Kingdom, The United States and Ireland and represent the emergence of a racially based employment market as the term "native speaker" tends to be interpreted as a code for "white teachers"(Singh, Kell & Pandian 2002). In this sellers market providers have

to look at curriculum products that can be used in an environment of high turnover, limited expertise and diversity of learning needs.

New Technologies of Learning

The products and services emerging in the English Language are responding to several features in that market that have caused the adaptation of new technologies of learning associated with ICT, web based learning and variations on the cyber class room.

Human resource problems

The supply and quality of teachers has created the need for "teacher proof" products and services. In many cases the response to this has been the development of internet and web- based packages and programs. In part the intention is to have more self-directed learning in a text-based environment with teachers being utilized in a "guide" or "facilitation" role.

Vocational Programs

The demand for English services and programs that qualify students for employment and/or migration options has directed providers towards English for vocational purposes with intensive English "front ending" courses with occupational orientations. This has created variations on English for specific purposes programs where English is combined with computer training, business courses and technical programs.

Chain and Franchise Operations

These chains include such organisation as Study Group International with world wide operations have integrated their operations with global travel opportunities and combining courses with packaged tourism. Curriculum in many of these providers is shifting towards interoperability and a more co-ordinated approach to delivery.

This has created a situation where the new technologies of learning offering elements of economy, and the capacity to compensate for teacher supply problems and the need for interoperable programs capable of being delivered in multiple locations.

The high capital costs of these ICT platforms suggest that the market will be increasingly characterized by large-scale providers. These include the development of global consortia linking publications, telecommunications, and media organization with educational providers.

The propensity for the exclusion and marginalisation of many people has much to do with the differentiated nature of the English language market that sees English as access for mobility in a trans-national employment market. The staff and management of large trans-national companies are being recruited on the promise that flexible learning can provide for retraining and up-skilling without the associated costs of travel and subsistence or the loss of productive time. Strategies such as these have become all the more important as the competition in the international marketplace for English language education grows and have made continuous innovation in products and services a driving force. These developments are also changing nature and character of English language teachers of work. There is a sense of uncertainty and confusion about the changing nature of teaching, knowledge and the institutions in which English is taught; and learnt (Graddol, 1997; Kenway, 1995).

ELT MARKETING CONFERENCE (1)

One of the ELT Marketing Conferences has been arranged in 2006. The name of this organization was "IATEFL Conference". A paper has been presented, titled as "Marketing of English Language Teaching awards and qualifications in Southeast Asia". This paper is interested in our study. The objective of this paper was to demonstrate the need for an increased and wider range of English Language Teaching awards and qualifications in Southeast Asia, especially in Bangladesh, India, Pakistan, Nepal, and Sri Lanka

The presentation had been prepared on the basis of a practical market survey and focus groups meetings. There was a big demand for ELT awards, courses and qualifications. In the research had been founded that in Southeast Asia the learners were learning English language from the beginning of their school life. In some countries they learned English from the age of 4 to 18. In most cases pupils study English as compulsory subjects and they studied 20 per cent of total subjects. In addition English was taught in a Higher Secondary Certificate (at College level) as a compulsory subject. As part of continuation studies students learned English in university programmes. The survey had established that these learners faced difficulties using English for daily communication. After learning English all these years, their proficiency in English was not up to an acceptable standard. The survey had established that there were many students, student's dependents, visitors, business people and immigrants who come to the UK to work, visit

or study. Their ability to function linguistically in the UK was restricted (<http://espsig.iatefl.org/resources/PCE2006.pdf>)

ELT MARKETING CONFERENCE (2)

One of the ELT Marketing Conferences has been arranged in 2008. The main topic of this organisation was “Globalizin Asia: The Role of ELT”. One of the important issues and questions of the conference was that: Has ELT becomes Asia's visa to the global market? (ELT, 2008).

ELT MARKETING CONFERENCE (3)

A new ELT marketing conference will be realize in January 2009, in London. Delegates will include international business managers, heads of department, marketing managers, marketing staff, school principals and any other personnel charged with marketing and promotion roles in a variety of state and private sector ELT institutions. This event is aimed primarily at employees with an interest in the English language sector but would also be relevant for those involved with international students through the provision of other forms of education.

The ELPG, which came into being in 2008, is comprised of the British Council, English UK, UK Trade & Investment and VisitBritain. It was formerly known as the SPG (Strategic Promotions Group), which was set up in August 2005 to work towards a more co-ordinated approach to the promotion of the UK's ELT sector by the members of the group. The purpose of the ELPG is to help promote and boost trade for the accredited ELT sector and its activity includes the organisation of a series of successful boutique b2b fairs with upcoming destinations including Al Ain and Sao Paolo.

This prestigious top class event serves as a professional network and forum for those involved in the creation, marketing, promotion and delivery of English Language-related products to international students. The event will help participants to develop their expertise, knowledge, and effectiveness whilst staying up to date with the latest technological, market and global advances.

The ELT Marketing Conference features a programme of plenary sessions, electives and market information sessions with facilitated discussion to help

participants to share experiences and showcase examples of best practice (ELT, 2009).

USING TECHNOLOGY in ELT

When the Internet first emerged, the early tendency among ESOL educators was to see how it could be employed as a tool for helping teach English (see Warschauer, 1995). This is in line with traditional approaches to computer-assisted language learning which see the computer as an optional tool among many to be exploited for language learning purposes.

Today, however, the significance of information technology for language use and learning must be seen as broader. Simply put, information technology is rapidly posing itself as the medium of a new, and fourth, revolution in human communication and cognition, matched in significance only by the prior three revolutions of language, writing, and print (Harnad, 1991). Information technology will impact how people interact, access information, and share information as greatly as the Gutenberg revolution 500 years ago.

And what is more, this impact will occur much more quickly. The full impact of printing had to await the conclusion of the industrial revolution several hundred years later. In contrast, development of modern information technology is occurring simultaneously with the development of informationalism and globalization, thus ensuring that the impact on literacy and communication practices occurs much more quickly.

There are many positive examples of language teachers and learners making good use of limited resources to help bridge the digital divide, including intergenerational e-mail exchanges among immigrants in California; collaborative Internet projects in Romania carried out with a single laptop computer; and efforts by indigenous peoples to promote their languages online. Rather than panicking in the face of the digital divide, or burying our heads and ignoring it, ESOL educators and administrators should learn from these examples and seek creative pedagogical and technical approaches for reducing technological inequality (Warschauer,2000).

RELEVANT TECHNOLOGIES FOR LANGUAGE INSTRUCTION

Relevant technologies for language instruction are the following (Zhao, 2002):

Speech Synthesis or Text-To-Speech (TTS) Technologies

Speech synthesis technology has improved tremendously in the past few years. A number of commercially available speech engines (e.g., Lucent, AT&T Bell Labs, Microsoft, Apple Computers, Ellants, and Say) can already generate speech in many different languages (e.g., Chinese, English, Polish, Portuguese, Russian, and Spanish). Although the quality of machine-generated speech is not yet as good as native speakers', especially in terms of intonation and stress, it is understandable and can serve certain purposes for language learning, especially in situations where native speakers are not readily available or too expensive. With TTS, one can also control the speech rate and select different voices and dialects. TTS can be enabled via the Web or on a local workstation. Currently, both Macintosh and Windows operating systems ship with TTS capabilities without any additional cost to the user. TTS can be used in a number of ways to support language learning. First, the language learner can use it to access the target language in spoken mode. Because many language learners may not have access to native or near-native speakers, TTS makes it possible for these learners to hear the target language of any content, including their own spoken words. Second, TTS can be used to develop language-tutoring programs that can be deployed on the Web. Third, TTS can be used to develop language-learning programs to be deployed on telephones through Voice XML (VXML).

Automatic Speech-Recognition (ASR) Technology

ASR technology has also become more sophisticated. Today's ASR accuracy level can reach 95 to 97 percent, with training in limited domains. ASR's performance is less accurate for non-native speakers and children. It has also become commonly available. For example, Microsoft Windows XP ships an ASR engine. Other ASR-based dictation software available on the market includes ViaVoice (IBM), Dragon (Dragon Systems), Voice Xpress (Lernout & Hauspie), and FreeSpeech98 (Phillips Speech Processing). In language learning, ASR can enable learners to interact with the computer orally, facilitating pronunciation tutoring, practicing oral language, and automatic oral proficiency testing. TTS and ASR technologies are also being used together to develop conversational partners for language learners. TTS can give computer characters voices and ASR can give them listening comprehension abilities so that they can interact orally with the language learner. Some of the individuals and institutions that are engaged in this area of work include: the Defense Advanced Research Projects Agency (DARPA, multiple conversation interfaces), Microsoft (MINDNet), Victor Zue (MIT Laboratory for Computer Science, conversational interfaces), Alexander I.

Rudnicky (Carnegie Mellon, verbal interaction with small computers), Ronald A. Cole (University of Colorado, domain-specific conversational systems), and BBN Technologies (dialog agent). Although these new products may not necessarily be developed to enhance language learning, their capacities for interaction in oral language can be of great value for language learners.

Computer-Mediated Communication Technologies

Computer-mediated communication (CMC) technologies have advanced in many different ways. Today the capacities of CMC technologies are much more sophisticated than what text-only CMC technology could offer a few years ago. Multimedia CMC technologies can now enable users to construct and manipulate graphical objects and avatars, and use sound, images, and video to communicate with each other in a virtual world. The Palace and ActiveWorlds are good examples of multimedia synchronous CMC environments. Voice-enabled Web-based bulletin board systems (Wamba Voice Board) allow users to leave voice messages to each other on the Web. Audio chat programs (e.g., PalTalk) make it possible for users to talk over the Internet. Even simple e-mail programs enable users to embed video, audio, and graphics in their messages. Eudora's PureVoice even allows users to manipulate the rate of speech of audio attachments. Finally Internet telephony enables communications between the computer and telephone users via the Internet, which not only bridges the two technologies, but also reduces communication costs drastically.

Web Technologies

The popular view of the Web treats it as a large database of information. But it should really be considered as a development and deployment platform. Its hypermedia nature makes it possible for multiple media to converge. Today, the Web has become a platform for the deployment of video, audio, graphics, and text. The Web is also a programming environment and can easily be connected to databases. Thus, the Web can deliver traditional CAI-type tutoring programs as well as multimedia communication and curricular resources, and serve as a management and feedback tool for language learners.

Video and Audio Technologies

Digital video and audio technology offers many more advantages than their analog counterparts for language learning. First, the capacity for multiple tracks makes it possible for video and audio materials to include different

types of captions (e.g., full and keywords) in different languages. Second, its digital nature enables more control over the content, making it more efficient to locate and repeat the desired content. Third, the programmability of digital video and audio makes it possible to contextualize video and audio content by linking to other content stored in other locations on the network. With digital video and audio, language learners can role-play one character on video, choose to access one type of captions in a desired language (e.g., reading the caption in one language while having the video playing in another), control the speed of the speech, add comments to the video, read background materials about a specific part of the video, or even dub the video in their own words.

Machine Translation

Although machine translation has not reached, and may never reach, the level of human translation, it has potential for language learning. The performance of machine translation programs is reasonable for formal technical language. Consequently, language learners can use these programs to gain a rough idea of the meaning of news or technical materials, which can help learners comprehend the original materials. An instructor also can have the student correct the translation produced by a computer as an exercise. The online translation engine (Babel Fish) is available to all Web users and automatically translates Web pages between a number of languages (English, Chinese, Japanese, Korean, Italian, Spanish, and Portuguese).

Simulation, Animation and Intelligent Agent Technologies

The increased processing power of personal computers has made it possible to offer simulation and animation through a Web-browser (with the assistance of plug-ins). Simulation and animation can offer more authentic and realistic content to students by creating immersing environments. Through simulation and animation, language content can be more contextualized. Simulation and animation also can serve as powerful tools to sustain students' interest and motivation.

Progress in intelligent agent technologies has made it possible to offer opportunities for users to conduct “conversations” with Web-based bots. There are all kinds of bots, but most relevant to our work are chatterbots—bots that can carry on a conversation with the user. For example, Alice (Artificial Linguistic Internet Computer Entity) is a natural language interface to a telerobot eye. Alice ironically tries to be a computer, so her

replies may make some sense but in reality Alice is nothing more than a gigantic pattern-matching case-statement. Remarkably, this elaborate hoax has produced some of the most convincing natural conversations between computer and humans yet observed. Another one is ChatterBox, which is a natural language parser that links with VirtualFriend, and lets you converse with VirtualFriend characters who remember what you say and can answer questions concerning information you give them. These bots can be used by a language learner for practicing speaking or writing.

Language Processing Technologies

Language processing technologies refer to tools designed for linguists and others. Some common ones include concordance (indexing words), grammar/spelling checkers, and text and speech analysis. Concordance tools provide an index of words and can be used to help the student see how words and phrases are used in certain domains. Text and speech analysis software can be used to check readability and give students the ability to understand text from a top-down approach. Grammar and spelling tools provide students needed assistance to develop self-correcting strategies, feedback about their work, and incidental learning opportunities.

USING DISTANCE EDUCATION IN ENGLISH LANGUAGE TEACHING (ELT)

The expansion of distance education will undoubtedly provide new opportunities for learners of English to study from the convenience of their home, while ESL teachers will find a growing number of online certificate and graduate courses (Warschauer, Shetzer, & Meloni, 2000). Universities and schools will be under constant pressure to cut corners in favor of cheaper alternatives based on individual access to pre-packaged materials with limited opportunities for student-teacher communication. Distance education is thus another realm where the role of technology, in either hindering or benefiting education, will be a site of struggle. At the pedagogical level, instructors will need to strive to make sure that distance education programs are developed on sound pedagogical principles, which will usually necessitate a good deal of personal interaction (Feenberg, 1999).

It may be confidently said that in spite of the relatively, late entry of distance education in the learning scene, the teaching of languages at a distance is not new. The first real correspondence course institution was the Toussaint and Langenscheidt Institute, founded in Berlin in 1856 to teach languages

(Bande, 1993). Since then, the teaching of languages has not been static but has moved on in a measured stride. Here too, the rapid development in information technology and the vast facilities available have to a large extent also enhanced the teaching of languages at a distance. They have enriched the teaching and learning environments with dynamic interactive text, images, animation and voice, to name a few. One may argue that there's nothing like having a teacher in front of the student for effective language learning. This is undeniably so, but in the circumstances where this is not possible, distance education provides the opportunity for learning a language.

In taking advantage of developments in ICT for the teaching and learning languages via distance education, it is perhaps essential for students to break out of their earlier mould and from their prior learning styles, in order to adopt newer ones; newer styles which in a sense are more proactive and which will fulfill their needs better. It actually calls for a 'culture' change; where students have to augment prior learning styles, and supplement them with newer and more pro-active ones, by using networked computers to send electronic mail, participate in discussions or explore web sites while using the target language. Farrington illustrates this aptly when he says that with computer-mediated communication, such as telecommuting, a student could enroll for a course in French literature at the Sorbonne in Paris from his dorm room in Philadelphia over the Internet. Telecommunications technology has indeed revolutionized learning, and language learning has also taken advantage of this.

As networked computers are able to accommodate a wide range of learner abilities, the advantages of language learning via the computer are myriad. In the case of Language Connect, for example, the home of Language Connect University (LCU), a virtual language school, a multitude of language resources and materials on the World Wide Web provide a gateway to the world of languages. This home base for language learners, developed by Syracuse Language Systems, incorporates essential links to language learning sites, travel connections, international business information, cultural affairs and local news. At LCU, students enroll in instructor-guided classes that incorporate salient aspects of multimedia, Internet and traditional teaching methods, while having the resources of the World Wide Web for use. In instances such as this, students can take classes without having to set foot on a campus, simply because the "*Virtual Campus*" in a

“*university.com*” scenario offers students a broad array of on-line courses, which may be ‘homegrown’ or may even have “imported’ vendor solutions.

In spite of significant advances in distance education, it is pertinent to add that language learning solely by computer mediation has not been popular. A study of course materials used in a number of universities also show that print based materials are still the main medium of study in spite of the availability of materials over the Net.

Holmberg (1995) believes that students need to be forced to meet deadlines since getting behind schedules necessitates the need for students to generate more energy to continue with their coursework and catch-up. Furthermore, the pedantic adherence to ensuring that all elements of language learning are followed by the student; as evidenced by coursework; is even more imposing in language learning, as students may be geographically distanced for the tutors and other students.

MARKETING OF DISTANCE EDUCATION

The marketing of education is a controversial issue. Although the opinions on the signification of the educational institution as a product and the students as the customers still remains arguable the transformation of the instruction process as a student-based model requires the utilization of the marketing opportunities are used. Teaching has been increasingly developed as a learner-centered model, shaping the process as a life-long learners experience to match their existing knowledge and skills is crucial. At distance education institution-DEI level being market oriented means adapting a client-centered perspective and managing the school in a way that matches the needs of primary and secondary clients. This student-based model is not much different than the client-based utilization of marketing strategy. In the marketing approach the needs and desires of the customers are given a primary and major importance so they are treated as “kings”. When this strategy is employed in distant education the course programs and materials are observed to be shaped in accordance with the needs and desires of the students and multimedia use are also observed to be very common with these are presented within the most appropriate channels to the students. The customer “king” transforms into the student “king”. Marketing is about achieving organizational goals and these are determined by the values of the organization (its “culture”) and shape its decision-making. Marketing helps the DEIs to make them achieve to be identified with those clients for whom

they offer an appropriate range of learning opportunities (Demiray and et. all, 2007, p. 157).

Marketing the E-Learning Concept

Designing, developing, and implementing eLearning resources are just part of the e-Learning battle. Getting workers and prospective students and instructors to use eLearning is a challenge in itself. E-Learning acceptance or any other form of adoption (knowledge management, technology, etc.) can be broken down into two main categories: who and why. The key to marketing e-Learning is to individually address the organization's multiple groups of stakeholders. Every group has varying goals, success factors, and political stakes.

The needs of all individuals must be identified before creating marketing messages that will succeed with each group. Distributing messages to the masses will result in lack of buy-in or disinterest. In general, when discussing adoption, most organizations focus on "getting the learner to take a course." This is a vital component of e-Learning implementation, but it doesn't present an accurate overview of e-Learning marketing and adoption. (http://www.resourcebridge.net/Articles/Marketing_eLearn.html).

USING NEWSPAPERS IN ENGLISH LANGUAGE TEACHING (ELT)

The advantages of the newspapers, as a teaching tool, are the following:

Availability

A teaching tool has no value if it is not available. In the absence of other materials, newspapers are the most readily available English language teaching aid in Sierra Leone. Relevant parts of newspapers can easily be multiplied by stenciling or photocopying and made available to the class

Affordability

Newspapers are cheap and so both instructors and students can afford to buy them, quite unlike books, which tend to be prohibitively expensive when they are available.

Relevance

Learning materials are more relevant, interesting and motivating if they are structured within the experience, culture and environment of the learner.

Newspapers in Sierra Leone fulfill these qualities. For example, editorials, feature articles and gossip columns are normally based on local issues which readily arrest the attention of readers.

Malleability/Endurance

A teaching tool, especially in a technologically handicapped country like Sierra Leone, should be easy to operate. Sophisticated tools are often difficult to repair when they break down. Newspapers are beyond this problem; they are not only easy to handle, but do not break down like machines.

Cost-effectiveness

In a deprived teaching environment, the teacher's best friend is material he can use many times and for a long time. Properly handled and stored, newspapers can endure long periods of use, and the longer the period they are preserved and used, the more cost-effective they become (Tapia,1993).

USING RADIO IN ENGLISH LANGUAGE TEACHING (ELT)

The use of the radio in language teaching cannot be overstated. The BBC and VOA language teaching programs have enjoyed worldwide appreciation for years. The greatest advantage about the radio as a language teaching tool is that large numbers of learners can assemble around one receiver. Also, material can be recorded from it, preserved and played later to learners. Apart from prepared lessons that are relayed, learners can pick up expressions, vocabulary, pronunciation and other elements of language from the radio. It is also extremely useful for teaching listening comprehension, and particularly valuable in bringing native speakers closer to the learner. Like the newspaper, the radio is easy to operate, cost-effective, readily available and affordable-especially at institutional levels (Changshu, 1992; Pemagbi,1991).

USING VIDEO IN THE ELT CLASSROOM

Compared with other teaching tools: audio tapes, textbooks, and the basic blackboard, video is a relatively new option for the language teacher. The technology became affordable only in the late 1970s, and it was several years before video materials designed specifically for language learning were developed. In the twenty years or so since then, video has become an even more widely available teaching aid, although its penetration into

everyday classroom practice and course/syllabus design hasn't been as deep as many had anticipated. The development of video materials for ELT use can be seen as having gone through three main stages.

Stage One

The first was the direct adaptation of existing methodologies to incorporate the new technology. The 1960s and 70s had seen the emergence of the functional/notional approach to describing and teaching language, and this had begun to replace transformational grammar as the main underlying principle behind materials and course design. This was soon reflected in video material, most noticeably with the appositely titled "Video English", a series of videos which took the main functions of the English language (such as greetings and introductions, asking for and giving information, etc.), and developed short sketches around them.

The video was accompanied by teaching notes, classroom activities, and transcripts, and although this additional material wasn't particularly well-presented, the suggestions for teachers and the additional language material were very useful.

Stage Two

The next stage in the development of ELT video materials involved courses based around a story told in episodic form. Whereas materials such as Video English aimed to provide a video resource which could be used as needed for a wide range of levels; an off-the-shelf resource which could be easily intergrated into any course, the story-based videos demanded a more long-term commitment and were aimed at particular levels of students. In most examples, such "A Weekend Away", and Robert O'Neill's "Lost Secret", the introduction of new language items was fairly strictly controlled. This posed obvious difficulties regarding the need to structure the language effectively for learning purposes while retaining a sufficient degree of realism in the dialogue. The two examples cited above achieved this to a commendable degree, though other courses failed to produce the appropriate blend.

Stage Three

The third development was the adaptation of authentic TV and video material for language teaching. Two examples are the BBC's "Television English" series, in which excerpts from (mainly non-dramatic) UK broadcast TV programs were the focal point for well-written language learning

activities, and the development by Sony of teaching materials based on a limited number of major feature films.

In addition to these three main strands of development, there have been variations in content or theme, with the needs of English for Specific Purposes being addressed with "Business English" and "Tourist English" videos, as well as courses aimed at children using cartoons, one of the best of which being "Muzzy in Gondoland".

Techniques

Because the video courses written specifically for ELT are usually accompanied by fairly detailed teacher guidelines, the remainder of this discussion will focus on general techniques for using video materials. These techniques can be applied to specially written or authentic video materials, and aim to introduce a greater degree of variety into classroom practice and to create a more productive interaction between the learners and material. It should be stressed that these techniques are far from new, and the following is simply a brief overview of some of the methodological alternatives available.

Moving from the development of support and supplementary materials to the mechanics of using video, there are several ways in which the information transmitted can be broken down and re-assembled to good effect. One such technique is silent viewing. The students view a sequence, for example of a couple checking into a hotel or ordering a meal in a restaurant, and then attempt to generate an appropriate dialogue for the scene. The actual dialogue can then be used as a model from which to adapt the students' efforts.

Alternatively, if the students have already heard the dialogue, they can use the silent re-viewing to reproduce the conversation. The reverse technique is to play the sound only, and have students discuss what the scene might look like. The teacher may also make good use of the freeze-frame option, particularly if the material is proving to be difficult, to check comprehension and to answer unanticipated questions. In some viewings, particularly "reviews" of the video after the pre-planned activities have been done; students should be encouraged to indicate if they want a pause in the viewing to pick up on points of confusion or general interest. This goes some way to lessening the degree of teacher-centredness (produced by the fact that the teacher has the controller!).

Finally, in preparing materials and activities such as the ones described above, care should be taken in the selection of the video material, in particular regarding the areas of length and content. A five-minute sequence from a movie is likely to contain more than enough language for the students to cope with, and so it is better to expose students to several short sequences, each followed by activities which practice and recycle the target language, than to show a half-hour sequence and then give students exercises which rely more on memory than understanding.

Regarding content, and as with choosing teaching materials of any kind, the needs and proficiency of the students is of paramount importance. It is possible to take scene from a movie such as Pulp Fiction, and through a battery of activities and lots of repetition, have a class of intermediate students more or less completely understand it. However, the benefits of this are questionable: understanding a particular scene won't help them significantly to understand the movie as a whole, and the dense, idiomatic language of that movie won't provide them with much language they can easily use outside the classroom.

On the other hand, for a very advanced class, Pulp Fiction may provide a fertile source, not only of contemporary American language, but also of cultural issues which could be used for class discussion (<http://www.eltnews.com>).

DISTANCE TEACHER TRAINING IN ELT

Technology and Teacher Education

Technology diffusion and education reform is a natural outcome of economic and social development. On a worldwide scale a new economy emerged in the last quarter of the twentieth century, which Castells (1996/2000) called “informational”, “global” and “networked” to identify its fundamental distinctive features. He pointed out the new demands from a global labor force market emerged in this new economy. His remarks are no less than an alert for modern educators that education reform with technology diffusion is a must, given that each country needs to enter the global informationalized economy. There are also powerful social pressures to expect education reform with technology to happen (Bromley, 1998). First, business groups anticipate the next generation of workers to be computer literate. Second, professional educators urge schools to optimize learning and teaching environment where students can be freed from text-

based curricula and teachers will be able to present their subjects in greater depth and sophistication.

Third, middle-class parents with information-related jobs expect schools to integrate such values and skills connected with information literacy into a computer-based curriculum, which appears to ensure their children to securing a steady employment in the increasingly competitive labor market in future.

The education reforms in many countries share common ambitions and expectations for technology diffusion in education to contribute to equity and decentralization, pedagogical modernization, and teacher professionalization (Potashnik, 1996). Numerous recent studies of a wide variety of specific applications of technology manifest that, when used properly, technology can lead to improvements in student performance, motivation and empowerment through means of attention to complex problem solving, project-oriented approaches to subject matter and apprenticeships composed of authentic tasks, sustained and challenging work. Further, technology use is widely believed (e.g. Means, 1994) to positively influence the social environment of the school and thus can stimulate education reform by providing an invitation to change.

The concept of literacy is crucial in determining language teaching pedagogy for language education with technology. After all, language education reform with technology is not centered on technology *per se*, but rather on how to use technology for language and literacy development. Traditional literacy involves a set of “context-neutral, value-free skills” of coding and decoding texts and is mainly about the specific information that is gained through engaging in the activities of reading and writing.

With the advent of computers and other information technology and the continual introduction and employment of technology in education, the notion of literacy has been expanded and amplified into computer-and Internet-based literacy, which includes *computer literacy*, *information literacy* and *electronic literacy*. *Computer literacy* is a stage that just emphasizes a technical expertise that enables a competent use of the available hardware *information literacy* is the ability to find, organize, and make use of information. However, *electronic literacy* is a broader umbrella term with more emphasis placed upon seeking, selecting and evaluating information with a development of high order thinking skills and critical

thinking abilities .Such literacy could not be learned or required to learn at a traditional classroom without a support of technology or an appropriate pedagogical approaches to exert the best potential of that technology.

Shortly, technology-enhanced language teacher education at the tertiary level is an educational reform which demands fundamental changes in educational structures, philosophies and methodologies in both teacher education and language teaching pedagogy.

English Teachers' Barriers to the Use of Computer-assisted Language Learning

Computers have been used for language teaching ever since the 1960's. This 40-year period can be divided into three main stages: behaviorist CALL, communicative CALL, and integrative CALL. Each stage corresponds to a certain level of technology and certain pedagogical theories. The reasons for using Computer-assisted Language Learning include:

- experiential learning,
- motivation,
- enhance student achievement,
- authentic materials for study, (e) greater interaction,
- individualization,
- independence from a single source of information, and
- global understanding.

The barriers inhibiting the practice of Computer-assisted Language Learning can be classified in the following common categories:

- financial barriers,
- availability of computer hardware and software,
- technical and theoretical knowledge, and
- acceptance of the technology.

Toward Integrating Information Technology Into Tertiary EFL Teacher Education

Technology diffusion and education reform is a natural outcome of economic and social development. On a worldwide scale a new economy emerged in the last quarter of the twentieth century, which Castells (1996/2000) called “informational”, “global” and “networked” to identify its

fundamental distinctive features. He pointed out the new demands from a global labor force market emerged in this new economy. His remarks are no less than an alert for modern educators that education reform with technology diffusion is a must, given that each country needs to enter the global informationalized economy. There are also powerful social pressures to expect education reform with technology to happen (Bromley, 1998).

First, business groups anticipate the next generation of workers to be computer literate. Second, professional educators urge schools to optimize learning and teaching environment where students can be freed from text-based curricula and teachers will be able to present their subjects in greater depth and sophistication. Third, middle-class parents with information-related jobs expect schools to integrate such values and skills connected with information literacy into a computer-based curriculum, which appears to ensure their children to securing a steady employment in the increasingly competitive labor market in future. The education reforms in many countries share common ambitions and expectations for technology diffusion in education to contribute to equity and decentralization, pedagogical modernization, and teacher professionalization (Potashnik, 1996).

The reasons why pre-service teachers should learn about technology use can be related to the social needs of technology diffusion in . Further importance for pre-service language teachers to hold in mind, as Osin (1998) pointed out, is the belief of the promise that computers enable teachers not only to get information from others but also present information, and adapt it to the student needs, preferences or requests, thus a true interaction is facilitated through the means of technology. Besides facilitating greater interaction, technologies when appropriately integrated, support experiential learning and practice in a variety of modes, provide effective feedback to learners, enable pair and group work, promote exploratory and global learning, enhance student achievement and provide access to authentic language learning materials .Therefore technology use in language learning is beneficial and vital to pre-service language teachers, both for themselves and their future language students.

Distance English Language Teaching (DELT) Programme: A New Model for Turkey

The following part of the article aims to give information about the Distance ELT application at Anadolu University referring to the two studies conducted by Köse et. al. (2002) and Altunay & Mutlu (2008).

Language education is one of the most commonly used areas for the the system of Turkish distance education. "Fono" and "Limasollu" distance language courses are the most commonly known first distance language programmes in Turkey. Open Education courses of Fono and Limasollu Publishing started in 1953 in Turkey. The most rapidly-growing distance learning sector is the pre-university age group - what is referred to as K-12. This is usually in the "form of curriculum enrichment modules and ongoing telecommunications projects". (<http://www.fono.com.tr>; <http://www.limasollunaci.com/hakkimizda.asp>).

There is an ever-increasing demand for English teaching and learning activities in Turkey, with the implementation of new eight-year compulsory primary education in 1998. EightYearly Development Plan (1999-2006) estimates the English teacher need of Turkey as approximately 60,000. In order to meet this demand Turkish Ministry of National Education (MNE) and Eskisehir Anadolu University signed a protocol in February 2000. Anadolu University is authorized to initiate a four-year Distance English Language Teacher Education Program. The program has accepted first group of students (2500) this academic year (2000-2001) according to the results of the University Entrance (ÖSS)- Foreign Language (English) Exam.

TeachingMaterials

Syllabi

A syllabus for each course has been prepared by the course coordinators in Anadolu University, School of Foreign Languages, and they have been sent to all the teachers in the program. These syllabi are to be followed by all the teachers in 16 cities.

Books

For the 1st group of courses "Cambridge Skills for Fluency" series (reading, writing, speaking) by CUP as well as "English Grammar in Use" book (by CUP) have been chosen. The upper-intermediate level series are used for the first year students, and the advanced level series are used for the second year students.

These books have been chosen because they are self-study books and they are suitable for distance education. Since the students were admitted to the program according to the English language scores they got in the University Entrance Exam, they are considered as "upper- intermediate level" students.

Handouts

Besides the course books, some supplementary materials for all 4 courses (reading, writing, speaking and grammar) have been prepared by the course coordinators in Anadolu University, School of Foreign Languages, and they have been sent to all the teachers in the program. Supplementary materials have been prepared in this way so that consistency among all the teachers in 16 cities could be ensured. For the 2nd group of courses, which are the pedagogical courses, the textbooks have been written by Anadolu University, Education Faculty academic staff, and published by Open Education Faculty. As for the 3rd group of courses, interactive web-based materials are still in the process of preparation in association with British and American Cultural Attaches' Office.

Advances in computer and communication technologies provide vast amount of alternatives in the design of distance education system. Anadolu University is investigating the possibility of employing computer and communication technologies to increase educational effectiveness, improve access and provide flexibility to the system. Following three issues are identified as main fields for the improvement of the current educational model:

- Establishment of "Remote Electronic Classrooms"
- Development of teaching Materials
- Employing Foreign Experts (Köse; Cantürk ve Ulsever, 2002).

Distance English Language Teacher Training Program In Turkey: E-Learning Opportunities for the Right to Education

The program has contributed to solve the English language teacher education problem in the country and contributes to the right to education mainly in two ways:

Firstly, it gives the ones who would like to become English language teachers the right to achieve their aim. Secondly, by increasing the supply of teachers of English, it allows students who want to learn English but cannot learn because of lack of teachers to learn English. The program also includes many applications contributing to the right to education. This practice is important in that it might bring new insights to foreign language teacher education and will be of value to other countries facing with similar problems.

Distance English Language Teacher Training (DELTT) Program at Anadolu University in Turkey contributes to education for all in different ways. Firstly, it gives a large number of people in both genders, living in both urban and rural areas in Turkey who want to become English language teachers but who cannot receive on-campus education for different reasons the chance to become teachers.

Secondly, it helps cover the gap between the demand for and the supply of teachers of English, and hence many students who cannot find teachers of English will have those teachers and receive foreign language education. Using Internet-based courses, or e-learning applications in other words, as a support system rather than as a must helps students to learn better, but it is not a disadvantage for the ones who do not have Internet access because students are responsible what is written in the coursebooks for the examinations.

Using Internet-based courses may have a benefit for those students in the long run in that since they are learning through the use of technology, they may easily use technology while teaching when necessary in the future. In addition to the features mentioned above, the following points can all be considered as evidence showing that the DELTT program contributes to right to education in different ways: Using Internet-based courses for delivery of the courses of the last two years as a support rather than as a must; taking students' permanent address into account while choosing schools for internship, which is cost effective and prevents waste of time stemming from transportation to schools; offering course materials and organizing examinations in a way to meet the needs of students with physical disabilities; opening computer laboratories in 15 cities where the Internet infrastructure was weak; offering a diploma equal to the diploma offered by on-campus programs and hence giving the graduates of the programs the right to apply for master's and Ph.D programs in the future; offering them academic facilitation and e-support services so that students can receive help about the course content and technical problems, and helping those students as soon as possible; giving students the right to benefit from student rights 7 years as long as they register; giving students an associate degree at the end of the second year and the right to teach at schools and private institutions though they do not have permanent teacher status; using asynchronous type of learning that does not require facilitators and all students to be online at the same time, which allows flexible use of time and more cost-effective than synchronous learning because it does not require different types of

equipment; reaching students in all geographical areas of Turkey; making the courses available not only for the students enrolled in the program but also for the on-campus ELT students. It is hoped that this article gives an idea about how use of distance education, particularly, the e-learning opportunities offered to students in the program contribute to the right to education in the field of English language teacher education. Such a practice can be applied in the education of teachers of other languages in different countries by making necessary adjustments depending on the needs of the target learners. (Altunay and Mutlu,2008).

SOME SAMPLE OF WEBSITE ON MARKETING ELT PROGRAMS AND PRODUCTS VIA E-LEARNING

E-Learn English Language: Free English Lessons

The e-Learn English Language website, written and webmastered by Laura K. Lawless. This site offers lessons and information about everything related to English as it is spoken around the world.
(<http://www.elarnenglishlanguage.com>).

Overview of E-Language Learning

Background of the E-Language Project

The purpose of the project is to test the effectiveness of a new approach to second language instruction using a unique combination of content, pedagogy, and technology. The project uses student-oriented content, including games, animation, cultural content, a structured immersion pedagogy, voice recognition, and other technologies. The Department believes that this effort, based on the most current research on second language-learning pedagogy, instructional design, and educational technology, can be an important advance in second language instruction. The Department is interested in evaluating the effectiveness of this approach in delivering foreign language instruction.

A number of private sector organizations participated in the market research and related follow-up activities. Based on the results of this market research, and the interest expressed by the participating private sector organizations, we believe there is strong interest in the private sector in further developing the ELLS project. To support those in the field who can benefit from the research and development completed by the Department, the Department is releasing the ELLS system into the public domain. The Department eventually intends to evaluate any built and implemented system that meets

our technical and pedagogical specifications, as originally conceptualized in this research and development effort. Our first priority is to evaluate the English language implementation of the e-language learning system with a Chinese-speaking student population. In addition, we will consider evaluating a built and implemented English language system that is targeted on a Spanish-speaking student population.

<http://www.ed.gov/admins/lead/academic/ells/index.html>).

On-Line Language Learning

Lingualearn is able to offer award-winning, on-line-learning language courses. Our solutions provide the ideal learning environment for people on the go.

If you are: a busy manager who needs to improve your language skills, but have little time to fit in a regular lesson pattern have employees who have to travel abroad regularly but struggle to speak the language find that you learn languages better on-line or by other distance means need a language course that is personalised for your needs then our on-line language learning packages can help you by providing an accessible, user-friendly teaching method that can be tailored to your learning environment.

Our on-line language learning technology offers:

- A selection of different topics in business and everyday language
- Unlimited on-line lesson hours
- Up to 10,000 exercises to improve written and oral expression, comprehension and grammar
- An audio-glossary including up to 10,000 words
- Cutting-edge speech recognition technology
- Different language interfaces

The courses can be any day, at any time and any place where the client has an internet and phone connection. With mobile communications improving all the time, learning a language couldn't be easier!

Our on-line language learning courses are available for learning English, French, German, Spanish, Italian, Russian, Chinese, Japanese, Dutch, Swedish and Arabic. Clients need to be native speakers of English or have at least an intermediate level in English (~ band 5 on the IELTS scale). If in

doubt, we can arrange a short remote test for a small charge. Our on-line language learning courses tend to work best for intermediate and advanced level language learners. We are also able to offer 3 levels of web-based distance training using the latest technology from Auralog:

E-Learning

The key benefits of this course are: state-of-the art on-line language learning, website placement test, report on progress, many types of reading, listening, pronunciation exercises and achievement test.

E-Tutoring

The key benefits of this on-line learning course are those for E-LEARNING plus: personalised language programme, questions and support by email.

E-Coaching

The key benefits of this course are those for E-TUTORING plus: regular follow ups by tutor to keep student motivated, two 30-minute telephone conversations with tutor and active support by tutor by email. (<http://www.lingualearn.co.uk/language-learning/online-courses.htm>).

A Creative Partnership And An Innovative And Effective Multimedia English Language Learning And Teaching Website

in2english.com.cn as an innovative and effective multimedia English language learning and teaching website came about through a creative partnership between the British Council (BC), the British Broadcasting Corporation (BBC), China Central Radio and Television University (CCRTVU) and CRTVU-Online Distance Educational Technology Limited (CRTVU-Online) in 2002.

As a cooperative endeavour it combines British expertise in English teaching and development of online materials with CCRTVU's knowledge and experience of the English learning environment in China as well as expertise in ICT and development of online materials. The common ground strategy of the four partners brought about the establishment of the site and this creative partnership has been maintained throughout its development. At its inception many of the website's features were innovative and cutting edge. As a free website it went beyond text and made extensive use of flash and multimedia.

Since its launch on 5th November 2002 the website has welcomed nearly 10 million unique visitors, visiting over 18 million times, from its target

audience of business people, English teachers, young professionals and their children throughout China. During five years of development in2english.com.cn has evolved into a highly interactive community.

A personalised feature is known as myin2english helps foster the learners' participation and ventures into the world of mobile learning highlight its continuing commitment to innovation.

However, it is also a time to reflect on the lessons learned about Chinese learners' attitude to online learning and also the international cooperation between partners. A retrospective and critical approach is needed to see how far we have come, and how we should proceed in the future.

Background of the Four Partners

in2english.com.cn is a joint British-Chinese English language learning project. Collectively known as the Multimedia English Language Learning Initiative (MELLI), four partners have been working together to develop and deliver a comprehensive online English language learning website for China. The parties investing in this unique Britain-China partnership are:

- Cultural & Education Section, British Embassy – The British Council
- China Central Radio & Television University – CCRTVU
- BBC World Service – BBC
- CRTVU-Online Educational Technology Limited – CRTVU-Online

The British Council

The British Council - the Cultural & Education Section of the British Embassy in China - is well respected for the quality of its English language teaching projects. With in2english.com.cn, the British Council wants to deliver a quality English language-teaching product that concurrently presents positive aspects of the UK and China in this important Britain-China project.

CCRTVU

CCRTVU has high brand awareness and a long-standing history in adult education and distance learning. 2.6 million Students currently study through CCRTVU. Most are required to study English as part of their course and some are English majors training to be English teachers, at both primary and

secondary level. CCRTVU's experience offers unique access to the market of distance learners and gives the project invaluable physical association with China, ensuring local relevance, and the potential to reach over a million learners direct.

BBC

BBC has been teaching English for 60 years, reaching learners that are situated around the globe, in the full range of linguistic markets. Over six decades it has become well known for its radio English learning programmes, particularly in China, and more recently is increasingly recognised worldwide for the quality online learning it offers. In a market where there is a gap in quality content provision the BBC brand can be maximised as a known and trusted content provider, to communicate a message of quality, reliable content on the web.

CRTVU-Online

The site is technically supported by a complementary new media service, CRTVU-Online, a joint venture from the established CCRTVU brand and one of China's leading local brand electrical and electronics companies, TCL. CRTVU-Online brings its experience as part of the new era of media delivery in the Chinese educational market to the project. It has a strong commitment to helping China achieve its educational potential. We can see the four partners have their own strengths with different aims and targets. As partners working on the same project it is essential to find the common ground to benefit all the partners so as to build an English language learning and teaching website for a selected target audience in China. (<http://asiapacific-odl2.oum.edu.my/C15/F549.doc>).

Learning Multiple Languages On The Internet

This is the largest Website for learning multiple languages on the Internet. This site has compiled the best resources from a variety of sources to make learning any of ten different languages as easy as possible (<http://www.elanguageschool.net/>).

E-Learning English With Tell Me More[®]

TELL ME MORE[®] offers you courses for learning English through e-learning.

Our e-learning English programs are tailored to meet your needs. Earning your education is one of the biggest and most important investments in your life. Our mission is to help you find the tools you need in order to achieve your goals. For this purpose TELL ME MORE[®] e-learning English course exists today.

Students who take e-learning English courses often gain the ability to work on their own, and they also gain experience in managing their time efficiently. With nobody to stand over them and make them work, virtual learners tend to develop these skills more quickly than if they were to learn strictly in a traditional classroom.

Our e-learning English solutions can either be installed on your computer network or hosted by a third service provider.

E-learning English is a complete learning solution. Adapted to your level our e-learning English program will allow you to communicate very fast both verbally and in writing. Using video and audio documents picturing images of everyday life, our e-learning English will accompany you during your voyage through Shakespeare's language.

With our e-learning English program you will encounter grammatical, lexical, and phonetical notions. Not only that, but by e-learning English you will discover the culture of countries where the language is spoken.

TELL ME MORE[®] e-learning English programe incorporates the latest innovations, using advanced speech recognition technology, interactive dialogues, and videos to help immerse you in the language that you are studying.

TELL ME MORE[®] e-learning English program addresses all the skills critical to language learning: reading, writing, listening, speaking, vocabulary, grammar, and culture. Regardless of whether you are a complete beginner or an advanced speaker, TELL ME MORE[®] e-learning English program will take you to the next level of language success.

TELL ME MORE[®] e-learning English program is the only solution that offers flexible, engaging, and comprehensive language training. You will receive our support at each step of your learning in order to:

- Determine your level and objectives
- Define your personalized language program
- Follow your progress with the integrated tracking tools
- Evaluate your progress and see your equivalence with other major language tests. (http://www.tellmemore-online.com/en/e-learning_english.html)

Eruditor

Ten years ago, everybody expected on-line shops would work automatically : no staff, no stock, no office, just a computer and delivery service from factory to customer. Prices in on-line shops were expected to be extremely low because of minimal costs. We in Eruditor.com remember that time very well because we have operated a classical music e-shop since 1998. Unfortunately, the expectations weren't fulfilled. E-shops had found that their customers needed help and information and so they started to pay more employees. Costs and prices increased.

In Eruditor.com we believe that times have changed since the mid nineties, lots of customers are experienced and can use e-shops without any support. So we have decided to return to the roots. Our e-shop works automatically, as was expected at the start of the e-shop era. There is no stock, no help, no customer support (except for claims), no limited bargains but the lowest prices possible of everything for everybody and everyday.

We expect you know what you want and how to buy in an e-shop. We won't help you to find the book you are looking for, but we work very hard to help you find it quickly and very easily yourself. So if what you want is an English book, Eruditor.com is the best place to buy at the lowest possible price. (http://www.eruditor.com/books/catalogue/english_language_teaching_elt.10384.html.en).

The Linguaphone Group

The Linguaphone Group is the world's leading provider of assisted learning and distance learning language training solutions.

They has over 100 years of experience in language teaching and an extensive global network of licensed partners operating under the highly reputable, internationally recognised Direct English and Linguaphone brand names.

Assisted Learning

Established in 1997, Direct English is a unique business system offering conversational assisted learning English language courses. Each year we help thousands of customers learn the international language of business and communication –English. Based on a learning system developed by internationally renowned education authority Louis Alexander, Direct English provides premium quality, added value English language training for the general consumer to the corporate executive. It works by combining highly interactive bilingual multimedia materials that are used by the learner on a guided distance learning basis, and a programme of tutorials and conversation classes delivered through a network of training centres around the world. Today, having built very close working relationships with some exceptional business partners, we have an impressive global presence in over 18 countries around the world.

Distance Learning

Founded in 1901, Linguaphone is recognised the world over as the Pioneer in distance learning language training. With a wide array of distance learning products in 15 languages, sold in over 60 countries and taught to in excess of 7 million people worldwide, you can be sure we know a thing or two about maximising the return from direct to consumer marketing.

An Opportunity Waiting to be Explored

- English language training is a high demand and potentially profitable growth opportunity:
- English is the global language of commerce and the Internet – increasingly a command of the English language is viewed by the international community not just as a useful business tool, but as a fundamental life skill.
- The global market for English language training products and services is estimated at \$15 billion English teaching has always been a continual growth market.
- There has recently been an incredible surge in demand for English teaching—and this heightened level of demand is expected to continue.
- English is the one language that provides common ground for communications around the world www.linguaphoneroup.com

CONCLUSION

Education is a service and any service needs to be marketed well to be attractive to the consumer, who in this case is a student. Everything in the world today needs to be marketed well; even education, hence marketing strategies and distance learning go hand in hand. Marketing is increasingly essential to distance learning programs as we endeavor to survive and compete in a crowded marketplace, where new providers with large budgets are constantly entering the scene. Hence student enrollment and retention are very critical aspects for a college to consider (Zorn, 2007). Marketing and encouraging e-Learning takes place on many levels (internal, external, to educators, as a business, etc.) and involves many different aspects (infrastructure, content, systems, etc.). At every stage of e-Learning implementation, the important issues are social resistance, change management, and promotion.

Globalization makes ELT more important. It means everyone who is in professional work and everyone who uses technologies needs English, and ever higher levels of English are needed. All else being equal, globalization should mean increased national investments in ELT, as in all education. Due to the increasing globalization the importance of English language teaching increases as well.

Today English language teaching has become a national concern in many countries. It is also big business, and has its own brand names. ELT (English language teaching) is a widely-used teacher-centred term, as in the English language teaching divisions of large publishing houses, ELT training, etc.

It may be confidently said that in spite of the relatively, late entry of distance education in the learning scene, the teaching of languages at a distance is not new. Teaching English a second or foreign language has become one of the challenging educational endeavors since its inclusion into the school programs. As learning cannot be confined to the boundaries of classroom and four or five year intensive programs and much of learning continues outside the traditional classroom, it has become a requirement to provide new ways of keeping language teacher up-to date with the latest development in their professions.

At this point distance education and E-learning technologies can facilitate the marketing of English Language Teaching (ELT) programs and products.

REFERENCES

- Al-Issa, A. (2002). *An ideological and discursive analysis of English language teaching in the Sultanate of Oman*. Unpublished doctoral dissertation, University of Queensland, Australia.
- Altunay, D. and M. Emin Mutlu. (2008). Distance English Language Teacher Training Program in Turkey: E-learning Opportunities for the Right to Education, *Distances et savoirs*, Hors série, 1765-0887, pp.1-17, 2008, France. Available at <http://www.distanceetdroiteducation.org/contents/DS2008-Mutlu-Altunay.pdf>
- Bande, L.V. D. (1993). *Flexible and distance learning*, Chippenham: John Wiley. Holmberg, B. (1995). Telematics and Multimedia-enriching the Distance Learning Experiences, *ReCALL Newsletter*, 3.
- Bourne, J. (1996). English for speakers of other languages. In N. Mercer & J. Swann (Eds.), *Learning English: Development and diversity*, (pp. 243-270). London: Routledge.
- Bromley, H. (1998). 'Introduction: Data-driven democracy? Social Assessment of educational computing' in *Education, technology, power: Educational computing as a social practice*, H. Bromley and M. W. Apple (ed.), Albany, State University of New York Press, pp. 1-25.
- Carnoy, M., Castells, M., Cohen, S. S., & Cardoso, F. H. (1993). *The new global economy in the information age: Reflections on our changing world*. University Park, Pennsylvania: The Pennsylvania State University Press.
- Castells, M. (1993). The informational economy and the new international division of labor. In M. Carnoy, M. Castells, S. S. Cohen, & F. H. Cardoso (Eds.), *The new global economy in the information age: Reflections on our changing world* (pp. 15-43). University Park, Pennsylvania: The Pennsylvania State University Press.
- Castells, M. (1996). *The rise of the network society*. Malden, MA: Blackwell.
- Castells, M. (1996/2000). *The rise of the network society*, Malden, MA, Blackwell.

Changshu, C. (1992). *Using VOA English programs in the classroom. English Teaching Forum*, 30, 4, pp. 38-40.

Crystal, D. (1997). *English as a global language*. Cambridge: Cambridge University Press.

Demiray, U. et al. (2007). "Strategies For The Marketing of Higher Education With Comparative Contextual References Between Australia And Turkey", *Turkish Online Journal of Distance Education*. July 2007 ISSN 1302-6488 Volume: 8 Number: 2 Article No: 14. Eskisehir, Turkey.

Dua, H. (1994). *Hegemony of English*. Mysore: Yashoda Publications.

Graddol, D. (1997). *The future of English*. The British Council.

ELT (2008). *The 2008 Asia TEFL International Conference*, Globalizing Asia: The Role of ELT, August 1-3, 2008.

ELT (2009). *ELT Marketing Conference*. BERR Conference Centre, 1, London: (Thursday 22, January ,2009).

Feenberg, A. (1999). No frills in the virtual classroom. *Academe*, 85(5), (Downloaded November 20, 1999 from the World Wide Web at <http://www.aaup.org/SO1999Feen.htm>).

Friedman, T. (1999). *The Lexus and the olive tree: Understanding globalizations*. New York: Farrar, Straus and Giroux.

Gaer, S. (1995). Folktales around the world. In M. Warschauer (Ed.), *Virtual connections: Online activities and projects for networking language learners* (pp. 146-148). Honolulu, HI: University of Hawai'i Second Language Teaching and Curriculum Center.

Graddol, D. (1997). *The Future of English: A Guide For Forecasting The Popularity of the English Language in the 2 Century*, British Council, UK.

Harnad, S. (1991). Post-Gutenberg galaxy: The fourth revolution in the means of production and knowledge. *Public-Access Computer Systems Review*, 2(1), 39-53.

- Hasman, M. (2000). The role of English in the 21st century. *Forum*, 38 (1), 2-5.
- Kenway, J. (1995). Reality Bytes: Education Markets and the Information Superhighway, *Australian Education Researcher*, 22,1, pp. 35-65.
- Köse, G. D; Cantürk, B. & Ulsever, S.(2002). "Distance English Language Teaching (DELTA) Programme: A New Model for Turkey". *Turkish Online Journal of Distance Education-TOJDE*, ISSN 1302-6488 Volume: 3Number: 1, Eskisehir, Turkey.
- Marginson, S. (2008).ELT and Globalization: Education and language for national development in the global knowledge economy Centre for the Study of Higher Education University of Melbourne. International conference: Rethinking English language education for today's Vietnam.*Vietnam National University/Hanoi University of Languages and International Studies*, 14-15 November, 2008.
- Means, B., Ed. (1994). *Technology and education reform: The reality behind the promise*, San Francisco, Jossey-Bass.
- Osin, L. (1998). *Computers in education in developing countries: Why and how?*, Washington, DC, World Bank Education and Technology Team.
- Pakir, A. (1999). Connecting with English in the context of internationalism. *TESOL Quarterly*, 33(1), 103-113.
- Pemagbi, J. (1991). The implications of the new English in Sierra Leone for the English language teacher. *Educational Research in Africa*, 2.
- Pennycook, A. (1994). *The cultural politics of English as an international language*. London: Longman.
- Phillipson, R. (1990). *English language teaching and imperialism*. Denmark: Transcultural.
- Potashnik, M. (1996). Chile's learning network, Washington, DC, *World Bank Education and Technology Team*.
- Roy, J.(2009). *Teaching English at a Distance*. Universiti Teknologi Mara (UiTM), Cawangan Bukit Mertajam.

Singh, M, Kell, P., Pandian, A. (2000). *Appropriating English: Innovation in the Global Business of English Language Teaching*, Peter Lang, New York.

Tapia, A. R. R. (1993). Using the newspapers with beginners. *English Teaching Forum*, 31, 1, p. 46.

Warschauer, M. (1995). *E-Mail for English teaching*. Alexandria, VA: TESOL Publications.

Warschauer, M. (2000). The changing global economy and the future of English teaching. *TESOL Quarterly*. Vol: 34, No:3, Autumn.

Warschauer, M., Shetzer, H., & Meloni, C. (2000). *Internet for English Teaching*. Alexandria, VA: TESOL Publications.

Warschauer, M. (2000). The changing global economy and the future of English teaching. *TESOL Quarterly*. Vol:34, No:3, Autumn.

Zorn, J. (2007). Survival of the Fittest: Marketing Strategies and Distance Learning, retrieved on December 19, 2008, also available from: <http://championarticles.com/articledetail.php?artid=7327&catid=260&title=Survival+of+the+Fittest:+Marketing+Strategies+and+Distance+Learning>. Submitted 2007-12-15 22:25:41

Zughoul, M. (2003). Globalization and EFL/ESL pedagogy in the Arab World. *Journal of Language & Learning* 1 (2). Retrieved June 16, 2005 from: http://www.shakespeare.uk.net/journal/1_2/zughoul.html.

ADDITIONAL READINGS

Abrams, Z. (2003). The effect of synchronous and asynchronous CMC on oral performance in German, *The Modern Language Journal*, 87(2), 157-167.

Aydin, B. and Yuzer, T. V. (2006). Building a synchronous virtual classroom in a Distance English Language Teacher Training (DELTT) Program in Turkey, *Turkish Online Journal of Distance Education-TOJDE*, 7(2), <http://tojde.anadolu.edu.tr/tojde22/articles/aydin.html>

Beauvois, M. H. (1997). Computer-Mediated Communication (CMC): Technology for Improving Speaking and Writing, In Bush, Michael, D.

(Ed.) *Technology-Enhanced Language Learning*, National Textbook Company, Illinois.

Bıyık, C. O (2007). A preliminary evaluation of the Distance English Language Teacher Training Program (DELTP) in Anadolu University, Turkey, *Turkish Online Journal of Distance Education-TOJDE*, 8(1), http://tojde.anadolu.edu.tr/tojde25/articles/Article_12.htm

Brown, D. H. (1991). TESOL at twenty-five: What are the issues? *TESOL Quarterly*, 25 (2), 245–260.

Brown, J. M., & Palmer, A. S. (1988). *The listening approach*. London: Longman.

Chapelle, C. (1997). Call In The Year 2000: Still In Search Of Research Paradigms?”, *Language Learning & Technology*, 1(1), 19-43.

Chun, H. (2003). The Viability of Computer Mediated Communication in the Korean Secondary EFL Classroom, *Asian EFL Journal*, 5(1).

Cope, B., & Kalantzis, M. (Eds.). (2000). *Multiliteracies: Literacy learning and the design of social futures*. London: Routledge.

Cox, M. I. P., & Assis-Peterson, A. A. d. (1999). Critical pedagogy in ELT: Images of Brazilian teachers of English. *TESOL Quarterly*, 33, 433-484.

Crystal, D. (1997). *English as a global language*. Cambridge: Cambridge University Press.

Crystal, D. (1999). The future of Englishes. *English Today*, 15(2), 10-20.

Gonzalez-Lloret, M. (2003). Designing Task-Based Call To Promote Interaction: En Busca De Esmeraldas, *Language Learning & Technology*, 7(1), 86-104.

Hampel, R., & Hauck, M. (2004). Towards an effective use of audio conferencing in distance language courses. *Language Learning & Technology*, 8(1), 66-82.

Koory, M. A. (2003). Difference in learning outcomes for online and F2F versions of “An Introduction to Shakespeare.” *Journal of Asynchronous*

Learning Network, 7. Retrieved October 20, 2006 from http://www.sloan-c.org/publications/jaln/v7n2/v7n2_koory.asp

Kramsch, C., A'Ness, F., & Lam, E. (in press). Authenticity and authorship in the computer-mediated acquisition of L2 literacy. *Language Learning & Technology*.

Lee, L. (2004). Learners' Perspectives On Networked Collaborative Interaction With Native Speakers Of Spanish In The Us, *Language Learning & Technology*, 8(1), 83-100.

McDoland, J.(2002) Is “as good as face-to-face” as good as it gets? *Journal of Asynchronous Learning Network*, 6. Retrieved October 20, 2006 from http://www.sloan-c.org/publications/jaln/v6n2/v6n2_macdonald.asp

Mutlu, M. E., Beyaz, M. & İşeri, P. (2005). Use of Audio-visual Communication Media in the Internet Based and Internet Assisted Open Education Programs, **X. Internet Conference in Turkey Inet-tr '05**, December 9-11, Istanbul, Retrieved November 29, 2005, from <http://inet-tr.org.tr/inetconf10/bildiri/27.pdf>

Nunan, D. (1991). *Language teaching methodology*. London: Prentice Hall.

O'Malley, J. M., & Chamot, A. U. (1990). *Learning strategies in second language acquisition*. Cambridge: Cambridge University Press.

Payne, J. S, & Whitney, P. J. (2002). Developing L2 oral proficiency through synchronous CMC: Output, working memory, and interlanguage development. *CALICO Journal*, 20(1), 7-32.

Perez, L.C.(2003) Foreign language productivity in synchronous versus asynchronous computer-mediated communication, *CALICO Journal*, 21(1),89-104.

Roed, J.,(2003). Language learner behaviour in a virtual environment. *Computer Assisted Language Learnin*, 16(2-3), 155-172.

Solé, C.S. & Hopkins, J.(2007). Constructing two approaches to distance language learning, *Distance education*, 28(3),351-370.

Wang, H.L. (2004). Correlation analysis of student visibility and performance in online learning. *Journal of Asynchronous Learning Network*, 7. Retrieved October 20, 2006 from <http://www.sloan-c.org/publications/jaln/v8n4/index.asp>

WEBLIOGRAPHY

http://www.cshe.unimelb.edu.au/people/staff_pages/Marginson/Marginson.html
<http://www.melta.org.my/modules/sections/10.doc>
<http://espsig.iatefl.org/resources/PCE2006.pdf>
<http://www.eltnews.com>
<http://www.distanceandaccessstoeducation.info/contents/DS2008-Mutlu-Altunay.pdf>
<http://www.fono.com.tr>
<http://www.limasollunaci.com/hakkimizda.asp>
http://www.resourcebridge.net/Articles/Marketing_eLearn.html

BIODATA and CONTACT ADDRESSES of AUTHORS

Assoc. Prof. Dr. Salih USUN, Mugla University, TURKEY



Dr. USUN was born in 1963, in Turkey. He received his Ph.D. degree in 1996 from Ankara University. He became an associate professor in 2005. So, his studies are also focused on Program Development, Teacher Training and Instructional Technologies such as Distance Education, Computer Assisted Education. He has contributed

articles in standard national and international journals and also presented papers in national and international conferences. He is Head of Department of Educational Sciences in Faculty of Education in Mugla University.

Assoc. Prof. Dr. Salih USUN
Faculty of Education, Mugla University Kötekli Campus
48000-Mugla /TURKEY
Direct Tel: + 90 252 211 18 09, Fax: + 90 252 223 84 91
Emails: susun@mu.edu.tr or salihusun@yahoo.com
URL: <http://salihusun.net>

Asist. Prof. Dr. Sevki KOMUR, Mugla University, TURKEY



Dr. KOMUR was born in 1964, in Turkey. He attained his MA and Ph.D. degrees from Atatürk University. He was transferred to Muğla University in 1994. Since then he has been teaching at this University. He has articles published in national and international journals. Dr. KOMUR is currently teaching Methodology, Second Language Acquisition and Testing and Evaluation courses in ELT Department of Faculty of Education, Muğla University, Turkey. He has presented papers at national and international ELT conferences and symposiums, and he has published articles.

Assist. Prof. Dr. Dr. Sevki KOMUR ELT Department
Faculty of Education, Mugla University, Kötekli /Mugla, TURKEY
E-mails: coal@mu.edu.tr or Sevki_komur@yahoo.com

CHAPTER XVIII

Marketing of Foreign Language Education via Distance Education

*Assoc. Prof. Dr. Ismail Hakki MIRICI
Akdeniz University, TURKEY*

ABSTRACT

Through growing interest from governments, private education institutions, universities, publishing companies and other enterprises the number of language education via distance education method providers in the market is growing day by day. In addition, due to the development and availability of the new technologies, distance language education has become a well known phenomenon in every educational context regardless of its location. Especially, easy access and convenience of time, energy and money saving online technologies make distance language education a noticeable way to teach and learn a foreign language. In this descriptive study, marketing of the distance foreign language education is dealt with focusing on three main target groups as; learners, teachers; and teacher trainers.

INTRODUCTION

Due to economic, demographic and cultural reasons distance foreign language education is an exploding market, and education institutions, publishing companies and language courses are increasingly providing advanced course programs for the learners of foreign languages in any age group.

Distance learning connects learners and teachers with remote resources either as primary or supplemental materials. Thus it transcends the barriers of time and space between the teacher and the learner. Perraton (1980: 10) defines distance learning as an educational process in which a significant proportion of the teaching is conducted by someone removed in space and/or time from the learner. Increasing population migration has led to a growth in the

numbers of people in all areas who are non-native language speakers, and who are unable to comprehend the classes normally on offer (Day, 1994: 26). Distance education can be provided in various ways. Multimedia CDs, audio-video cassettes, TV classes, some printed or recorded self-study materials are only some of the basic examples.

Language education is one of the most commonly used areas for the education in distance. The most commonly known first distance language programmes in Turkey are Fono and Limasollu distance language courses. Fono Open Education courses started in 1953 in Turkey and since then Fono programmes have enrolled about 560,000 students for different languages such as English, German, French, Russian, Arabic, Italian and Spanish (retrieved January 05, 2009, <http://www.fono.com.tr>). Limasollu Publishing, which was also founded in 1953 offers English, German, Russian and Spanish self-study language sets to their students (retrieved January 5, 2009, <http://www.limasollunaci.com/hakkimizda.asp>). The most rapidly-growing distance learning sector is the pre-university age group - what is referred to as K-12. This is usually in the "form of curriculum enrichment modules and ongoing telecommunications projects" (Sherry, 1996: 340) Today the term "distance education" is used as a specific reference to online education via Internet. Thank to the development in computer technology and widespread availability of the Internet connection, people have great opportunity to learn about everything on the Internet. Therefore, the number of universities, colleges and private education institutions offering online classes is rising (<http://englisheducationteaching.net> retrieved January 5, 2009). There may be numerous results for an online search on language learning and teaching. The results can release the fact that it is possible to access accredited online language courses through some colleges or universities. In addition, there may be numerous websites where one may find a variety of interactive or non-interactive self-study materials.

It is reported that a web search on the international Distance Course Learning Finder shows that more than 1,300 language courses were registered out of total of 55,000 distance courses from 130 countries (White 2003:2). Besides conventional methods such as cassette-tape, video, radio-TV and self-study printed materials today there are variety of hi-tech tools such as web-based modules, computer-aided practices, chat rooms and e-mails for foreign language teachers and learners. There are numerous institutions where distance language education facilities are provided in a well organized and professional way. For instance, White (2003:4) reports about a Writing Up

Research course offered by the University of Dundee in Scotland. Along with face to face classes, half of the course was based on Worldwide Web Course Tools-WebCT, which was software designed for the delivery of distance learning courses. Similarly, there are online languages teaching positions, as well as opportunities to get a degree for language teaching by taking courses on the Internet. Moreover, many of the teachers are relying on the Internet for online facilities such as finding out information on teaching a language in distance, posting assignments or assisting students with their homework.

SOME SAMPLE DISTANCE ENGLISH LANGUAGE LEARNING PROGRAMMES

Many studies have shown that personalized environments and especially, personalized tutors have a better chance of transferring the knowledge information from tutor to student (Alexandra and Okamoto 2000: 272) and there are numerous advantages of distance education (Fulton 1992; Mugridge 1991). Makin (1997: 319-321) argues that “it has long been know that the most effective way of learning a new language total immersion in the language, 24 hours per day, and 7 days per week”. The number of people learning English is likely to reach around 2 billion in the next decade, with a significant increase coming from Chinese students, estimated now at around 250 million English learners, increasing of about 20 million per year (Beare 2008).

Some of the advantages of the distance language learning

- Thank to hi-tech sets learners are able to learn the target language in a native like environment
- The materials relate images to the new words and phrases heard and seen so that the target language can be learned without translation and start to think in the target language
- Advanced speech recognition technology gives the learners instant feedback on their pronunciation
- Intuitive software enables the learners to progress quickly and confidently while they are learning the target language
- Learners have the opportunity to repeat the units as many times as they need without having to catch up with a certain period of time
- Both audio and visual material are available for the earners at the same time

- Courses have a rich and up-to-date content
- Teaching points are easy to understand and the teaching is based on generalizations
- There is no need for an outside support in the learning process
- Fully interactive, engaging lessons make language learning enjoyable and effective
- Learners have the opportunity for self-assessment and self-evaluation in the process

Ofulue (2008) compares and contrasts the features of the classroom and distance language teaching and learning in Nigeria, which are the most populous country in Africa and the ninth most populous country in the world with a population of over 140 million people, as follows:

Table: 1
Classroom and distance language teaching

Classroom language teaching	Distance learning language teaching
Traditional Approach	Modern methods
Limited retraining opportunities	Unlimited ICT mediated training opportunities
Insufficient teaching time and accessibility to learners	Unlimited
Limited numbers	Limited numbers can reach more learners
Classroom language learning	Distance learning language learning
Has limited control over pace of learning	Is in control of pace of learning
Can be affected by others in the group	Is not affected by other members of the group
Has limited control over choice of materials	Has potential access to variety of resources
Does not own the learning process	Owens the learning process ODL offers

In most countries it is both governmental and private institutional concern to provide open or distance education facilities especially for successful language education. The followings are some of the examples.

Spanish Ministry of Education

Provides a distance foreign language programme to cope with the wide demand of adult people to learn a foreign language, particularly English. The description of the programme is as follows (http://www.inrp.fr/Acces/Innova/Savoirs_nouveaux/Etudes_de_cas/Apprentissage_languages/Espagne_2_05.htm):

Title: Open and Distance Learning Foreign Language Teaching

In this 3-year programme, the students who prove their success as a result of the exams are given a diploma in English, which is officially recognised just like the diploma of the Escuela Oficial de Idiomas (The Official Languages School). Moreover, they have the opportunity to get a teaching position in the Ministry of Education.

Description

This program which is provided all over Spain started in 1993. For every course term the number of students is about 2200 in big cities and 500 in small towns. The course expenses are met by the Ministry of Education and students are only responsible for some learning materials. As this is an Open and Distance Learning System, people have the chance of meeting the tutor once a week. In the face-to-face classes, activities are based on developing oral competence through various activities that allow the students to practice the language. The main aims are as in the following:

- to provide the courses according to the learners' social background, status, sex, age, interest, etc.
- to teach not only the language, but its culture
- to see the importance of the tutorial classes (once a week)
- to compare their results with those attending normal classes at the Official Language Schools
- to encourage those who feel like giving up the program
- to adapt the appropriate methodology for teaching adults
- to implement the latest language teaching practices in the programme

The University of Sunderland

Provides a high level of student support. The tutors within the University will maintain contact with students via email, telephone and written communication.

Description

The programme is also followed through to MA, or the students may wish to study only for the intermediate awards of Postgraduate Certificate (PgC) or Postgraduate Diploma (PgD). These are choices they can make as they progress through the programme. The description of the programme is as follows

(http://www.sunderland.ac.uk/study/course/625/teaching_english_to_speakers_of_other_languages_tesol_distance_learning, 05.01.2009):

Teaching English to Speakers of Other Languages (Tesol)**Distance Learning**

UCAS Code: CID625

Classification: MA

Course Mode: Distance learning

Course Duration: 18 Months

Contact Time: Independent Distance Learning

Course Location: Off Campus

Subject Area: Education, International

Table: 2
Fee of the programmes

From	To	UK Fee	International Fee
01 Sep 2008	31 Aug 2009	£3600	£2500

The MA Teaching English to Speakers of Other Languages (TESOL) has been designed to enhance your abilities through knowledge of the theoretical and practical aspects of the English language classroom. The programme will help you stand out when you apply for jobs or promotion, and is suitable for teachers at any level of education: primary, secondary or university/college, in both private and state sectors. It also includes a practical teaching module designed to cater for applicants with no prior teaching experience.

The high level of flexibility within the programme is reflected in the opportunities for you to choose assignments related to your particular areas of experience and interest. Related Courses

- Teaching English to Speakers of Other Languages (TESOL)
- Teaching English to Speakers of Other Languages (TESOL) - Combined Subjects (Major, Dual and Minor)
- Teaching English to Speakers of Other Languages (TESOL) - PT

Online TEFL

course is designed for the learners of English as well as the teachers. The (<http://www.onlinetefl.com/online-tefl>) descriptor of the programme is as follows.

Title: Learners of English

Online TEFL Modules The i-to-i Online TEFL course is broken down into 10 modules. Each module has been designed by our Head of Studies to cover the key areas of knowledge needed to become a successful TEFL teacher.

Description

All modules are constantly monitored and refined to ensure that the course is up to date and addresses current TEFL techniques and opportunities for employment worldwide.

SOME SAMPLE DISTANCE ENGLISH LANGUAGE TEACHING PROGRAMMES

Teaching and Learning at a distance also has several supplements. The companion Web site (<http://www.prenhall.com/simonson>, retrieved January 05, 2009) has links to related PowerPoint slide shows and study guides from the Nova Southeastern University site which university-level educators might find useful. The Instructor's Manual contains the masters of these interactive

study guides to accompany many of the chapters. In addition, video vignettes are available from the Association for Educational Communications and Technology (AECT) (Simonson et al 2000: 19). The followings are also some of the well-known providers.

American Embassy

Provides various English language teaching resources freely accessible for teachers.

Title: Links to Education Resources-For Teachers and Educators

The professional Development opportunities for English language teaching links contains information on freely available sites with information and practical resources related to professional development in ELT in the areas of:

- Non-Profit Organizations and Government Institutions (The American council on the teaching of foreign languages)
- Publications, White Papers, and Research (Educators reference desk)
- Email Lists and Discussion Forums (ESL teaching forum)
- Online Courses and Workshops (BBC learning etc.)
- General Reference and Directories (IIE etc.)

Description

All these areas are valuable resources for the teachers of English. Furthermore, some autonomous learners access these resources for self-study. The followings are other related resources all accessible through Internet:

- The American Council on the Teaching of Foreign Languages (ACTFL)
Standards for teaching language in K-12 classrooms.
- American Educational Research Association (AERA) AERA is a prominent international professional organization with the primary goal of advancing educational research and its practical application in the classroom.
- The Center for Applied Linguistics (CAL) A private, nonprofit organization involved in applying research and information about language and culture to educational, cultural, and social concerns.
- International Association of teachers as a foreign language (IATEFL)

- IATEFL Young Learners Special Interest Group (SIG)
- EFL/ESL specific resources and general education sites. Sites which refer to specific age groups have been colour coded in the following way:
 - Very Young Learners (7 years old)
 - Primary (7-12)
 - Secondary (13-17)
- International Association of Language Learning Technology (IALL)
A professional organization whose members provide leadership in the development, integration, evaluation and management of instructional technology for the teaching and learning of language, literature and culture.
- International Reading Association
As an advocate of excellence in the teaching of reading, the International Reading Association participates actively in the process of shaping sound public policy in education. Research-based positions on critical issues are disseminated through a series of policy statements, resolutions, and other publications.
- Association of International Educators (NAFSA)
It promotes the exchange of students and scholars to and from the United States. Our members share a belief that international educational exchange advances learning and scholarship, builds respect among different peoples and encourages constructive leadership in a global community.
- National Center for ESL Literacy Education
Resources for working with adult English language learners.
- National Clearinghouse for English Language Acquisition (NCELA)
A large repository of lesson plans, articles, and research for English language educators, sponsored by the U.S. Department of Education.
- National Council for Teachers of English (NCTE)
- Many reports on the integration of various computer-based tools and resources in writing and reading-related activities. Adobe Acrobat Reader is required to open these PDF reports.
- National Network for Early Language Learning's (NNELL)
An organization for educators involved in teaching foreign languages to children.

- National Research Center on English Learning & Achievement (CELA)
Conducts research dedicated to gaining knowledge to improve students' English and literacy achievement in schools across America.
- ProLiteracy Worldwide
- It is represented in 45 developing countries as well as in the U.S. and serves more than 350,000 adult new learners around the world each year. Its purpose is to sponsor educational programs and services to empower adults and their families by assisting them to acquire the literacy practices and skills they need to function more effectively in their daily lives and participate in the transformation of their societies.
- Teachers of English to Speakers of Other Languages (TESOL)
An international organization for second and foreign English language educators. For information on affiliate organizations.
- U.S. Department of Education Teaching resources, research and policy statements.
- The Educator's Reference Desk (AskERIC) Thousands of resources on a variety of educational issues. This collection includes Internet sites, lesson plans, articles, educational organizations, and electronic discussion groups. Sponsored by the U.S. Department of Education.
- The Internet TESL Journal (I-TESL-J)
- Language Learning and Technology (LLT) A refereed online journal for second and foreign language educators.
- Teaching English as a Second or Foreign Language (TESL-EJ)
A refereed online journal for second and foreign language educators.
- Asynchronous Learning Network, from the Sloan Consortium (Sloan-C)
Research, discussions, interviews, and statistics available.
- Distance Education Online Symposium DEOS-L is a moderated listserv that facilitates discussion of current issues in distance education. This forum now serves over 3,000 subscribers in 74 countries. Ideas, news, or job announcements posted on DEOS-L are likely to receive comments, questions, and responses from around the world.
- ESL Café Discussion Center Forums for Teachers and for students.

- ESL Teacher Forums
- General teaching discussion forums plus a forum for setting up projects.
- ITESL-J, Discussion (Directory)
- A list of discussion forums for ES/EFL educators.
- TESL-L Discussion List
- TESL-L is an independent entity that maintains cordial relationships with all professional organizations in the field of English language education, including TESOL and IATEFL.
- The Teacher's Guide, Mailing Lists (Directory) Dozens of mailing lists to which you can subscribe if you would like to join colleagues in discussions on educational topics. (An even larger, more general, directory is Ligt <http://www.ligt.com/>)
- BBC Learning
- Free mini-courses in skill areas such as writing and in a wide range of content areas (in English).
- Campus Alberta Repository of Educational Objects (CAREO) A searchable, web-based collection of multidisciplinary teaching materials for educators. Free. Registration required.
- Free Online Courses & Tutorials (Directory)
- Multimedia Educational Resource for Learning and Online Teaching(MERLOT)
MERLOT is a free and open resource designed primarily for faculty and students of higher education. Links to online learning materials are collected here along with annotations such as peer reviews and assignments. Registration required.
- MIT Open Courseware
- A free and open educational resource for faculty, students, and self-learners around the world.
- Peterson's Education Portal A searchable database of programs around the world. Searching is free but most of the programs are fee or tuition-based.
- Word2Word, Free Online Language Courses (Directory)
- iLoveLanguages
The latest redesign of The Human-Languages Page and the Languages catalog of the WWW Virtual Library, with thousands of hand-reviewed links including online language lessons, translating dictionaries, native literature, translation services, software, and language schools.

- Institute of International Education (IIE) IIE specializes in the international exchange of people and ideas. This site provides detailed descriptions of the institute's 250 grant programs.
- Internet TESL Journal, Links for Teachers A collection of links for EFL educators.
- World Society and Culture Directory, from Yahoo An alphabetical link list of countries, with links for each country to sites about music, art, cuisine, politics, pop culture, and more.

The British Council

It was founded in 1934. Today it is a huge international organisation employing 7,900 staff. For more than 70 years the British Council has been building strong cultural relations with other countries, exchanging knowledge and ideas and providing educational opportunities. Its programmes reach over 112 million people a year in the UK and in 110 other countries and territories.

Title: How Can We Help You?

The British Council provides various English language teaching and learning related resources accessible for students, teachers and institutions through its website (<http://www.britishcouncil.org>).

For students; Take IELTS, Learn English , Study in the UK, Scholarships, Take an exam, Youth exchange

For Teachers; TEFL Jobs, Teach English, Language assistants, School links, Professional development

For Institutions; UK marketing, HE and FE partnerships, Accreditation UK, DCSF International School Award

Description

It helps nearly a million people every year achieve their life goals with an internationally recognised UK qualification. Its free website can help learners develop their English skills through interactive word games, lyrics, stories, competitions and poems, with top tips and a Kids' Zone for younger learners.

It can also help learners find funding for their chosen course through its own scholarship schemes and links to approved websites.

SOME SAMPLE DISTANCE TEACHER TRAINING PROGRAMMES

There are various key points for the language teachers to keep in mind if they aim to make use of distance teaching facilities (Crystal 2001; Garda and Klara; 2005; Ayan 2005; Seferoğlu 2005). There is also a huge market aiming to improve the teaching skills of the language teachers through Internet. The followings are some of the examples:

Bircham International University

Provides English language teacher training programme under the functions of the Faculty of Arts and Humanities. The description of the programme is as (http://www.bircham.edu/index.php?option=com_content&view=article&id=41&Itemid=80 retrieved on January 5, 2009):

Title: Module: ELT - English Language Teaching/ESL

Programme delivered by distance learning higher education up to a maximum of 33 credits. This module may be combined or completed with other online university courses from this faculty.

Description:

The programme explains second language teaching methodology, supported by many examples. It also overviews different orientations for English language teaching, describes pedagogical methods, and pinpoints the orientation most consistent with principles that lead to success. The program develops practical coverage of all the key issues for effective practice of English Language Teaching.

Indiana State University

Provides this programme through internet for both American and international students. It does not have any on-campus requirements. Those who successfully complete the programme receive a graduate certificate. The description of the programme (<http://www1.indstate.edu/distance/eslefl-certificate.html>) is as follows:

Title: Distance Programmes-Teaching English As A Second/Foreign Language

The University offers a 12-hour graduate certificate preparing individuals to teach:

- English as a Second Language (TESL); or
- English as a Foreign Language (TEFL)

All courses in the TESL / TEFL Certificate Program are offered on-line (via the Internet) during the summer. All courses are taught by faculty of the Department of Languages, Literatures, and Linguistics, Indiana State University. The TESL / TEFL Certificate is widely recognized as the first level of qualification in teaching English as a second / foreign language.

Graduates are eligible to teach in a variety of settings, including language schools in the U.S. and other countries. However, licensure as a teacher is required to teach ESL in public schools in Indiana (and elsewhere in the United States).

Description

This on-line program includes lectures delivered via video and audio. High-speed Internet connection is required (as well as a headset and microphone, and web camera) because the courses are offered via the Internet during the summer.

All courses are 12-week courses and are largely self-paced. As these are graduate-level courses, in most cases, students should plan to complete required coursework in two consecutive summers. This program includes 12 credit hours (listed below).

Required Courses (12 credit hours):	
LING 517	Language Differences and Linguistic Universals (3 hrs)
LING 520	Language Acquisition (3 hrs)
LING 601	English Syntax (3 hrs)
LING 613	Teaching English as a Second Language (3 hrs)

Applied Experience Requirement

This requirement is fulfilled by any one of the following:

- Two years of study (or equivalent fluency) of a non-native language; or
- Experience living in a non-native culture (3 months minimum); or
- ESL/EFL teaching or cross-cultural experience (3 months minimum)

Admission Requirements

- A baccalaureate degree granted by a regionally accredited institution (for international students, a degree granted by a recognized institution).
- A minimum cumulative grade point average of 3.0 in the last 60 hours of undergraduate course work or in all courses taken at the graduate level.
- The GRE (Graduate Record Examination) is not required.
- International students whose first language is not English may be required to demonstrate competence in English.
- A non-refundable admission application fee of \$35.00 payable by credit card, money order, or check payable to Indiana State University.
-

University of East London

Delivers the programme exclusively online providing a flexible, module-based pathway of advanced study in the field of ELT. The programme offers a comprehensive overview of the field and aims to encourage you to engage critically with current thinking about language learning and language teaching at a time of rapid global change in education. The description of the programme (<http://www.uel.ac.uk/education/programmes/postgraduate/elt.htm> retrieved January 05, 2009) is as follows:

Title: MA English Language Teaching (ELT) By Distance Learning

The programme aims to provide English language teachers and graduates with relevant teaching experience an opportunity to develop a deeper understanding of the field of English Language Teaching (hereafter ELT) at both the theoretical and the practical level.

Topics covered on the programme are language systems and language skills, ELT methodology, principles and practice of materials design and evaluation, second language acquisition theory, the global spread of English, the rise of new ‘Englishes’, the political and cultural dimensions of teaching English as an international language, curriculum and programme design, and testing. In addition, the programme provides an overview of the theoretical, philosophical, and ethical principles which underpin educational research and introduces students to the theory and practice of action research.

Description

The MA ELT consists of four modules and a dissertation which includes research methods training. The programme has a strong action research focus which will enable students to carry out classroom-based research projects in their own educational contexts. In addition the role of materials is considered at all levels of theory and practice. The programme is designed to be flexible and compatible with the lives of working teachers. For this reasons students may opt to begin the programme in September or February. The MA is part-time over two years, although some students may wish to take longer – in which case modules may be spread over six years in consultation with the programme leader. Students who have accumulated 60 credits by completing two modules may be awarded a Postgraduate Certificate, and students who have accumulated 120 credits by completing four modules may be awarded a Postgraduate Diploma. The MA is awarded to students who have accumulated 180 credits by completing all four modules, the research methods training, and the dissertation. Admission requirements:

- Application form and references
- A first degree in the Social Sciences or Humanities (e.g. Languages, English, Education, Psychology, etc.)
- Evidence of relevant classroom experience
- An IELTS score of 6.5 or equivalent in the case of international students (applicants should have a minimum score of 6 in the writing component).

American Embassy

Supports English language teaching professionals through various programmes including some on-line facilities as follows:

Title: Public Diplomacy

Resources for English as a Second Language Teacher Resources

- www.TESOL.org
- www.iatefl.org
- www.exchanges.state.gov/education/engteaching
- www.nclrc.org/essentials
- www.globalteachnet.org
- www.mla.org
- www.chronicle.com
- <http://iteslj.org>
- www.eslcafe.com
- www.esl-lounge.com
- www.english-zone.com

Online TEFL

Course broke the shape of TEFL when it emerged as the first distance learning course providing students with the flexibility to get qualified from anywhere in the world. The descriptor of the programme is as follows (<http://www.onlinetefl.com/online-tefl>):

Title: Teacher Training

It is one of the reliable TEFL courses. Their extensive experience and longevity in the industry has enabled them to successfully train over 30,000 online students with continual TEFL support, job contacts, and career support throughout your TEFL career.

Description

- Internationally recognised qualification that lasts a lifetime
- Accredited by the ODLQC
- Experienced TEFL tutors providing you with expert advice
- Over 30,000 online TEFL graduates

The Pyramid Group

Provides specialised English Training in Germany, Austria and Switzerland. The Pyramid Group maintains its commitment to delivering high quality training by providing all clients with well-organized and coordinated training programmes. Innovation and creative flexibility are the keys to our service.

All clients undergo a needs analysis interview and, if appropriate, an initial language assessment prior to submitting our recommendations for your consideration in the form of a course proposal. For further information about the Pyramid Group, one can visit the following website: (retrieved on January 05, 2009, <http://www.thepyramidgroup.biz>).

Title: The Program for Legal English Academic Development (Plead)

It is a training course for lawyers and law students who wish to improve their Legal English. It is a “blended learning” course comprising the following course materials, known as the “*PLEAD package*”:

- **COURSEBOOK** entitled International Legal English; and
- **ONLINE COURSE.**

The PLEAD course contains suitable preparation materials for the Cambridge International Legal English Certificate (ILEC), the world’s first internationally-recognised test of Legal English. For further information about the ILEC exam, one can visit the following website: (retrieved on January 05, 2009, www.legalenglishtest.org).

Description

Lawyers and law students can take the PLEAD course in one of the following ways:

- **Self-study** – learners can subscribe for the PLEAD package, which comprises the International Legal English course book + a single user license for the online course for one year.
- **Distance Learning Support** – learners can subscribe for the PLEAD package **plus** direct interaction with an instructor by email and telephone/video conference to train speaking and writing. For further details about distance learning support, they can contact representatives at plead@translegal.com
- **Online/Live course** - learners can subscribe for the PLEAD package **plus** ‘live’ classroom training using the course book at a language school nearby. Learners can find a list of language schools that offer live PLEAD courses under PLEAD Schools.

The price of a PLEAD package (one ILE course book + a single-user license for one year for the online course) is €85 for university students and €170 for

non-students, excluding VAT and shipping. VAT is charged to purchasers within the European Union that are not registered for VAT. It is also possible to pay for PLEAD by bank transfer. When paying by bank transfer, it is necessary to sign up for PLEAD and choose “offline payment” as the payment option. Group discounts are available.

CONCLUSION

Stimulated by the developments in Web technologies as well as in educational technology, the role of the teacher and the dynamics of the student-teacher relationship underwent significant adjustment. Most of the education systems in the world have embraced “Distance Learning” as an attractive and practical alternative to traditional classroom-based education. Researchers in both ICT and educational sciences are doing their best to make use of the most of technological resources for pedagogical purposes. In the same vein, the way of foreign language teaching and marketing has also evolved in accordance with the specific needs of language learners.

There is a growing demand for distance language education in every part of the world. All education institutions and individuals who need to learn or teach a foreign language are prospective buyers of Distance Foreign Language Education. In the education sector, the prospective buyers of Distance Foreign Language Education are private primary, secondary or university education institutions as well as private language schools. In some countries even governments are interested in providing distance language courses for both their citizens and immigrants.

In order to achieve successful marketing facilities one of the future directions might be the leasing of cable services from local service suppliers such as telephone or cable television corporations. This will reduce the burden on the institution for making market decisions, and for handling maintenance and upgrades. It will also position them more effectively for the emerging global electronic information environment (Spodick 2000)

Over 300,000 people are engaged in distance education in the United States alone (Chadwick 1995: 30-31). But the main demand is for English language as the most commonly used lingua franca in the world and this demand is mostly from the learners in the countries which has the biggest potential for internationalization.

Turkey is one of the leading countries with the 20 million student population. Similarly, China and Nigeria can be some other countries where distance foreign language market receives huge demand as a fundamental solution to inadequate face-to-face education system. In order to enter a market there are different methods the most common of which are partnerships with local counterparts and establishment of representative offices.

Partnerships with Turkish, Chinese, Nigerian and similar counterparts might be the trend in marketing distance language education into these markets, where millions of language learners are expecting to receive extended helping hands to overcome their language learning problems.

REFERENCES

Alexandra I. C. and Toshio O. (2000). "An Adaptive Distance Learning Environment for Language Teaching," iwalt, pp. 272, *International Workshop on Advanced Learning Technologies*, 4-6 December 2000 Palmerston North, New Zealand

Ayan, M. (2005). Reading Literary Texts and Computers: Parroting or Narrating. *Proceedings of the 4th International ELT Research Conference*, May 26-28, 2005, Canakkale, Turkey

Anonymous. Education Marketing Research - Distance Learning China, Retrieved January 05, 2009, also available from http://www.researchwikis.com/Education_Marketing_Research_-_Distance_Learning_China

Beare, Kenneth. (2008). How large is the English learning Market worldwide? , Retrieved 05.01.2009, also available from <http://esl.about.com/od/englishlearningresources/f/eslvalue.htm>

Chadwick, J. (1995) How learning is aided by technology, *Link-Up*, 12 (2)

Crystal, D. (2001). *Language and the Internet*. New York: CUP

Day, C. W. (1994). "Learning from a distance", *American School & University*, 67 2, Retrieved from <http://asumag.com>

Fulton, J. R. (1992). Microcomputers in distance education: applications for extension, *Journal of Extension*, 30 2.

Garda, W. and Klara, K. (2005). Communication Tools in Foreign Language Classroom. *Proceedings of the 4th International ELT Research Conference*, May 26-28, 2005, Canakkale, Turkey

Makin, L. (1997). Using E-Mail for Language Learning and Communication -A Case Study. In: Melton, J., O'Reilly, B. and Playle, C. (Eds): *1997 EDEN Conference. Open and Distance Learning: a bridge from the 90s to the year 2000 and beyond: Achievements and perspectives*. Milton Keynes, 1997, U.K.

Mugridge, I. (1991). Distance education and the teaching of science, *Impact of Science on Society* 41 4, 313-320.

Ofulue, C. I. (2008). *Teaching and Learning (Language) at a Distance in a Multilingual context: Issues and Challenges*. National Open University of Nigeria, Lagos Nigeria, Retrieved 05.01.2009, also available from http://www.wikieducator.org/images/d/df/PID_456.pdf.

Perraton, H. (1980). *Open and Distance Learning in the Developing World*. New York: Routledge

Seferoğlu, G. (2005). Using Computer Assisted Pronunciation Training Packages in Teaching Pronunciation. *Proceedings of the 4th International ELT Research Conference*, May 26-28, 2005, Canakkale, Turkey.

Sherry, L. 1996. "Issues in Distance Learning". *International Journal of Educational Telecommunications*, 1 (4).

Simonson, M., S. Et.al. (2000). *Teaching and Learning at a Distance: Foundations of Distance Education*. NJ: Merrill/Prentice Hall

Spodick, E. F. (2000). The Evolution of Distance Learning. Hong Kong University of Science & Technology Library Presented August, 1995 - links updated 31 January 1996 and 13 February 2000 also available from <http://www.bdf.hu/btk/fli/anglisztika/szjudit/Dokumentumok/The%20Evolution%20of%20Distance%20Learning.doc>

White, C.. (2003). *Language Learning in Distance Education*. New York: CUP

ADDITONAL READINGS

Barney, D. (1995). Video Notes put to test at NYU, *InfoWorld*, 16 52, 45.

Barry, W., ed. (1994). *Distance education: strategies and tools*, Englewood Cliffs, N.J., Educational Technology Publications.

Booker, E. (1995). Ubique boasts on-line Web conferencing tool
Computerworld, 29 14, 64.

Cole, S. L., et al. (1992). *Educational computer-mediated communication: A field study of recent research*, URL:
gopher://gopher.csc.fi:70/00/other/IntEdu/ACAD/EDU/DE/edcmc.de

Distance education, Melbourne, School of External Studies, Royal Melbourne Institute of Technology Limited

Distance education clearinghouse, Madison, University of Wisconsin-Extension, URL:gopher://gopher.uwex.edu:70/11/distanceed
MOVED: <http://www.uwex.edu/disted/abc.html>

Distance education database [computer file], United Kingdom, International Centre for Distance Learning, Open University
Distance education online symposium, *DEOSNEWS* on
listserv@psuvm.psu.edu

Distance education subject guide, Alberta, University of Alberta, Faculty of Extension, URL: <http://www.extension.ualberta.ca/atl/deg/deframe.htm>
MOVED: <http://www.atl.ualberta.ca>

Duning, B. S. (1993.). *Reaching learners through telecommunications : management and leadership strategies for higher education*, San Francisco, Jossey-Bass Publishers, 1993.

Ellsworth, J. H. (1995). *Dr. E's Eclectic Compendium of Electronic Resources for Adult/Distance Education*,: <http://www.oak-ridge.com/topeoip1.html>,

<ftp://una.hh.lib.umich.edu/inetdirsstacks/disted:ellsworth>
MOVED: <http://www.oak-ridge.com/ierdrep1.html>

Educational Resources Information Center (1986-). *The ERIC database* [computer file], Boston, SilverPlatter Information

Evans, T. and Murphy, D., eds. (1993). *Research in distance education 3*, Geelong, Vic., Deakin University, Institute of Distance Education

Filipczak, B. (1994) .Tracking training on the network, *Training*, 31 11, 66
the *GlobeWide Network Academy*, United Kingdom, URL: <http://uu-gna.mit.edu:8001/uu-gna> , MOVED: <http://www.gnacademy.org>

Harriman, L. C. (1989). Distance education: making videoconferencing work, *Journal of Education*, 27 1.

Harry, K., et al., eds. (1993) *Distance education: new perspectives*, London; New York, Routledge

Jones, A. et al. (1993). *Personal computers for distance education: the study of an educational innovation*, New York, St. Martin's Press

Jordahl, G. (1995) Bringing schools closer with "distance" learning, *Technology & Learning*, 15 4, 16-19.

Kaye, A. R., eds. (1992). *Collaborative learning through computer conferencing : the Najaden papers*, Berlin ; Hong Kong, Springer-Verlag
Kinnaman, D. E. (1995) The future of distance education, *Technology & Learning*, 15 4, 58.

Lannon, L. (1994). Broadband realities, *Telephony*, 227 16, 52.

Miller, M. J. (1993). *Bibliography on Distance Education, Computer Assisted Learning, International Education and Electronic Mail*, Athens, American Language Program, The University of Georgia, URL: <gopher://gopher.csc.fi:70/00/other/IntEdu/MSIG/BIB/martyn.art>.

Moran, L. and Mugridge, I., eds. (1993). *Collaboration in distance education: international case studies*, London ; New York, Routledge

O'Donnell, E. (1993) Tackling technology, *American School & University*, 65 6, 26-28.

Online Chronicle of Distance Education and Communication, ***DISTED*** on listproc@pulsar.acast.nova.edu

Open learning, Milton Keynes, England, Open University.

Piirto, R. (1993). Teaching on television, *American Demographics*, 15 9, 6.

Richards, K, and Roe, P., eds. (1994). ***Distance learning in ELT***, London, Modern English Publications in association with the British Council.

Seet, A. M. (1992). ***Open universities: an Asian perspective***, Singapore, Institute of Southeast Asian Studies.

Shields, J. (1995). Connecting classrooms with today's technologies, *Technology & Learning*, 15 5, 38.

Tait, A., ed. (1993). ***Quality assurance in open and distance learning : European and international perspectives***: conference papers, Cambridge, Open University.

Verdejo, M. F., and Cerri, S. A., eds. (1994) ***Collaborative dialogue technologies in distance learning***, Berlin ; New York, Springer-Verlag.

Wallace, B. (1994.) Groundbreaking ATM plan to get under way in June, *InfoWorld*, 16 22, 1,103.

Williams, T. (1995). Computer guru sizes up ATM progress, *Telephony*, 228 12, 7, 26.

Willis, B. (1993). ***Distance education: a practical guide***, Englewood Cliffs, N.J., Educational Technology Publications.

WEBLIOGRAPHY

http://www.bircham.edu/index.php?option=com_content&view=article&id=41&Itemid=80
<http://englisheducationteaching.net>

http://esl.about.com/od/englishlearningresources/f/f_eslvalue.htm
<http://www.fono.com.tr>
<http://www.thepyramidgroup.biz>
<http://www.limasollunaci.com/hakkimizda.asp>
<http://www.legalenglishtest.org>
<http://www.plead@translegal.com>
<http://www.prenhall.com/simonson>
http://www.researchwikis.com/Education_Marketing_Research_-_Distance_Learning_China
http://www.sunderland.ac.uk/study/course/625/teaching_english_to_speakers_of_other_languages_tesol_distance_learning
<http://www.uel.ac.uk/education/programmes/postgraduate/elt.htm>

BIODATA and CONTACT ADDRESSES of AUTHOR

Assoc. Prof. Dr. Ismail Hakki MIRICI, Akdeniz University, Turkey



Assoc. Prof. Dr. Ismail Hakki Mirici, ELP National Contact Person of the Ministry of Education, Turkey in the Council of Europe, is the head of ELT Department at Akdeniz University Faculty of Education in Antalya, Turkey. He is also a Board Member of the World Council for Curriculum and Instruction (WCCI), and the President of WCCI Turkish Chapter. He has been teaching at Turkish universities for about 23 years. He has about 20 books and 50 articles published. He has participated in the steering committees of several national and international education projects. His main fields of studies are English Language Teaching, and Curriculum and Instruction.

Assoc. Prof. Dr. Ismail Hakki MIRICI
Akdeniz University Faculty of Education
Campus Antalya, Turkey
Telephone: +90 242 3106625, Fax: +90 242 2261953
E-mail: ismailm@akdeniz.edu.t

SECTION-V
Three Specific Cases

CHAPTER XIX

Marketing of Virtual Health Care Communities as Being Distance and Open Learning (DOL) Environments

*Dr. Mehpare Tokay Argan
Bilecik University, Turkey*

*Dr. Metin Argan
Anadolu University, Turkey*

ABSTRACT

Like in all areas, virtual communities make their presence felt in the area of healthcare too. Virtual communities play an important role in healthcare in terms of gathering information on healthcare, sharing of personal interests and providing social support. Virtual communities provide a way for a group of peers to communicate with each other. In the health context, they may also be referred to as electronic support groups. They include forums, discussion boards on websites, mailing lists, chat rooms, or newsgroups. This paper provides an overview and discussion of virtual communities in health care. In this paper the state of marketing implications in virtual communities in the health care sector is reviewed. The case study method was used. Data were collected from a web site about health care, as content analysis. CRM, customization, marketing research and database, e-word of mouth, e-services and promotions as marketing tools were used in the virtual community. The findings indicate that members of the reviewed web site used forums heavily as a means of interactivity and gathering of health related and social based information.

INTRODUCTION

Today, like in all areas, the Internet has had an important effect in the area of health as well. With the development of the Internet many new and different applications have developed and one of the most important of these are

probably virtual communities. Virtual communities, which are used as a tool for providing information and word of mouth communication, have become a widely used marketing tool in the area of healthcare services in recent years. A virtual community is a group that does not depend on space and time to maintain ties or participation in the group whose members share the same interest and to maintain closeness, that is based on internet communications and whose membership is based on free will. In these kinds of communities whose services are provided on a membership basis, health services of various kinds are offered to the members.

In virtual communities, virtual interactive communications established between the members can be an important determining factor when choosing a product, service or doctor. Just like in traditional word of mouth communications, the advice given by the members of virtual communities can have a significant effect on other members, since the advice givers are experienced about the product they communicate on for a length of time. Due to this characteristic of theirs, virtual communities have begun to make their presence felt more and more in the marketing of healthcare services (Argan and Tokay-Argan, 2007).

Many people use the Internet regularly to stay healthy or to gather information about their health problems. These kinds of information used to be provided by healthcare professionals and only when they were needed. This situation began to change at the end of the 1990s and digital healthcare information started to become widespread. The biggest power behind the prevalence of digital healthcare information has been the Internet (Homewood, 2004). Even though the Internet, and especially the World Wide Web, is an important source of information about health and illnesses, the quality of the information available is still being argued today (Wallace, 1997).

Demanding more information than they were being offered, consumers of healthcare services started to use interactive mediums. Virtual communities attract attention as the most important tool that provides interactivity. Consumers who interact on a web site obtain information about health through three methods. These are; published online information sources, informal information obtained from other members of the virtual community, and information obtained as a result of interactions with healthcare professionals. For example, in Great Britain MedicDirect (medicdirect.co.uk) offers an interactive health service to its members. The

visitors of the web site ask questions to expert healthcare professionals via e-mails and toll free telephone numbers, and get answers to their questions.

E-HEALTH AND DISTANCE EDUCATION

E-service can be defined as information giving, transactions and distribution of services in order for leveraging up the delivery and the quality of services through the help of the internet (Lankton and Wilson, 2007:85). E- health is the combination of information and limited clinical services together. E-health is spreading today due to its cost effectiveness and fastness of acquiring such services by patients. E-health is twofold. First is from the organizational perspective where healthcare service is provided. The key here is the swiftness of the service provided; cost efficiency and when required the applicability of individualised services. From patients' perspective, practicality of getting information, diagnosis and effectiveness of treatment provided to them is the core of the service.

Online health channels are quite common in our daily lives, and such channels are getting spread in numbers (Berkowitz, 2006: 268). Online channels are used by many patients and many portals are providing health services to their customers. For instance, Portner's Health Care System web page provides a three step registration process to the site. In first two steps both patients and doctors register to the web page, and then they upload x-rays and MRI scans to the portal. At the third stage, specialist would come up with his or her diagnosis. In 2002, it is estimated that more than 5000 patients used this channel for various purposes (Berkowitz, 2006: 269).

There are many tools applied in e-health area. Some of these tools are e-mails, news groups, web sites and portals, telemedicine, electronic medical records, smart cards, call centers, mobile tools and advergaming.

E-mail is the most frequently used tool on the net. Many patients with same or similar symptoms or have diagnosed the same illness, do communicate via the net over their situation. E-mails are also used to inform medical institutions and doctors by patients.

Some of the reasons of frequent use of e-mails are because it's easy to use, can easily be forwarded to others, and a photo can be attached to it.

News groups are helpful in exchanging some concerns among the group members. After the initial contact has been made via mail, then certain individuals set up interest groups to exchange information and ideas among group members. This way, users get informed and updated by others regarding to new developments, and discuss their concerns with other group members, mostly in alive platforms.

Web sites and portals are used to gather information about various health issues. Though, these platforms are usually less interactive and provide no opportunity for live discussion opportunities for the users.

Telemedicine covers services via internet and wireless devices provided by doctors and other health care providers (Berkowitz, 2006: 74). Now patients can make an appointment via sms or on the net in Turkey. A more developed appointment system will be open for use soon. This service is going to be provided by Ministry of Health and will be open for all public and research hospitals. The system is going to be called as "Hospital Appointment and Call Center". (Retrieved:03.09.2007 <http://megamerkez.blogspot.com>. This system will not only make appointments easier, patients will also be able to reach their results via the net as well.

Electronic medical records will be accessible via patients' social security number. These data will be accessible to doctors and patients (Aktas, 2005). Data base system enables service providers to track patients mobility. (Retrieved: 03.09.2007, <http://tipyazilimlari.com/index-3.html>).

One of the possible avenues for educating the patients from a distance is via advergames. Advergame are practical tools for promotion and entertainment purposes. Many of health establishment use advergames to promote the services they provide. For instance, Glaxo Smith Kline-Dr. Avandia is an arcade game based on Avandia's mechanism of action in the human body. Avandia, effective for Type II diabetes, stimulates the cells to improve insulin sensitivity (Argan and Sever, 2008). Diabetics learn new thing while they get entertained.

THE CONCEPT OF VIRTUAL COMMUNITY

Virtual communities are especially prevalent in terms of convincing communications among people who engage in similar activities. Being interested in certain activities; the concept of sharing feelings, opinions and information are among the most distinctive characteristics of virtual communities. Present practices are shaped around the basis of establishing a web site and people becoming members of this site to share their thoughts, opinions and experiences. As virtual communities have started to become popular, different disciplines have started to analyze these areas in detail and obtain administrative inferences from them (Lee, Vogel and Limayem, 2003).

Traditionally the concept of community is thought of as a closed system. With the development of information technologies, the concept of community has also undergone some changes and the concept of community that used to be a closed system has begun to be transformed into an open system. It is possible to come across numerous definitions of virtual communities. However, the elements that these definitions manifest share similarities with each other.

Real communities are based on place and membership is shaped according to norms. But in virtual communities there are no place and time limitations and status is determined in accordance with ideas and duties. Virtual communities are formed on the basis of needs (Johnson, 2001). Virtual communities exist due to inclinations, shared interests, the general practices of a professional discipline and values. Cyber communities such as web based forums and mailing lists reveal themselves via social interaction, natural sharing of thoughts and feelings, membership and friendship, commitment and attachment (Nguyen et al., 2006). According to Ericson (1997) virtual community is defined as a long-term computer aided discussion environment between large groups. Carver (1999) defines virtual community as people coming together and interacting by sharing real thoughts in an environment shaped by trust.

Virtual community can be defined as a group of people coming together at an independent place and time because of a general interest, problem or duty and interacting with each other (Leimeister, Daum and Krcmar, 2002). This

definition puts a stress on the limitlessness of virtual communities in terms of time and place. So, virtual communities allow their members to interact at any time and at any place. In the light of these explanations it is possible to list the characteristics shared by virtual communities under the following headings regardless of their purpose, subject or location (Bagozzi and Holakia, 2002; Odabasi, 2005):

- Most virtual communities organize around a different area of interest.
- Just like in real social communities, the members of virtual communities have a sense of closeness and maintain truly deep feelings towards the other members.
- Most virtual communities create shared rules and a communication language and put them into use.
- In contrast with individuals who passively consume the content offered by communication tools, in virtual communities the content is created with the active contribution of the members.
- Because most virtual communities use web based chat rooms, newsgroups, bulletin boards or e-mail lists, communication mostly happens through written texts.

Howard (1993) stresses that to be able to talk about a virtual community, three factors need to exist. These are:

- web or cyber space,
- public discussion and
- personal relationships.

Web or cyber space indicate more the internet or a web site, as different from real communities, public discussion indicates the sharing of experience, interests, opinions and information in a virtual environment, and personal relationship means the members of contributors build and develop relationships between themselves.

Virtual communities are classified in various forms. The most widely used classification is the one developed by Hagel and Armstrong (1997). This classification is shaped on the basis of needs and is divided into four groups: interest, relationship, fantasy and procedure. The need for interest indicates the coming together of a group of people who share an interest and experience in a special subject. The need for relationship is about experience

that provides the opportunity to build meaningful personal relationships and to get together with other people. The need for fantasy symbolizes the discovery of a new world of fantasy and fun by people who have come together. And the need for procedure indicates getting together as a result of the exchange of information between participants (Lee, Vogel and Limayem, 2003). According to the classification made by Carver (1999), a distinction is made in terms of interest, relationship, fun and commerce. And Jones and Rafaeli (2000) have made a detailed classification in the context of purpose of use, social structure and technological basis and have classified virtual communities as it was put forward by Hagel and Armstrong (1997).

VIRTUAL HEALTHCARE COMMUNITIES

Nowadays it is possible to see that in the area of healthcare services too interest and attention is given to internet based communications studies. And in terms of practice many virtual communities that are emphasized and that have the characteristic of being the first have emerged in the area of health. The forum called Concerforum is one of the most popular forums in the literature (Hagel and Armstrong, 1997). Professionals operating in the area of public health have seen the advantages provided by the Internet in terms of the sharing of information and the presentation of services and have started to use it extensively. Health statistics and data about illnesses are convenient information sources for both healthcare professionals and for the general public. In this sense, virtual communities are an important Internet medium used by healthcare institutions and establishments to reach their target audience (Cassel, Jackson and Chevront, 1998).

The area of interactive health communications is an area that has shown an important growth in recent years and also contains virtual communities. Interactive health communications that are founded on Internet based technologies reach new levels with virtual communities. Virtual communities that also have the function of informing and guiding patients and the function of being a sociological and psychological support tool, also offer unique opportunities to organizations in terms of management and marketing. Interactive health communications have more potential advantages when compared with traditional face-to-face communications.

One of the most important of these is the financial efficiency brought about by using Internet based technology. Interactive technology allows millions of people to reach health materials, practices and information at the same

time. The other important advantages are the openness of the communications and access speed. Instant interaction, the opportunity of personalization and the extremely low distribution cost can also be given as other important advantages. Interactive health communications offers flexible and extensive options in terms of preventive healthcare services. Due to these technologies, the consulting services between doctors and related parties will also be affected. Thanks to online interactive sites healthcare professionals will be able to serve even more members of the general public (Fotheringham et al., 2000). One of the most important effects of the use of electronic environments in the distribution of healthcare services has been the electronic prevalence of P2P (Peer to Peer) communities and virtual communities. People use healthcare related virtual communities in accordance with their personal interests to share their experiences, to ask questions, to obtain or provide emotional support and to obtain useful information that will help those (Eysenbach et al., 2004).

A virtual community in the area of healthcare services means a group formed as a result of the getting together of people for the purpose of obtaining activities about health care and education (a collectively formed social structure). The activities in the virtual community include the distribution of health services, the education of patients or staff, a platform that provides support, health and treatment related discussions between the members about certain subjects and problems, the sharing of documents and information, the continuation of relationships beyond face to face events and the consultation of experts. (Demiris, 2006).

Today there are many virtual communities within the health care services industry. For example in Germany there are virtual communities about more than 60 kinds of cancer (Dannecker and Lechner, 2004). Everyday 12.5 million health related searches are being made on the World Wide Web. By 2004 Yahoo Groups had 25.000 electronic support groups listed in the area of health (Eysenbach et al., 2004). 40-50% of patients access medical information via the Internet and the information they obtain effect their choice of treatment (Meric et al., 2002). Electronic health professionals provide medical databases to patients but patients also want to obtain information about their treatment and problems by taking other patients as a reference. In terms of the concept of interaction, which is a priority in virtual communities, of the 268 Web sites scanned in Germany, only 18% offer cancer patients the opportunity of interaction (Arnold, Daum and Krcmar, 2004). In recent years the amount of research about the studies of patients

getting support has started to increase. Studies have been conducted about the benefits obtained by people participating in Patients' online Communities (POC) (Ferguson, 2000) and the process of obtaining personalized support (Finn, 1999). Other studies in this area have focused on the quality of medical information (Eysenbach and Diepgen, 1999) and the transformation of the role of the patient as a result of online participation (Hardey, 2001).

Virtual communities that only cover patients and family members contain people who are getting the same treatment or who have been diagnosed with the same illness. In a study conducted by Finn (1999), it has been shown that virtual groups that help themselves implement most of the process of getting face-to-face help. The most striking aspects of these kinds of communities are mutual problem solving, information sharing, expressing of feelings and the creation of mutual support and empathy. Virtual communities that contain both health care providers and patients contain practices that enable alternative communication methods between providers and patients and enhance illness management. Lastly, virtual communities that are open to the general public contain education services, discussion forums and other activities that do not require an official diagnosis or the necessity of a treatment to provide health care services. Technologies related to virtual communities include online message boards, automatic mailing lists for asynchronous communication, video conference systems, internet relay chat, groups, special chat rooms for synchronous communication. While some virtual communities have a moderator, others may not. The messages sent by the members of the virtual communities have to fit the norms of the virtual community and the normative processes of the group are mostly based on informal rules (Demiris, 2006).

Interactive health communication that uses Internet technologies has an important effect on the mediation options in preventive health services. These kinds of technologies can have an important effect on the consulting services of doctors and other practitioners and for large numbers of the general public proactive mass access strategies are becoming new options. These developments create both new opportunities and challenges. It is possible to talk about a number of advantages provided by Internet based technologies. These advantages are characteristics such as the convenience and ease of access of computer aided communications, flexibility, interactivity and automatic processing (Fortheringham et al., 2000).

Among the virtual communities in the area of health the largest in number are communities about chronic illnesses. Since the progress of chronic illnesses takes a long time and they require interaction, chronic illnesses have a more suitable structure for getting together electronically. Thus chronic illnesses differ from other health-related communities in terms of long term relationships and being continuously face to face with patients. Most chronic patients join virtual communities to satisfy the need for information. For this reason, patients tend to prefer virtual communities where they can access expert information. At least 40% of Americans have a chronic disease, two thirds of all medical spending is on chronic diseases and about 20% of these are made on twenty special illnesses (Winkelman and Choo, 2003). One-third of patients hospitalized in Turkey are hospitalized for chronic illnesses and the top three causes of death are chronic diseases (Onal, 2001). The information needs of a chronic patient include detailed information about his/her illness, the side effects of treatment, treatment plans, professional relationships, communicating with other groups that have the same illness and supportive subjects for family and friends (Winkelman and Choo, 2003). Since chronic patients are exposed to all levels (drugs, treatment, side effects etc.) of the illness for a long period of time, they constitute a real reference group. Chronic patients within the social web use virtual webs to fulfill their needs and the needs of health care providers, therapists, health organizations and other patients with the same disease. While it is easier for healthy people to become a reference group in physical environments, those with a certain disease do not go out into physical environments much and so they present their experiences through different tools like virtual communities. About 39% of cancer patients use the Internet and 2.3 million cancer patients interact online (Eysenbach, 2003).

MARKETING APPLICATIONS OF VIRTUAL HEALTH COMMUNITY

Virtual health communities entail many marketing applications. The first of one of these applications is to help to generate consumer value. Virtual communities try to meet the consumer desires and needs. As use of the net grows, so is the general publics' desire for acquiring information from the net. Internet enables patients to reach virtually unlimited information fast and at no cost. Virtual communities affect the consumer decision process of online visitors or researchers. Rich information based on internet submit another consumer value.

One of benefits that virtual communities perform is gathering marketing data via these tools. This means that virtual communities give a chance to reach informal or formal marketing research data. The companies or brands can be learn how their products or services consumed by target consumer groups. There are many techniques applied in these marketing researches. For example, it can be apply a focus group study by invitation of a special people groups related health topics.

A matter which all of marketing managers have to apply and to know is market segmentation. Segmentation of virtual community members means that it is known the behavioral differences of the members of virtual communities. Segmentation in health sectors can be applied according to complaints, type of disease, life styles and combat of healthy way of living of target group members. It will be easy to intrust of homogeneous groups.

Product design is one of marketing application of virtual health communities. Product or services can be developed through suggestions by online consumers. Electronic service contains any sort of processes and performances delivered to various customer groups via electronic or online means. One of the advantages of virtual communities is to substantially reducing the cost involved in development of information. Health institutions may provide distance education programs if it is demanded by participants of virtual health communities. For instance, cardiac patients stated that they need substantial amount of help in virtual environment (Jovicic, Smith and Chignell, 2007).

Firms do not actively participate to virtual communities, but seek some info out of them. Firms can use feedbacks provided by these communities without actively participating to them. However, active participation may add some value to the firms. For developing hospital and doctor brands, virtual communities can play a distinct role. For hospital and doctor branding, participating to those communities, actively can speed up the brand creation process. Chronic illnesses and patients and relatives can join up in special communities, and such interaction can help treatment to produce positive results. These results then can be provided to wider communities by health care organizations as a service extension.

Customer relationship management (CRM) is a system of which provides an overall interaction and integration between customers by the help of internet; and the firms in order for generating sustainable communication and

relationship between both parties. (Kenyon and Vakola, 2003: 333). Providing service via CRM, consumer satisfaction and loyalty, consumer value, consumer complaint management are some of the applications. In CRM, service presentation, customer satisfaction and loyalty, and customer value and customer complains are held swiftly. .

One of the peculiar developments in healthcare marketing is to sway from mass marketing to customized marketing stage. CRM and sustainable relationship with stake holders coupled with use of high technology determines the new era (Thomas, 2008:126). In health care marketing, sending individualized messages are more effective than messages that target masses. Because, illness is not a typical good or service which has traditional goods or services attributions.

Sales promotion consists of advertising, promotion, and personal selling. Sponsorship is a wide used application in health care marketing. For instance, kidney patients, especially children and their parents stage an event to sponsor their treatment related expenses. A web site is set up for this purpose an the site gathers significant amount of visitor traffic. Furthermore, the web site contains other patients' relatives' comment about treatments and medications. WebMD is one of the examples for these types of sites (www.webmd.com). E-wom is to exchange of ideas and previous experiences regarding to a product or a service. Roughly about ten million product are subject to e-wom activities. Such activities occur at forums, discussion boards, news groups and at e-mails. For instance, opinions.com, consumerreview.com, and rateitall.com are some of the examples to such portals and web sites. Consumers exchange their experiences with millions of people via such web sites.

CONCLUSION

Internet provides privacy to patients as well as individuals who afraid to ask or consult to doctors for some privacy reason may get connected to these sites and acquire information as they needed while staying anonymous. Some patients may not be able to move or may have limited movement capacity. For those, e-learning of health issues can be a life saver (Jovicic, Smith and Chignell, 2007). Some of the possible marketing applications in virtual communities can be named as patient relations, hospital and doctor branding, and reducing unit costs.

In recent years, virtual learning environments have emerged as important tools which are concerned with the gaining information on special subjects. Informal online learning involves working on real lives, focusing on group networks and actually implementing solutions. The development of the virtual community concept has been a feature of the internet era. Similarly, virtual community phenomenon has been a direction of informal learning environments. In this phenomenon, the health care sector, directed by online tools, adds value to the health organization, patient, and people. Especially, virtual communities related to health care services facilitate the people lives through rapidly access and rich database of health information. In other words, if people connect to get special information about their health or disease, either by entering site or because their virtual communities adds valuable health info, this will support the physicians efforts or direct access to the services of health care organization.

Virtual communities provide enourmuous opportunities for service providers and users, not to mention it opens merely limitless business opportunities for all parties (Hagel ve Armstrong, 1997:132). In return, it is service to the wider community. This is because; informed individuals will help others to act on time to tackle their health problems. Apparently, this should ease the pressure on public health spending as well.

Overall, using online and distance education techniques to inform and educate publics will be the challenge of coming years. Because health is a delicate matter, people refer to others whom they think are credible source of information. The source of the information is critical and can have detrimental consequences. For the individuals with limited first hand information sources, virtual networks play pivotal role in acquiring information and networks also serve as benchmark for the reliability of various information. For instance, “Health Platform” web site provides a wide span of information to its visitors. (<http://www.saglikplatformu.com>). The web site provides general as well as specialized information about various health related issues.

Furthermore, visitors can have a chance to learn other visitors’ opinion on their questions or concerns. Visitors even interact with international specialists and visitors about special illnesses or health problems such as AIDS or infertility.

Since virtual health communities are often used as part of communication and online learning among consumer or web site members, it seems logical to expect that typical topic of conversation among members would be similar to people having same health problem.

Consequently, virtual world is getting a pace in almost every corner of our lives. Naturally, health sector is not immune to this revolution. Perhaps what we are observing here is just the tip of the iceberg, and best is yet to come.

REFERENCES

Aktas, A. (2005). Internette saglik hizmetleri; interaktif sanal saglik danismanligi programi [Health services on internet: consultancy program of interactive health care], **2. Ulusal Tip Bilisimi Kongresi**.

Argan, M. and Argan, M. T. (2007). Saglik hizmetleri pazarlamasinda sanal topluluklar: ornek bir site uzerinde inceleme [Virtual communities in health care marketing: a study on a sample web site], **International Health and Hospital Administration Congress**, 01-03 June, Nicosia, TRNC.

Argan, M.T. and Sever, N.S. (2008) Advergaming as a New Promotional Tool: A Content Analysis on Turkish Online Games. **13th International Conference on Corporate and Marketing Communications**, 24-26 April, Ljubljana, Slovenia. Proceedings Book.

Arnold, Y., Daum, M. and Krcmar, H. (2004). Virtual Communities in Health Care: Roles, **Requirements And Restrictions**.

Bagozzi, R. P. and Dholakia. U. M. (2002). Intentional social action in virtual communities. **Journal of Interactive Marketing**, 16(2), 2-21.

Berkovitz, E.N. (2006). **Essentials of Health Care Marketing**. Second Edition. Jones and Bartlett Publishers, Sudbury, Massachusetts.

Carver, C. (1999). Building a virtual community for a tele-learning environment. **IEEE Communications Magazine**, 37 (3), 114-118.

Dannecker, A. and Lechner, U. (2004). Virtual communities with a mission in the health care sector.
http://emma.informatik.unibwmuenchen.de/_portal/_content/professorships/i

nformationSystems/publications/RSEEM2004__DanneckerLechner__040824.pdf [03.04.2007].

Demiris, G. (2006). The diffusion of virtual communities in health care: Concepts and challenges. *Patient Education and Counseling*, 62:178–188.

Eysenbach, G., Powell, J., Englesakis, M., Rizo, C. and Stern, A. (2004). Health related virtual communities and electronic support groups: systematic review of the effects of online peer to peer interactions. *BMJ*, 328, 1-6, <http://bmj.bmjournals.com/cgi/content/full/328/7449/1166> retrieved 10.12.2006.

Eysenbach, G. (2003). The Impact of the Internet on Cancer Outcomes. *CA Cancer J Clin*, 53, 356–371.

Eysenbach, G. and Diepgen, T. (1999). Patients looking for information on the Internet and seeking teleadvice. *Journal of American Medical Association*, 135:151–156.

Ferguson, T. (2000). On-line patient-helpers and physicians working together: A new partnership for high quality health care. *British Medical Journal*, 321:1129–1132.

Finn, J.: An exploration of helping processes in an online self-help group focusing on issues of disability. *Health Social Work*, 1999; 24: 220–231.

Fotheringham, M.J., Owies D., Leslie, E. and Owen, N. (2000). Interactive health communication in preventive medicine: Internet-based strategies in teaching and research. *American Journal of Preventive Medicine*, 19 (2), 113-120.

Hagel, J. and Armstrong, A. (1997). *Net Gain: Expanding Markets through Virtual Communities*, Mass. Harvard Business School Press.

Hardey, M.(2001). E-health: The Internet and the transformation of patients into consumers and producers of health knowledge. *Information, Communication & Society*, 4(3):388–405.

Howard, R. (1993). *The Virtual Community: Homesteading on the Electronic Frontier*. Mass: Addison Wesley.

Homewood, J. (2004). Consumer health information e-mails: content, metrics and issues. *Aslib Proceedings: New Information Perspectives*, 56 (3), 166-179.

Jones, Q. and Rafaeli, S. (2000). Time to split, virtually: 'discourse architecture' and 'community building' as means to creating vibrant virtual metropolises. *International Journal of Electronic Commerce & Business Media*, 10 (4), 214-223.

Johnson, C. M. (2001). A survey of current research on online communities of practice. *Internet and Higher Education*, 4, 45-60.

Jovicic, A. Smith, P.W. and Chignell, M. (2007). Customizing Online Education For Cardiac Patients. *eLearn Magazine*, 10 (12). <http://elearnmag.org/subpage.cfm?section=research&article=8-1>

Kenyon, J. ve Vakola, M. (2003). Customer relationship management: A viable strategy for the retail industry?. *International Journal of Organization Theory and Behavior*, 6 (3): 329-353.

Lankton, N.K. And Wilson, E.V. (2007): Factors Influencing Expectations of e-Health Services within a Direct-Effects Model of User Satisfaction, *E-Service Journal*, 5 (2): 85-111.

Lee, F. S. L., Vogel, D. and Limayem, M. (2003). Virtual community informatics: A review and research agenda. *JITTA: Journal of Information Technology Theory and Application*, 5 (1), 47-61.

Leimeister, J.M., Daum, M. and Krcmar, H. (2004). Towards mobile communities for can-cer patients: the case of krebsgemeinschaft.de. *International Journal of Web Based Communities*, 1(1), 58-70.

Meric, F. et al.: Breast cancer on the world wide web: cross sectional survey of quality of information and popularity of websites. *BMJ*, 2002;321(3):577-581.

Nguyen, L., Torlina, L., Peszynski, K. and Corbitt, B. (2006). Power relations in virtual communities: An ethnographic study. *Electron Commerce Res*, 6, 21-37.

Odabasi, Y. (2005). Sanal tüketici topluluklari [Virtual consumer communities], *Pi (Pazarlama ve İletişim Kültürü Dergisi)*, 4(13), 48-57.

Onal, A. E. (2001). Kronik Hastalıkların Epidemiyolojisi [Epidemiology of chronic diseases], retrieved 27.06.2007 and also available from <http://www.publichealth.pitt.edu/supercourse/SupercoursePPT/4011-5001/4141.ppt>

Randevularda sms ve internet dönemi başlıyor [Sms and internet period in appointments are starting],], retrieved 03.09.2007 and also available from <http://megamerkez.blogspot.com>

Thomas, R.K. (2008). *Health Services Marketing*. A Practitioner's Guide. Springer, NY.

Wallace, S. (1997). Health information in the new millennium and beyond: the role of computers and the Internet. *Health Education*, 1997, 3, 88–95.

Winkelman, W. J. and Choo, C. W. (2003). Provider-sponsored virtual communities for chronic patients: improving health outcomes through organizational patient-centered knowledge management. *Health Expectations*, 2003;6: 352–358.

ADDITIONAL READINGS

Concerned readers can be read the authors' paper (virtual healthcare communities as a tool of health communications: a case study) which published in *Business Research Yearbook*, (Editors:Rodneya Oglesby and Marjorie G. Adams), Volume XV 2008, pp. 517-522.

Dina Lewis and Barbara Allan published a comprehensive book regarding virtual learning communities. This book presents applications of virtual community based on process, models, tools and environment related to virtual learning in higher education.

Their book titled *Virtual Learning Communities: A Guide for Practitioners* is a basic source for potential readers who desire to describe and promote learning by virtual communities.

In addition, a book edited by Rocci Luppigini has drawn a useful framework about distance learning communities.

BIODATA AND CONTACT ADDRESS OF AUTHOR

Assist. Prof. Dr. Mehpare Tokay Argan, Bilecik University, Turkey



Mehpare TOKAY ARGAN is an Assistant Professor of Marketing at Bilecik University, Turkey. Her primary research interests are in the areas of health care marketing, social marketing, social campaigns and service marketing. She published book chapter, international based articles about marketing, social marketing, virtual community and health campaign in Turkey. She also presented various works at a range of international and national conferences.

Assist. Prof.Dr. Mehpare TOKAY ARGAN
Bilecik University, Bozuyuk Vocational School
Department of Marketing
Bozuyuk (Bilecik)-TURKEY
Tel: +0090.228 3141195, Fax: +0090.228.3141195
Email: mtargan@anadolu.edu.tr

Assoc. Prof. Dr. Metin Arga, Anadolu University, Turkey



Metin ARGAN is an Associate Professor of Marketing at Anadolu University, Turkey. His areas of research include sports marketing, sport sponsorship management, ambush marketing. He has published books and articles about sports marketing and sponsorship and presented various works at a range of international and national conferences

Assoc.Prof. Dr. Metin ARGAN
Anadolu University, School of Physical Education and Sports, Iki Eylul
Campus, 26555, Eskisehir, Turkey.
Tel: +0090.222 3350580 Ext.6715, Fax: +0090.222.3213564
Email: margan@anadolu.edu.tr

CHAPTER XX

Marketing Face-To-Face Education to Distance Students: Is it a Deficit of Open Education in Turkey

*Dursun GOKDAG
Anadolu University, TURKEY*

ABSTRACT

Open Education Faculty (OEF) students get assistance to overcome their learning obstacles by attending special courses organized by private sector in Turkey. The first course organizations started right at the beginning of OEF. There are more than 200 private course organizations for OEF students in all over the Turkey. 65% percent of these organizations are in the three biggest cities.

These organizations are offering face-to-face instruction, selling books and VCD sets, and giving tests to students. It can be said that these courses are functioning like the student support service of OEF. But they have been ignored by OEF since their establishment. It seems a wise idea For OEF, to communicate with these courses for the advantage of its own students. On the other hand, OEF books have been used in these courses, so nobody can evaluate the books better than the teachers who are teaching at the courses.

This study is related to display the teaching-learning services of these private courses. What necessities have raised this phenomenon? What kinds of services are submitted? How much widespread are these services? And is there any dimensions that OEF make use are the questions that tried to be answered in this research. For the data collection, a face to face and a telephone interview has been conducted with the two oldest private course owners, and their web sites are examined.

INTRODUCTION

Anadolu University Open Education Faculty (OEF) is the only organization, comes in to mind, when one talk about distance learning at university level in Turkey. Distance learning students in Turkey; buying a unique support service, which -as far as I know- no distance student in another country has. Within the context of this service, private sector has been preparing face-to-face teching programs especially for OEF students to help them to overcome their learning obstacles. OEF established and started education in 1982-1983 teaching year. In a matter of years, Turkish enterprising in the field of education, discovered or rather “created” a deficit about the system, and started to market face-to-face education to distance students. Books written by OEF have been summarizing, reprinting, and selling back to OEF students by the enterprising organizations. They have also been giving face-toface lessons to distance students through the week days, weekends and at nights. In consequence, thousands of OEF students have been preparing themselves for the examinations by attending to the “courses” offered by the private sector in a classroom situation.

The word “course” means a series of lessons, tests, study pages, and counsultancy services organized by the private sector for OEF students. In these courses, students also can buy textbooks, and VCD sets; log in specially prepeard web sites and take tests through internet.

This study is trying to explain the teaching-learning services that organized by private sector for Open Education Faculty students in Turkey. What necessities have raised this phenomenon? What kinds of services are submitted? How much widespread are these services? In addition, is there any point that can Anadolu University makes use for a better distance education? This is an establishing study. Data collected by making face to face and telephone interview with two oldest and biggest course owners; in addition, their web sites examined. In order to understand and evaluate this phenomenon better, some information about OEF and the technologies used for its teaching-learnin processes explained shortly belowe.

ANADOLU UNIVERSITY OPEN EDUCATON FACULTY

OEF founded at Anadolu University by the law for higher education 2547 which is made in 1982. In its first year, Anadolu University beside the conventional higher education departments started the distance programs of

Business Administration and Economics with nearly 29.500 students. Now, after a quarter of century from the establishment of OEF, the number of distance students has raised over one million three hundred thousand. Today, Anadolu University, due to its distance learning system is one of the 10-mega universities in the world (Daniel, 1998).

Anadolu University OEF, not only alleviates the higher education demand, but also prepares undergraduate, two years degree, or completion programs for the personnel of the ministry of education, ministry of health, religious affairs, and agriculture, constabulary, gendarmerie, navy, air forces and land forces in Turkey since 1982. Edition to these programs, OEF has six certificate programs (accounting, marketing, finance, entrepreneurship, secretarial work, and education) on internet. Today OEF has 35 distance higher education programs, and nearly 40% of higher education students are attending to these programs in 2008 (<http://anadolu.edu.tr/aos>). Anadolu University has extended its distance programs to six West European countries (Germany, France, Belgium, Holland, Switzerland, and Austria) and Northern Cyprus Turkish Republic. Anadolu University has its own printing house, radio and TV studios, and a center for computer serviceses that meet the all kinds of requirements of whole university and OEF.

Teaching-learning technologies

Through the potential of information technology, friendly, flexible, interactive and easily accessible forms of distance education become available for OEF aswell as for many countries. Distance education system at Anadolu University provides study opportunities via various components. Main teaching-learning technologies of the system are introduced briefly as follows.

OEF has been using conventional teaching-learning technologies, namely written materials, television and radio programs, and face-to-face instruction since its establishment. Written materials still are the main teaching-learning source for the system. Many conventional face-to-face teaching universities and their students, together with the OEF, also use these materials as the main textbooks. Some of these books are the first one written in Turkey. OEF produces radio and TV programs on selected topics, and broadcasts them through TRT (Turkish Radio and Television organization) channel four. VCD cassetts of the programs produced for TV are also on sale. Beginning from 1999, live TV programs named “preparation programs for examination” started to broadcast. Since than, live TV programs are

broadcasted one week before the each mid-term, final, and make-up examinations. Students are able to ask questions via telephone, while a live program on air. (See for details Demiray, U. & et. al., 2002)

Face-to-face lectures (or academic counselling) originally planned as “student counseling system”. That means, students expected to study their courses before coming to the counseling sessions, and would ask the points he/she could not understand well. Nevertheless, it did not become as it was thought. Students neither asked questions nor brought their course problems or learning difficulties to the counseling sessions. In consequence, counseling practice forcibly displaced face-to-face lectures. OEF Students are gathering in classrooms same as traditional instruction, and learn some selected courses at weekends and evenings. These courses are instructed either by OEF staff or local university staff. There are 74 provinces which offering face-to-face lectures for total 11 courses to OEF students throughout the country in 2008-2009 teaching year (retrieved on and available from http://www.anadolu.edu.tr/aos/akademik_danismanlik February, 5, 2009). These lectures mostly, start at the beginig of each year, and continuous till to the end of May.

In addition to conventional learning technologies, mentioned above, “e learning” components are put in to practice in 1999. E learning started with e examinations in 1999, and till to 2004, in turn e-exercises, e books, and e television serviceses were established. At the beginning all tese services had a sperate site. Later on the sites brought together and named “Open education e-learning portal” in 2005. Consequently, with one log in, the students became able to reach all the e learning services. Later on, e counselling, e sound book, e support, and e course services are included in to the e learnin portal. Students can login “Open Education e-learning portal” for seven days and 24 hours through the year. All the test tems and their answers of the examinations have been placing in to the portal since 2007 (retrieved on February 6, 2009, <http://eogrenme.anadolu.edu.tr/Nedir.aspx>;). According to the records, 14 million students logged-in e-learning portal for one billion and 248 million times from May 2005 to October 2007.

If I summarize the learning technologies offered to distance students by OEF, they are

- Textbooks
- Radio TV programs

- VCD sets
- Tutoring system
- E learning portal
 - E television
 - E exercises
 - E examination
 - E counseling
 - E sound book
 - E support

In spite of Anadolu University has diversified learning Technologies, ever so much students, insted of using these possibilities for their studying, prefer to attend to the private courses.

PRIVATE COURSES AND COURSE PLACING

Demands like getting knowledge on a special subject, increasing knowledge, following the chances, or being successful in competitions have been brought out the need of attending private courses out of school system in Turkey. Courses have been using since years in some art branches. And it has been widen too many different areas with time (Özel Dersaneler Birliği Derneği, 2005- Private Courses Association). Larousse (1992), define course, as a short term education which is comprise supplemental or completely new information given to people to keep in step with especially technological advances.

Courses are legally in the scope of private teaching organizations in Turkey. According to the “Law of Private Teaching Organizations” which is established in 1965, private teaching organizations are “ ... preschool education, primary school, lyses and organizations that teach via corresponding on this level, different courses, and private organizations prepare students for various exams, study halls, private education and rehabilitation centers ...” (http://ookgm.meb.gov.tr/Mevzuat_h.htm). Private courses, which are business agents, have an important position in service sector. According to the official figures, there are over 9100 privet teaching organizations with nearly 2 million students in Turkey in September 2005 (<http://ookgm.meb.gov.tr/sunular> retrieved on September 2005). Illegally existing courses are not included in this figure.

According to the fifth item of the regulation act for private courses, the aims of the courses are "...increasing persons' knowledge, skills, abilities and experiences in social, cultural and vocational areas, or to add value to their free times. Nevertheless, when looking at the practices in Turkey, courses tend to prepare the attendees for many different examinations more than conveying new knowledge. In the 18th item of the above mentioned regulation act, course programs must be approved by the Ministry of National Education http://www.alomaliye.com/meb_ozel_kurslar_yonet.htm (retrieved on June, 2006). Board of National Education has been given permission for opening a course in 460 eras in 40 years time (Kurtoglu, April 2006) after the legislated of the Low of Private Teaching Organizations. Permission for placing courses related with the OEF was given in 1990.

THE WEAKEST POINT OF OEF

Although open education courses legally started in 1990, the illegal pioneers of these courses started to serve students mostly at nights and weekends in 1984 (<http://www.karacanakademi.com>) (June, 2006). Courses were given at office like palaces. Kadir Tanır is one of the tree people who organized the first courses for OEF students. He finishes the math department of a four years faculty, and enters OEF economics program in 1982-1983 teaching year. Tanır explains the adventure of his course organization for OEF students as follows.

"There were academic consultancy courses of the Faculty of Open Education which 500-1000 people were attending (Tanır, April 2006). In all fairness, consultancies were not so useful. Students were coming without studying; teachers frequently were late, leaving the classroom early and some unites were never touched... At the beginning of OEF, a couple of times mid-term examinations sent to homes by the faculty. We were answering the tests together. We were coming together in tea-houses or in the classroom to help each other. Math tests were under my responsibility. I was arranging the grades in a way that everybody would get 80 to 100 points. But in final examination, even some of those who get 100 point at midterm examination couldn't pass. I guess after three years, mid-term examinations given centrally as well. Students were feeling helpless. At that time I took over a typewriting course, and illegally started open education courses. There was a huge demand... I never forget, once

one of my friends told me “Kadir you find the weakest point of OEF”.”

As its mentioned above, in distance education, students work their lessons by themselves and ask indistinct points to the teachers at academic consultation sessions. Nevertheless, the assumption of students’ working by themselves hasn’t been valid for OEF students. As a result, academic consultation services turned into a type of face-to-face education. When consultant teachers got no answer for their question “is there anybody who has questions?”, they have started to explain the course units in order.

Another oldest course organized for OEF students is the work of Hasan Karacan, who is another OEF student. He chances his Business Faculty of Gazi University in Ankara, and moves to Business program of OEF in 1984-85 teaching year. And later on, he establishes “Karacan Open Education courses” in Ankara in 1987. Karacan explains how the idea of establishing a course came in his mind as follows (Karacan, April 2006):

“Those who first enrolled OEF have a job, and most of them were older people. They graduated high school years ago, there where nothing left neither from math, nor English. And they have no time to work. They were busy with their jobs at day time and with their home affairs at nights: Children, food, domestic services, shopping...Because of being among them, I was aware of their problems very well. Frankly speaking, I was experiencing the same problems as well. There were great troubles especially with math, accounting, statistic and English. ...

In the first years of OEF, English was the only foreign language. Even those who had taken French and German at high school, had to take English, and for four years. In every teaching year there was an English course. Failing two years successively was a reason for dismissing from the faculty. When you dismissed than military service problem was occurring. People were annoyed very much, and they didn’t know what to do. During the Faculty examinations, students were asking each other “is there any place arranging course?”, “do you know anybody can help us?”

According to first OEF examination regulation act, students must complete four years faculty education in maximum six years time. And a student

dismisses from the faculty if he/she failed a course four times successively. OEF students got limitless exam right in 1998 (Gökdağ, 1990). Unfortunately, neither Board of Higher Education nor OEF could think of the differences distance-learning systems have, and applied the regulations for face-to face education to OEF. Problems experienced because of the wrong applications forced OEF students to look for ways to become successful. Naturally, demand had created the supply, and entrepreneurs who saw the need, realize the value of occasion, and organized courses for students.

PREVALENCE OF THE COURSES

Because of the high demand, the number of course organizations for OEF students have been increasing rapidly from big cities towards smaller places. Private Teaching Organization Directorate of Ministry of National Education, comprise the all private teaching organizations in its web site. The Researcher examined the city lists one by one, and fix the number of course organizations serve for OEF students.

According to the results there are 63 course organizations which have “open education” statement inserted in their names. There are 157 course organizations that organize courses for some OEF courses like economics, accounting, economic analysis, business management etc. The letter organizations are mainly dealing with computer and English courses. And they add OEF courses to their programs because of high demand and easiness of OEF course arrangements. During the examining of cities’ course organization lists, researcher observed many organizations that have no information about their working field.

On the other hand, there are course organizations, which have permission to organize courses in certain fields; later on they may add courses for OEF students to their program; but this information may not take place in official documents. So it can be said that the real number of the course organizations aimed at OEF students must be higher than the figures mentioned above. The study also revealed that 31 of the total 81 cities have special courses related to open education. About 65 percent of the 210 special courses determined are found in the three big cities (Istanbul, Ankara and Izmir). According to the figures of 2005-2006 academic years, 450 thousands OEF students are living in these cities. This figure is nearly half of the total OEF student number. The number of students attending these courses can not be known. The reason is that students enroll at lessons in the courses. To illustrate, the

students attending one special course in İzmir in 2005-2006 -which is Karacan Open Education Courses - took 11 thousand lessons. Some of the students take one lesson, and some five. When a student is thought to take three lessons in average, it will be seen that the number of OEF students attending open education courses only in İzmir is close to 4 thousands. The number of special courses giving OEF lessons in Izmir is 14.

SERVICES OF COURSE ORGANIZATIONS

The institutions that give courses to OEF students provide them with face-to-face education according to their levels, course books, VCD sets and sample tests, and they supply information services.

Face to face instruction

The common service of all the special courses is that they all give face-to-face education. While some organizations have face to face instruction for almost all OEF lessons, others organize courses for certain lessons. Course hours have been planned flexibly. Students are provided with several options of face-to-face education with respect to timing, such as on weekdays and at weekends, both in the daytime (in the morning and in the afternoon) and at nights. Face to face instructions execute parallel with OEF teaching calendar. That means it is starting in November and continuous till to beginning of June. There are two hours course for each lesson per week. Books prepared by OEF used in these private courses. What they do in face-to-face instruction is to convey the book content in the classroom situation, and answers the student's questions. To illustrate, the students attending Karacan Courses, given a booklet for each lesson, contains the abstract of units, and test items. These booklets have been used both for classroom activities and for home use. After the completion of a unit, students given a test named "page test", and teacher and students answer the test together. There are also "take home tests" which cover the previous unites as the course progress. Students also take test right before the mid-term and final examinations.

Karacan Courses allocate special time for students to answer their questions in general or take home tests. Also depending on the test results, if a student evaluated not satisfactory in some topics, organization offers individual support programs for them, and all these services are free. In Karacan Courses, if a student's non attendance is less than four hours, and if he/she fails at final examination, can attend to the summer course without paying course fee.

Course fees changes from one organization to another. For instance, Karacan takes 200 TL for per course. İlkumut and Aybars take 300 TL. And there are some other courses which take 100TL. Hasan Karacan explains the situation with these words.

“For most students paying 100 TL for per course and taking 50 points is better than paying 200 or 300 TL and taking 100 points. Actually, students are right in that, because OEF examinations are not a selection type of examination, so 50 points is enough for passing a course. On the other hand if student takes more them one course, than money becomes important”.

Course Books, Test Books and VCD Sets

Another service offered by private courses is course books. Books mostly are being thought for those students who are not able to attend classrooms. These books are the abstract of OEF books. OEF books are consist of unites. There are approximately 15 to 20 units at each OEF book, and each unit is 15 to 25 pages. Private courses abstracted each unite in two or three pages. In addition, the abstracts of maximum six books gathered in one book. These books are 120 to 756 pages. Book prices changes from 5 to 10 US dollars in the year 2006.

Private courses also have prepared test books for students. Test items take place in these books collected from OEF examinations, and those prepared by their teachers. It would not be an exaggeration to say that these organizations turned every possible sentence in OEF books into a question. As an example there are 3151 items in 103 tests related with 53 books in Aybars Open Education Course test bank in Istanbul (retrieved on September 2006 and available from <http://www.aybars.com>).

Murat İlkumut Open Education Course has 31 course books and eight test books for OEF graduate programs, and 25 course books, one test book for undergraduate programs (retrieved on September 2006 and available from <http://www.muratilkumut.com>). Karacan Open Education Course has 33 course books and 9 test books for graduate program, and 27 books for undergraduate programs. Posting and buying on installment is available in book spellings. Muratilkumut Open Education Course has been produced VCD sets for OEF students. These sets are related with General Math, General Accounting, and Introduction to Economics, Theory of Economics, Accounting Applications and Statistics lessons. As it's done in the books,

unite summaries, and tests used at OEF examinations are gathered together in VCD sets. A guide booklet also included to the sets. Their price is around 45 US Dollars.

Test Experiments

Another service which private sector offers to OEF students is giving them test to have them ready for the examinations. In private courses, students take two types of tests. The first type is given to the students periodically, and covers the topics explained in the classroom. The objective of this type of tests is to see how well students learned the subjects. The second type tests are given just before the midterm and final examinations. These tests cover the same number of unites as OEF do. The objective is, have the student to see the type of questions which he/she will face a few days later, and have them experience the test conditions. On the other hand, OEF students can enter to the big organizations' test banks via internet whenever they want. There is no pre condition for entering these test banks.

Information Services

Almost all course organization has a web site. In these sites one can find information about how to register OEF, losing studentship wrights, conditions for passing class, principle of exams, evaluation criteria, exemptions... etc. Some private courses organize seminars for new OEF students. In some web sites, students can reach OEF exam regulations act, job advertisements; they can find many information like how to write a CV or how to make a job interview.

STUDENTS' REASONS FOR ATTENDING TO PRIVATE COURSE

In an investigation (Gökdağ, 2006), realized on 93 OEF students attending a private course in Eskişehir, students asked the reason of attending private course. Results are shown on Table: 1

According to the answers, one third of the group is "for being successful". 24,2% "for a quality education" Other answers are "for self-confidence", "for social environment", "fore my planned study" and "OEF education is not sufficient" in order. Two findings which compose the almost two third of the answers are thought provoking. Theses are "being successful", and "quality education".

Table 1
The Reasons of attending a private course

Reason	Number	%
For being successful	50	33, 5
For a quality education	36	24, 2
For self-confidence	16	10, 7
For social environment	15	10, 1
For planned study	14	9, 4
OEF education is not sufficient	8	5,4
Other	10	6,7
T O T A L	149	100

Indeed the most distinctive feature of distance learning systems is to eliminate the necessity of students' being in classrooms at certain times. However, according to the answers, the advantage of freeing the learning from time and space seem as the weakest point of the system for OEF students. This is because, disappearance of the classroom has also disappeared the student-student and student teacher interactions as well. Because of this reason, all the distance education systems have been searching better interaction possibilities as is the case with face to face education throughout the world. According to the result of the same research, 90% of the students are taking three courses and more.

The second point that is important in Table: 1 is, nearly one fourth of the students put forward "a quality education" as a reason for attending private course. This is because; students always see face-to-face education above distance education. In reality, this is a quite widespread view in Turkey.

However, for the Turkish distance students there are one more reason: Students in Turkey have been conditioned to take "course" through their school life. Entering distinguished schools, have always become a problem in the life of parent and students since years in Turkey. The situation given below is not an exaggeration for Turkey. When two people who know each other well, and have a child at school age, meet somewhere, usually ask each other which course their child is attending. They don't ask whether or not the child is attending a course. The reason is they have no doubt that he/she definitely has the child registered to a course. This phenomenon has created a

tought in the minds of both parents and students themselves that, in order to be successful in school, it is necessary to take an outside support. Consequently, students could not break free from this fear: “If I don’t receive a learning support, I couldn’t bring home the bacon”. Let’s see the situation at university level as an example. Because of the considerable growth in student population at university age, with each passing year, more and more student felled outside of the higher education as it is seen in Table: 2.

As it’s seen obviously that there is a severe competition in university entrance in Turkey, and for overcoming the bottlenecek in front of higher education institutions; private courses seen as a **magic wand**. Private course fenomenen has created a thought in the minds of both parents and students that, in order to be successful both in school and in axaminations, it is necessary to take an outside support. Consequently, students could not break free from the fear that “one always should take private course for the success.

Table 2
Number of Applicants for the Student Selection And
Placement Examination and Those Placed In Programs of Higher Education

Years	Number of applicants	Number of those placed
1975	280. 504	40. 468
1980	466. 633	41. 065
1985	480. 633	156. 065
1990	892. 975	196. 253
1995	1.265. 103	383. 974
2000	1.414. 872	414. 647
2005	1.730. 876	607. 994

Source: Prepared by Researcher from the Student Selection and Placement Centre Documents 2006, retrieved on February 5, 2009, available from <http://www.osym.gov.tr>

OPEN EDUCATION FACULTY AND PRIVATE COURSES

Private courses are as old as OEF. They have more than 25 years past. It is obvious that these organizations will not end in a near future, and continue to serve OEF students as they did till today. It is a reality that in the first years

of OEF, many many students had been able to graduate from the faculty with the help of these private courses. This allegation is not an exaggeration if we think how distance students have low motivation, and leave the school easily when they face with the failures. Edditionally, OEF did many things which are incomplete or opposite to filosophy of distance teaching system. Foristance a student had dismissed from the faculty if he/she coludn't complete the four years faculty education in maximum six years time or failed a course four times successively. Again English was the only foreign language. Those who had taken French and German at high school had to take English. So I can say that private courses have been served as stress remover for distance students since years.

These courses also have serious effects on OEF students' belonging feelings. It can be said that most of the OEF students come from the economically lower classes. And it would be o real estimation that most of the students (especially girls) who live in big cities are jobless. And these private courses functions like a justifiable reasons for the students (especially for the girls) to come out of their houses. And this is very important for their mental health.OEF's attitude towards these private course organizations is characterized with ignorance since the beginning. However, the services of these organizations for OEF students are the same what OEF is doing in its academic consultation. Moreover, private courses are more regular and planned, and more adequate to the principles of science of education. If getting enough points for passing a course is the evidence of reaching to the aims and being successful, private courses can be consider as the support organizations for OEF.

Accordingly OEF itself and the private courses in order to give better service to the students should think-even come together- on how to collaborate with each other. For instance teachers, who study at the private courses, use the OEF books. Who can evaluate the weak or strong sides of the OEF books better than these teachers!.... To my understanding OEF should collaborate with those teachers to evaluate the books. Even this is a good reson for OEF to communicate with course organizations.

CLOSING WORDS

In January 6, 2008, Turkish prime minister said, "Those students who are finishing most powerfull high school, like science lycee or Anadolu lysee attending courses as well, this is strangeness, and my country should get rid

of this” (http://www.ozdebir.org.tr/TR/Icerik_Detay.asp. February 17. 2009). Actually, nothing is strange and it is not easy to get rid of this situation. Because a student has to compete with thousands of other students, just to enter a better school in Turkey.

There is a huge supply and demand imbalance at passing from primary school to high school, and from high school to university. In fact, after one week of prime minister’s declaration; at January 14 2008, the minister of education said, “demand and quato is appear in public, you can not eliminate the student selection examination ... It is necessary to be realistic, nobody has the right to trick the people”.

Once a mathematician who teaches at math department at university, examined the math questions asked at student selection examination, and said, “If a student able to solve these problems, I have nothing to teach him/her at math department at the university”. So starting from the first class of the primary school, much parent (especially have) begins to search to get academic support for their boys or girls to have them prepare for their complicate examination. It might be an extrem sample, but I know a mother she paid a teacher to teach hand writing to her daughter before she started to primary school.

Students, starting from the very beginning of the school life, used to get assistance from some one or from an organization out of his/her own school and parent. So students’ accustom to get assistance at primary and secondary school level, continuous through his university life as well.

So I can say that Open Education Faculty students’ attendance to the private courses is not because of the deficiency of Open Education Faculty, but is the result of the loss of self-reliance

Authors note:

This chapter expanded and revised version of the paper which presented at the Second International Open and Distance Learning (IODL) Symposium, September 13-15, 2006, pp. 765-773 Eskisehir, Turkey.

Acknowledgements

The author’s thanks goes to Mr. Abdullah Kurtoglu, who is working at computer department of Directorate of Private Teaching Organizations of the Ministry of National Education, interview with him on April 5, 2006, Mr.

Kadir Tanır, the Founder and the owner of İlkumut Open Education Courses, telephone Interview with him on April 14, 2006, and Hasan Karacan. The Founder and the owner of Karacan Open Education Courses, interview on April 4, 2006.

REFERENCES

Daniel, J. S., (1998). *Mega-universities and knowledge media: technology strategies for higher education*, Kogan Page, London, United Kingdom.

Demiray, U. & et. al. (2002). *Anadolu Üniversitesi Açıköğretim Fakültesi Sınavı Hazırlık Canlı Yayınları: İzlenme-Yararlanma ve Bu Programlardan Yararlanma Boyutlarına İlişkin Pilot Bir Çalışma [Live TV for Support of Student Exam Preparation: A Pilot Study at Anadolu University's Distance Education System]*, Cizgi kitabevi, Konya, Turkey.

Gökdağ, D, (Ocak 1990), AÖF'ün Açıklık Sınırları [Openness Limitations of the Open Education Faculty}. *Kurgu Dergisi*, 7, pp. 493-504. Eskisehir, Turkey.

Gökdağ, D. (2006). A Unique Support Service For Distance Students: Private Sector Helps Distance Students Prepare Themselves For Their Examinations In Turkey, *Proceedings the Second International Open and Distance Learning (IODL) Symposium*, September 13–15, 2006, pp. 765-773 Eskisehir, Turkey.

Gökdağ, R. (2006). The Reasons of Distance Education Faculty Students' Attending to the Courses Organized By Private Sector and Their Self-Esteem Levels. *Proceedings the Second International Open and Distance Learning (IODL) Symposium*, September 13-15, 2006, pp. 699-708 Eskisehir, Turkey.

OSYM (2006). Prepared by Researcher from the Student Selection and Placement Centre Documents 2006, Ankara, Turkey.

Ozel Dershaneler Birliği Derneği, (2005). *20. Yılında OZ-De-Bir -Özel Dershaneler Birliği Derneği [OZ-De-Bir Courses Association at It's the 20th Anniversary]*, Ankara, Turkey.

WEBLIOGRAPY

http://www.anadolu.edu.tr/aos/akademik_danismanlik
<http://anadolu.edu.tr/aos>).
<http://eogrenme.anadolu.edu.tr/Nedir.aspx>
http://www.alomaliye.com/meb_ozel_kurslar_yonet.htm
<http://www.aybars.com>
http://ookgm.meb.gov.tr/Mevzuat_htm
<http://ookgm.meb.gov.tr/sunular>
<http://www.karacanakademi.com>
<http://www.muratilkumut.com>
http://www.ozdebir.org.tr/TR/Icerik_Detay.asp.

BIODATA and CONTACT ADDRRESSES of AUTHOR

Prof. Dr. Dursun GOKDAG, Anadolu University, Turkey



Dursun Gökdağ

Dursun GOKDAG is graduated from the Faculty of Education of Ankara University in 1970. He worked as a TV producer-director at the Educational Film, Radio and TV Center of Ministry of Education in Ankara for five years. Than Moved to Eskiflehir and worked as an instructor with German TV experts in “Turkish-German Television Project” from 1976 to 1981 in the Academy of Economic and Commercial Sciences (now Anadolu University). He got his PhDs in 1986, and became a professor in 1995. He took active responsibilities at the first tree distance education initiative in Turkey. Currently he is working at Faculty of communication Scinces, Anadolu University, Turkey
Phone: +90 222 33505 81/2531, Email: dgokdag@anadolu.edu.tr

CHAPTER XXI

One for Many: Anadolu University's Distance Education Services

Alper Tolga KUMTEPE

Murat ATAIZI

Hasan ÇALIŞKAN

Ferruh UZTUG

Cengiz Hakan AYDIN

Anadolu University, Eskisehir, TURKEY

ABSTRACT

The ability to connect remote students to the instruction has been the main attraction of the distance education system in Turkey. Anadolu University distance education system has effectively played a key role for delivering higher education to people who otherwise would not have a chance to pursue a college level degree. By the year 2009, around 43% of all university students in Turkey were enrolled in Anadolu University's distance programs. One of the major marketing strategy Anadolu University employes is re-purposing the content created for one specific program to offer learning opportunities to various groups. The University is approaching the newly developing competitive market with modern brand management principles.

INTRODUCTION

Historically, education has been regarded as a public good and an essential element for democratic public life. However, in a marketplace that is impacted and shaped daily by changes in technology, legislation, funding resources, and individual needs, higher education institutions are forced to study the demand and undertake necessary precautions to retain existing

students and recruit new ones. Ever growing number of colleges, universities and other institutions in the sector create a plethora of new challenges in a more competitive framework. Students feel the pressure of taking right courses that would certify them in the eyes of the corporate and direct their choices accordingly. Therefore, today's higher education institutions must be actively involved in marketing their services in addition to the traditional academic roles.

Escalating competition in attracting and retaining students along with the rapid improvements in information and communication technologies particularly impact the institutions in distance education. Traditional demand for education is remarkably different than the one in distance learning environments. As a cost-effective and flexible alternative to the traditional form of educational delivery, distance education provides opportunities to reach individuals who otherwise do not have access to formal schooling. Similar to the situation in conventional higher education, services and goods delivered through distance education means must consider the competitive market and employ marketing strategies (Michael, 1997). With the emergence of the Internet, institutions' offering distance learning environments have strongly been challenged by the competition and the varying demands of individuals. Marketing is a decisive element for the success of a distance learning program and service providers must employ an adaptive system open to the creativity and innovation.

Marketing efforts in distance education highlight the most important characteristic of it as the physical separation of the source of the information from the students. The ability to connect remote students to the instruction has been the main attraction of the distance education system in Turkey. As a developing country, Turkey did not have adequate resources to meet the demand for higher education by masses scattered around a 780,580 sq. km. land with limited seats available at conventional universities. Anadolu University Open Education System has effectively played a key role for delivering higher education to people who otherwise would not have a chance to pursue a college level degree.

By the year 2009, around 43% of all university students in Turkey were enrolled in Anadolu University Open Education Faculty.

One of the major marketing strategy Anadolu University employes is re-purposing the content created for one specific program to offer learning opportunities to various groups. For instance, some of the courses and

materials created for the Business Management undergraduate program are used in the Entrepreneurship certificate program for those who need only education on this specific topic.

This chapter mainly focuses on how Anadolu University tries to meet the demand of various learning groups and how it markets its programs. The chapter is organized in two sections: the first section introduces Anadolu University, its distance programs and how the university meets the needs of the society. The second section provides insights about how the University introduces its programs to the public.

ANADOLU UNIVERSITY

Founded in 1958, Anadolu University is a dual-mode public university in Turkey. The University houses 12 faculties, 3 of which are distance education, 7 schools, 4 vocational schools, 9 institutes (4 graduate schools, 5 institutes) and 28 research centers and serves around 25,000 on-campus students and over 1,500,000 students at a distance. Anadolu University Distance Education System was launched in 1982 limited with two programs and 29,500 students and evolved to a more complete organization with three faculties offering 35 bachelors and associate degree programs to students, who live in not only in Turkey but also in the Turkish Republic of North Cyprus and in six European Countries. Similar to the growth in the student body and the geographical area served, instructional approaches and materials have faced their share of transformation as well.

The system that once depended mostly on print materials and television programs now utilizes latest information and communication technologies to offer innovative educational opportunities beyond the traditional services.

Anadolu University tries to offer different learning opportunities to meet the learning demand of various groups. Below are these open and distance learning opportunities Anadolu University offers:

Undergraduate Programs

Open education System started with two distance education programs Economics and Business Administration in 1982-1983. Open education System was restructured in 1993 according to the requirements of today's education. Then Economics and Business Administration Programs transformed into 4-year education faculties. After that Open Education

Faculty was entrusted with doing all organizations about distance education, other associate or bachelor degree programs.

Anadolu University Distance Education System has 35 bachelors and associate degree programs with the enrolled Turkish students, who live in Turkey and also Turkish Republic of North Cyprus and 6 Western Europe Countries and provides these students with educational services via a coeval distance education system. Today, 40% of the students, who attend their education in Turkey, are the students of Anadolu University and Open Education Faculty.

The demand for higher education opportunities provided by the Open Education Faculty via distance education increased between the years 1982 and 1993. The reason for this increased interest was the high quality education Anadolu University has provided before. Between these years, Open Education Faculty, in addition to the bachelor's degree in Economics and Business, offered a degree completion program for 200 thousand teachers in accordance with the protocol signed with the Ministry of Education. Protocols were also signed with Ministry of Health to offer associate degree programs in midwifery, nursing and health technicians, and with Ministry of Agriculture to offer associate degree programs in veterinary sciences and agriculture. The Open Education Faculty also extended its services to Turkish citizens living in Western Europe and The Turkish Republic of Northern Cyprus.

The 17 associate degree programs, such as Social Sciences, Home Economics, Bureau Administration, Public Relationships, etc., was developed and distributed in between 1993-1997. Besides, in the year 1996, Anadolu University started to design and manage the exams of Open Education Faculty that OSYM did these exams before.

Open education Faculty consists of the following programs; Department of Distant Education, Department of Continuous Education, Department of Economics and Business Administration Programs (consists of Public Relations, Office Management and Secretaryship, Foreign Trade, Accounting, Tourism and Hotel Services, Social Services, Home Management Banking and Insurance, Management of Health Institutions, Local Governments, Theology, Business Administrations (on internet), Police- Gendarmerie -Army Forces-Air Forces-Navy Forces Occupational Training, Retailing and Store Management), Health Programs (consists of

Laboratory Assistant and Veterinary Health), Technical Programs (consists of Agriculture program), Undergraduate Degree Completion Program in Classroom Teaching, English Language Teaching and Pre-school education Bachelor Degree Programs.

At the beginning of 1998, the academic programs of the Economic Faculty, Business Administration Faculty and Open Education Faculty providing services via distance education system were reorganized and revised the contents of the courses. Textbooks constitute the core material of distance education in these programs. Textbooks were redesigned with advanced educational technologies in such a way that students can learn by themselves, and were in accord with the Internet and TV programs by experienced senior instructional designers in 1999. Also, CD-ROMs were produced from those redesigned resources. The barriers and limitations of the transition quotas to Distance Education System were moved away. To establish a way of communication between our students in distance learning programs and the university, notifying students about the happenings on the campus, enabling students to get to know their university and program better, a program called 'News from our university' has been being broadcasted since 1998. It is a 10-minute program broadcasted every other week throughout the academic year on a national TV channel TRT 4 (Aydin, Mutlu & McIsaac, 2006).

In the year 1999, the Internet-based trial examinations were delivered to help students effectively prepare their examinations. Videoconference is the component of distance education of Anadolu University. Anadolu University by collaborating with other universities delivers videoconferences via terrestrial lines and satellite in the year 1999. Since 1999, to help students prepare for the upcoming exams, exam-preparation programs are broadcasted. Taped programs for one week and live programs for one week are broadcasted on TRT 4 before the midterms and final exams. In the live programs students can call an 800 number (which is free) to ask questions about the broadcasting topics. Thus Anadolu University is the first institution to offer an interactive education system via television channel in Turkey.

The year 1998, a two-years associate degree in Theology Program was established in collaboration with the responsibility of Ankara University Theology Faculty. Open Education Faculty Early Childhood and English Language Teaching Programs were founded in the year by collaborating with the Ministry of Turkish Education. Information Management associate degree program is the first Internet-based distance education program in

2001-2002 in Turkey. Information Management Program aims to train computer literate students who are furnished with the skills to solve information management problems. The aim of the program is to equip students with necessary skills to manage and offer solutions to information related problems. The core tool of education in this program is the online courses. These online courses are supplemented with textbooks, licensed software, virtual company practices, and applications video on CD ROMs, online tutorials, assignments, communication-access services, support service, and examinations (Ozkul, 2006).

The delivering of the TV programs on the Internet, which began in the 2003-2004 academic year, is known as e-television in the open education e-learning portal. The purpose of this service is to provide students with the opportunity to watch the TV programs at their convenience by enabling students to save these TV programs on their personal computers. There are 1196 TV programs for the 163 courses on the Internet and they are still increasing in numbers. Open Education Faculty has currently undertaken are the associate degree programs in the Turkish Gendarme and Police Programs in 2003-2004. Also, the special projects the Open Education Faculty has currently undertaken in two-year training for the Turkish Air Force, Army, Navy and Gendarme in 2004-2005 school-year. Open Education Faculty, on the other hand, was furnished with the right to offer degree completion programs in addition to bachelor's degree programs via distance education.

During the academic year 2005-2006, Program in Retailing and Store Management was initiated, graduates of which would be considered prior by institutions member to the "Association of United Brands" when employing new staff. In the 2006-2007 academic year, the Program for Vocational Training of the high school graduates working at the Ministry of Justice was initiated. The preparations on another program; the Program in Primary School Education continue, for giving start in the academic year 2007-2008. Distance Education System consists of Economic Faculty, Business Administration Faculty and Open Education Faculty. Now, Anadolu University's Distance Education System consists of Economic Faculty, Business Administration Faculty and Open Education Faculty.

Second University

A student who is enrolled in an on-campus Bachelor's degree program or a graduate of such a program, he/she can register in open education programs. The students can be from the other fields of study or graduated from order

field. They have a chance to study in a second university in Anadolu University's Open Education Programs. The programs which can be registered are both from associated degree programs and/or bachelor's degree programs. If a student is enrolled in an on-campus two-year program or a graduate of such a program, he/she has a chance to register to other Open Education Faculty Associate Degree Programs. For a second university degree in Anadolu University's Open Education Faculty, the students do not need to take University Entrance Exam again. The complete lists of the programs are announced the University's web site (available from http://www.anadolu.edu.tr/en/aos/program_brosurleri/ikinci_universite_olanci.aspx retrieved April 3, 2009).

e-Certificate Programs

Anadolu University Open Education System that has provided a number of two and four year degree programs since 1982 has now been offering various types of Internet-based e-Certificate Programs in an alignment to both national and international change factors for a certain period of time. In fact, in a world of rapid changes and tough competition conditions, Anadolu University aims at delivering necessary knowledge and skills to both individuals and organizations so that they can compete with their environments.

e-Certificate Programs offered by the University, has developed and strengthened its characteristics for being an open and flexible system by offering various types of programs to various types of target audiences through various types of media and materials.

e-Certificate Programs are offered in fields such as; *accounting, marketing, entrepreneurship, finance, secretarial training* and *education* for three semesters in an academic year.

The aim of these programs is to provide participants with continuous training and with up-to-date knowledge and skills. In the life-long-learning framework, these programs provide individuals and organizations with various types of individual and Professional learning opportunities. During 2009 Spring Semester, Anadolu Anadolu University Open Education System offered 25 e-Certificate Programs, 6 Western-European e-Certificate Programs and The Turkish Language Certificate Program. Each e-Certificate Program consists of three courses. Upon completing those three courses, participants are given their certificates in the related program.

Detailed information about the programs, learning processes, exams and other teaching-learning issues can be reached through University's home page under *e-Education* link.

Followings are the e-certificate Programs offered by Anadolu University Open Education System during 2009 Spring Semester:

- Financial Accounting
- Accounting Information Management
- Retailing
- Management
- Marketing
- Entrepreneurship
- Financial Management
- Banking
- Cost Accounting
- Management Accounting and Decision Support Systems
- Financial Analysis
- Management and Organization
- General Accounting
- Marketing Management
- Introduction to Retailing
- Office Management
- Law Secretaryship
- Business Secretaryship
- Executive Secretaryship
- Technology Applications in Primary Education
- Integration and Drama in Primary Education
- Medical Secretaryship
- Cleaning Works Management
- Tax Applications
- Financial Economy for Non-Financial Ones

In order to provide training and education for those who live in European countries and who are at least high school or an equivalent school graduates, Anadolu University offers the following western European e-Certificate Programs:

- Western European Retailing
- Western European Management

- Western European Marketing
- Western European Entrepreneurship
- Western European Introduction to Retailing
- Western European Management and Organization



Figure: 1
Poster examples prepared for e-Certificate Programs

Besides these programs, there is another e-Certificate Program that Anadolu University has been offering for two years that is called Turkish Language Certificate Program (TSP). This program and its components are somehow different than those introduced above, although the core structure is the same. To provide a better understanding of e-certificate programs and to introduce the components of a program, what is coming next is the Turkish Language Certificate Program explained in details. TSP is a language teaching e-certificate Program that Anadolu University Open Education System launched in 2007. It is a learning platform that provides services to all adults and early-adults who want to learn Turkish language. It has a wide range of audience profile from foreigners living in Turkey to those Turkish people

who live abroad and are in need of learning and developing their mother language.

ANADOLU ÜNİVERSİTESİ

say “Merhaba”*

to new opportunities...

Are you ready to say a warm 'Merhaba' to new opportunities, to start a dialogue and develop understanding? You may start to learn Turkish for daily use immediately with Anadolu University Turkish Language Certificate Programme.

Thanks to TSP (Turkish Language Certificate Programme);

- ▶ You will be able to read, write and speak in Turkish
- ▶ All learning activities and examinations will take place via the Internet
- ▶ You won't need to use anything other than a computer
- ▶ You will learn Turkish for daily use
- ▶ You will study with educational materials developed by the latest technology
- ▶ You will receive a certificate that conforms to the European Language Standards

It is now very easy to say 'Merhaba'. Just sit in front of your computer, and let Anadolu University's instructional experience and advanced technological infrastructure help you!

Application Dates:
Spring Term: February 4, 2008 - February 22, 2008
Summer Term: June 2, 2008 - June 20, 2008
Fall Term: September 29, 2008 - October 17, 2008

* Turkish word for "Hello"

Türkçe Sertifika Programı
Turkish Language Certificate Programme
www.tsp.anadolu.edu.tr

Figure 2
Brochure example prepared for Turkish Certificate Programs

Participants of the program are given all services online including their registrations and exams. This provides the learners with the flexibility of learning Turkish language at their own conveniences with no time and space limitations. Through Internet connections, learners follow their e-courses, reach e-books specially prepared for them, practice drill and practice sections to foster their learning, and discuss and communicate with their facilitators

both synchronous and asynchronous using their camera and microphone during their predetermined schedules. They get help and assistance from the support service about their questions and problems throughout the program in different languages (English, German, and French) via e-mail and telephone.

Upon completing requirements of the program at the end, learners are given certificates approved by Anadolu University. At the present, the program offers three levels of teaching which are A1, A2, and B1. While designing these levels, European Common Language Criteria has been taken as the basis. From this basis, language skills and competencies to be given are determined and European language teaching standards are targeted.

It is possible to name various types of audiences when one talks about the e-certificate Programs. In other words, the flexibility of the course variety and various types of components shows itself in the various types of the participant profiles. First of all, it can be said that e-Certificate Programs are open to anyone who is a high school or an equivalent school graduate. This provides learners a flexibility to be able to enter into the system without any prerequisites and entrance exams.

Secondly, all students who can't get the required amount of points on the Student Selection and Placement Test for universities (ÖSYS) or those who can't get into their desired faculties can enter the programs. Such participants are given a chance to pursue their learning in the fields of their interests.

Thirdly, those who already have a profession and earn their livings, and want to develop their knowledge and skills in a different area that they like to explore can enter the programs. Such participants might be working in an area that they don't want to be in, but they feel that they have to so that they can earn their living. Thus they have no other alternative to pursue their personal developments in different areas via traditional methods. On the other hand, there might be other professionals who really like whatever they are doing as a profession but still want to go for some other fields or disciplines for personal or professional development reasons. In Small and Medium size Enterprises (SME) for example, there are many professionals who really want to develop their knowledge and skills related to their present professions. Only this way, they can continue their jobs with no interference and have a chance to pursue their learning experiences.

The last type of participants who may be interested in such programs are those who are still in higher education system and studying in a college or school but seek for personal development opportunities in different interest areas. Such participants can enter the programs and develop their knowledge and skills in a different area without needing to leave their present schools. All such participants discussed above are able to have a chance to pursue and fulfill their individual or professional learning needs through Anadolu University's Open Education System e-Certificate Programs whatever their motive to learn may be. The University gives much importance to such programs for its mission is to provide life-long-learning opportunities to the community it emerged in.

Among the learning resources and facilities provided by e-certificate Programs can roughly be said to be the course books designed especially for those who learn at a distance, e-learning Services provided through e-certificate programs Portal, and examination services that take place in 33 exam centers. Once learners registered to the programs, they are sent their course book at their own addresses and are given right to access to the e-certificate Programs Portal. Besides these, learners learn through e-Practice, e-Course, e-Book, e-Television, e-Advisory Service, Synchronous e-Advisory Service, e-Exam, and e-Sound Book facilities of the program and prepare for their exams. Learners have always access to any facilities, resources, and assistance throughout the program using the Portal.

Exam services are given to learners in various cities of Turkey. For example, during 2009 Spring Semester, exam centers of the e-certificate Programs are; Adana, Afyonkarahisar, Ankara, Antalya, Aydın, Balıkesir, Bursa, Denizli, Diyarbakır, Eskişehir, Gaziantep, Hatay, Erzurum, İstanbul (Anatolian Side), İstanbul (European Side), İzmir, Kahramanmaraş, Kayseri, Kocaeli, Konya, Malatya, Manisa, Mardin, Mersin, Muğla, Ordu, Sakarya, Samsun, Şanlıurfa, Tekirdağ, Trabzon and Van. Germany/Cologne is the exam center for Western Europe e-Certificate Programs. In all these centers, the exams are carried out face-to-face.

Yunus Emre: New Generation Learning Portal

Yunus Emre: New Generation Learning Portal is another service Anadolu University provides to Turkish people all around the world. This service can be considered as a social responsibility campaign of the University as well as a contribution to the open courseware movement. Anadolu University makes all the instructional materials (textbooks, video, audiobooks, multimedia

software, etc.) available to public use. Anyone who is interested in learning various topics in different areas can access to these materials and try to master and even self-test her/his knowledge. Anadolu University sees this portal as a tool for nonformal education.

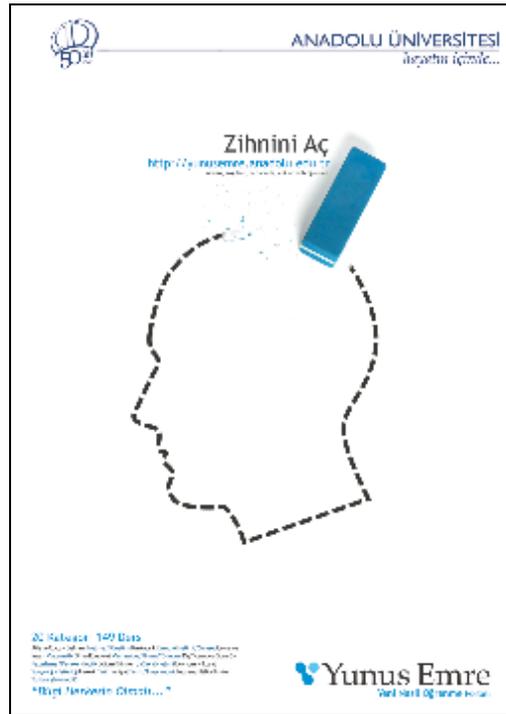


Figure: 3
Poster example prepared for Yunus Emre Portal

ANADOLU UNIVERSITY AND ITS CORPORATE IMAGE

As the leading organization in open distance learning Anadolu University is in the market with its various products-brands (learning opportunities) and knowhow. The main ODL programs of the University are its undergraduate (4 frou years long and two years long associate degree) programs that help the higher education system overcome the limited seat problem of the traditional higher education in Turkey. As mentioned earlier, these programs are offered under there colleges: Open Education Faculty, Faculty of Economics and Faculty of Business.

The target market of these programs is mainly those high school graduates who cannot get in to traditional university programs as a result of the university entrance exam, and those graduates who are working adults. These programs and student characteristics were given in detail prior parts of this chapter and other chapters of this book. As mentioned, student acceptance to these programs are based on the special arrangements and cooperations with the Student Selection and Placement Center, a semi-governmental agent responsible for organizing and conducting the university entrance exam annually and placing students to the university programs according to their grades at the exam and their preferences. Because of this structure, there is a competition and market climate that does not require a specific direct marketing and communication management.

However, a shift in the marketing and communication management has been experienced due to the fact that changes in the current programs and the new ones required employment of different production and branding strategies. From the marketing communication perspective this shift can be interred in to two dimensions:

- Corporate brand image management of Anadolu University
- New sub-brands (open and distance learning products) communications management

In order to manage this shift several actions have taken. First of all, it was decide to build an entity to plan all the marketing, advertisement, and public relations activities targeting creating an image in stakeholders' perceptions regarding Anadolu University as a respectful, reliable and powerful institution. As a result, a center that works in accordance with the Rectorate, Faculties and the Public Relation Department. Faculty experienced in public relations and advertisements were employed in the center, entitled as Center for Corporate Image Management. The center was asked to develop and manage projects that contribute the corporate image of the University.

Corporate Communication of Anadolu University: Corporate Branding
Anadolu University's marketing and communication management framework was shaped according to corporate communications paradigm. Anadolu University was defined as an endorser corporate brand behind open and distance learning product-brand. This definition made it necessary to

transfer Anadolu University's general corporate image as a sub-brand to all products.

On the other hand, although the distance programs and Open Education Faculty were the characteristics made Anadolu University as well known institution through out Turkey and the world, it is a dual mode university and have quiet a number of on-campus students. Corporate brand can be defined as the combinations of a customer's all the experiences and perceptions of an institution. Corporate branding intends to create unique and only one message, and covers all internal and external communications in an intitution. Importance of corporate brands as an association to the brand as well as brand and corporate name identicalness put corporate branding at the top of the agenda. As a public university Anadolu is not in an effort of active marketing. In Turkish Higher Education System, competition is on attracting more successful students rather than touting more costumers. It can be claimed that establishment of autonomous universities has been helping development of a true competitive market. However, it can be observed that through graduate and certificate distance programs a both autonomous and public university creates a more competitive market.

This part of the chapter focuses on introduction of market Anadolu University has a part. But, in order to understand this maket it would be beneficial to draw a framework for brand management.

The main goal of the marketing communication is to create a positive corporate or brand image. Integrated Marketing Communication proposes the control and planning of any associations concerning the brand. Anything related to the brand in customer's mind is an association. These brand associations covers a wide variety from product characteristics to cost and distributiton, to audiences, to packeting and advertisement (Uztug, 2003). Associations regarding the corporates can be focused on the following two: *Corporate competencies*, thoughts and emotions concerning competencies and abilities about the goods and services developed. *Social Responsibility*, credibility, summative evaluation. *Brand articheture* can also be add these two.

Corporate brand management requires a different approach than classic brand establishment management. According to the literature, the differences can be summarized as followings:

- First of all individual brand establishment is customer and distributor focused. So, quite a few staff and customer relation is considered.
- In corporate brand establishment, a big majority of social stakeholders are in relation with staff.
- A unique and consistent message to all social stakeholders is gaining importance.
- During the individual brand series creation, customers get the core values related to the brand through ads, packages, distribution, and product users.
- During the corporate brand creation, the core values are being transferred through corporate communications and the interaction between in social stakeholders and staff gains importance.

One of the significant points of this framework is the staff as a very crucial stakeholder. Staff can convey the core values of the corporation to related surroundings and represents the corporation and so the vision of the brand. Significance of those who work for creating the brand values must be taken into consideration. Especially in the service sectors, staff-customer relations are more important. Corporate culture (values and related intended behavior patterns) seems an important concept for marketing communicators too. In the light of this context, brand management is defined in a way that covers culture management inside and customer management outside. Anadolu University, as noted above, offers distance learning programs designed to meet the educational needs of a large population who otherwise do not have an opportunity to pursue higher education.

Thus, the University's institutional brand carries high levels of awareness and recognition. As an entrepreneur (industrialist) university devoted to pursue latest innovations in the field, the organization limits its institutional image regarding the primary market segment. Anadolu University's brand endorsement, herein, created new sub-brands utilizing an original brand architecture framework. Institutional brand image and endorsement at this process is of great value. The following list exemplifies the framework for Anadolu University branded services and products and their sub-brands:

- Programs tailored for primary market (Faculty of Open Education)

- Programs designed for mature, working population (in association with public or private organizations; corporate marketing)
- Projects for private organizations (e.g., FORD Otosan project)
- e-Certificate
- Graduate programs (e.g., Corporate com, e-MBA)
- Turkish Certificate Program

Certainly, competition for each of these services and products varies depending on the market variables. These services and products are major connotations offered under the institutional brand of Anadolu University. Mutually, they have the power to influence the institutional brand as well. Therefore, greater attention ought to focus on revising and improving not only the sub-brands but also all the programs to be able to maintain the quality and institutional competencies.

Anadolu University as a “Sub Brand”

Basic expansions of the corporate brand of Anadolu University have been expanded with the focus of life-long learning rather than basic Marketing approach. For this reason;

Product strategies can be summarized as producing new products and reproducing the spin offs from the present programs in accordance with the market needs and expectations. Bearing in mind the social responsibility issue, Anadolu University functions sensitive to the Turkish people and their needs and expectations living outside the country by analyzing their needs whenever it is necessary. From this point, there rises a new strategy for developing sub-brands and differentiating them from the other programs. A wide range of target Market definition has been developed as being white-collar workers and those adults who are in need of both career and individual development.

Followings are the communicational application titles related to the sub-brands developed in the framework of an integrated marketing communication.

- Internet web site
- Advertisements in the business world and career specific media

- Direct mailing in Chambers of Commerce and Industry
- Publicity and news making

As a result, a multi dimensional communications strategy has been followed for the target-market population for e-Certificate Programs. For the corporate target audience posters and direct mailing and for individual advertisements and publicity tools have been used.

Similarly, for Turkish Language Certificate Program (TSP) and the other degree programs, same communicational strategy has been followed. In order for increasing the awareness toward the TSP as an international brand, both corporate and individual communicational applications have been developed in both national and international scales.

In conclusion, Anadolu University is approaching the newly developing competitive market with modern brand management principles. The number of customers accessed up to today shows that marketing goals were reached. More importantly it was observed that Anadolu University has developed its corporate image in other markets rather than just the main higher education market. Owing to original conditions of the Turkish Higher Education System there are significant limitations about use of an essential tool such as advertisement. Anadolu University as a public institution facing problems to realize active communications, as the market requires. Thus, products developed in collaboration with public or private companies under the corporate marketing framework still form the main Market.

Hereafter, Anadolu University, in terms of corporate brand management, accelerates its efforts to strengthen customer relations management system, database marketing structure. At this point, Internet seems as the most essential medium from the marketing communications perspective. This new trend activates the human resources departments of public and private institutions to collaborate with Anadolu University on project development.

REFERENCES

Ataç, E. & Mutlu, M. E. (2006) Very large scale e-learning practices in the Open Education System at Anadolu University, paper presented at the *e-Learn Conference of the Association for Advancement of Computers in Education*, Honolulu, HI, 14–17 October.

Aydin, C. H., Mutlu M. E. & McIsaac, M. S. (2006) Integrating computer-supported learning into traditional distance courses, in: F. M. M. Neto & F. V. Brasileiro (Eds), *Advances in computer-supported courses* (pp. 97-121). Hershey, PA: IdeaGroup.

Michael, S. O. (1997). Distance education in the new Russia: The relevance of strategic marketing planning. *Educational Technology Research and Development*, 45(4), 106-117.

Ozkul, A. E. (2001) Anadolu University distance education system from emergence to 21st century, in: V.V. Reddy & S. Manjulika (Eds) *The world of open and distance learning*. New Delhi: Viva Books.

Sürmeli, F. (2008). Lifelong Learning Strategy of Anadolu University As An Inclusive and Responsive Pioneer University, **EUA Autumn Conference, Inclusive and Responsive Universities Ensuring Europe's Competitiveness**, Erasmus University, Rotterdam - The Netherlands, 23-25 October.

Uztug, F. (2003). *Markan kadar konuş: Marka iletişimi stratejileri [Speak as Your Mark: Mark Communicatioc Srstrategies]*. Istanbul: Media Cat.

BIODATA AND CONTACT ADDRESSES of AUTHORS

Assist. Prof. Dr. Alper Tolga KUMTEPE, Anadolu University, Turkey.



Dr. Alper Tolga Kumtepe earned his BSc degree in in 1995 at Anadolu University. He then completed his Ph.D. degree in 2005 in the program of Early Childhood Education at the Florida State University with an overseas graduate scholarship by the Turkish Ministry of Education. He worked as a researcher at the Florida Center for Reading Research. His research interests include e-learning, child development, teacher education, quantitative research methods, and the education of gifted young children. He also presented and published scholarly articles in the fields of early childhood education, gifted education and technology in education.

Alper Tolga KUMTEPE
Anadolu University, Open Education Faculty

26470 Eskisehir TURKEY
Tel: 0-222-335-0580 ext: 2531, Fax: 0-222-320-4520
Email: atkumtepe@anadolu.edu.tr

Assist. Prof. Dr. Murat ATAIZI, Anadolu University Eskisehir Turkey



Murat ATAIZI was born in 1964, Eskisehir, graduated from Eskisehir Anadolu University Communication Sciences Faculty. He teaches several courses in the instructional communication field. His research studies are about human learning, problem solving, distance learning, and instructional communication and design.

Assistant Prof. Dr. Murat Ataizi
Communication Sciences Faculty, Department of Communication
Anadolu University, Eskisehir, TÜRKIYE
Phone: +90 (222) 3350581 – 2531, Fax: +90 (222) 3204520
Email : mataizi@anadolu.edu.tr

Assist. Prof. Dr. Hasan CALISKAN, Anadolu University Eskisehir, Turkey



Hasan Caliskan holds a Ph.D. degree in Communication Sciences and works as an at the School of Communication, Anadolu University, His research and study interests concentrate mainly on instructional design and development, distance learning and teaching, online learning, and life-long learning. He recently served as the instructional design coordinator “FORD Turkey e-Learning for Technical Staff” online project. He is now serving as the coordinator of an online language teaching project that is called “Turkish Language Certificate Program”. He has experience and expertise in instructional design and designing e-learning solutions, as well as managing online learning projects.

Hasan CALISKAN
Anadolu University, School of Communication Sciences
Eskisehir TURKEY 26470
Tel: 0-222-335-0580 ext: 2531, Fax: 0-222-320-4520
Email: hcaliska@anadolu.edu.tr

Assoc. Prof. Dr. Ferruh UZTUĞ, Anadolu University Eskisehir Turkey



Ferruh Uztuğ holds a Ph.D. degree in Advertising and Public Relations and works as an Associate Professor at the School of Communication, Anadolu University, Turkey. His research and studies focus on marketing communications in commercial and political context, especially branding. His recent works have focused on the issues of corporate communications and new brand management paradigm. He has been as the Director of the Anadolu University Corporate Image Unit that focused on distance education products and brand management.

Ferruh UZTUG

Anadolu University, School of Communication Sciences

Eskisehir TURKEY 26470

Tel: 0-222-335-0580 ext: 2521, Fax: 0-222-320-4520

Email: fuztug@anadolu.edu.tr

Assoc. Prof. Dr. Cengiz Hakan AYDIN, Anadolu University, Eskisehir, Turkey



Cengiz Hakan AYDIN, Ph.D. is an associate professor at the School of Communication Sciences of Anadolu University, Turkey. His research interest mainly focus on different aspects of computer mediated communications, online learning, elearning and teaching, readiness for online learning, roles and competencies for online teaching, communities of practice, and building online learning communities in different educational/training settings.

Cengiz Hakan AYDIN

Anadolu University, School of Communication Sciences

Eskisehir TURKEY 26470, Tel: 0-222-335-0580 ext: 2531

Fax: 0-222-320-4520

Email: chaydin@anadolu.edu.tr

SECTION-VI
Lesson Learned

CHAPTER XXII

Lesson Learned From Reviewed Literature on Marketing for Distance Education

*Ugur DEMIRAY
Anadolu University, TURKEY*

ABSTRACT

This chapter aims to explore the role and scope of marketing and its applications in the field of open and distance education. In this regard, the transition from traditional face-to-face education to contemporary distance education is summarized. Moreover, studies on marketing the distance education are grouped roughly under four themes, which are;

- studies directly related to marketing distance education,
- commercial campaign Advertising, PR and fair activities of universities, 3) private educational or counseling bodies selling distance education endeavors of the universities, and
- universities' sharing their experiences and proposals in marketing distance education.

Contributors of the literature pieces, contexts of the studies and main implications are provided through a literature review summarizing relevant pieces to draw an overall picture.

INTRODUCTION

People need to fulfill their needs, thus this requires production and marketing any type of goods and services. This requirement can only be materialized through emergence of goods and services sectors. In 21st century, the services have become more developed and their share in economies has also grown substantially. Such trend has become a reality in Turkey, especially after

1980's. Increase in quality in services opened doors for variety in them as well. For services quality is the key.

The qualities of services are even more important for fields such as education, justice, security where public interest is the key determinant. The importance given for these services have become more apparent, due to the fact that the futures of societies are closely related to the quality and constant delivery of these services. If quality of service is sacrificed, the consequences for society will be devastating (Taskin & Buyuk, 2002).

Traditional education was provided by public or private sectors until 19th century reaching to masses in the world. The notion and type of education were widespread and was delivered to masses via mass media of the day. This delivery was partly a promotion of education and the purpose of this promotion, especially the ones from private bodies, were to create an impact on individuals. The purpose of this promotion efforts originated from private education providers was to convince individuals to purchase programs that suits their needs.

The nature of private service providers is their ability to organize, package and deliver the education programs in order to satisfy individual and societal needs. The range of such needs can be stretched over to some sub-groups i.e., public sector workers, health care workers, unemployed etc. Unlike public schools, private institutions run like firms with board of regents and professional managers, but they have all operational functions of a private company as well. Naturally, as private organizations they are innovative, more prone to change and the staff they employ would eventually provide quality service so that both parents and students are satisfied (Demirci, & et.al., n.d.) The private sector use the most sophisticated advertising media in their campaigns while applying the most developed marketing techniques of the day. The information sessions and open day visits to schools are the best to signify the educational marketing.

Because of the developments in science and technology, knowledge now much faster produced and disseminates via communication media, and thus became a service to wider audiences. Such developments gave the idea to educators to use various communication media into the delivery of educational programs. Starting from late 1800s to early 1900s, education through mail was taking of and was becoming an alternative to traditional face-to-face education. Starting from 1974, British Open University came

into life and was using mass media and other means such as telephoning and printed materials for delivering educational programs. The university was using face-to-face academic advising along with distance education methods.

Distance education has become a life saver especially for under developed and developing countries where the funds allocated for education are rather limited but the desire in their societies are tremendously high. Technology of the day was utilized to deliver the information, like video cassettes to CDs, and now it's on the web and cycles toward learners through private or public institutions

Nonetheless, growing educational demands of masses attracted the attention of universities and the importance of distance education to meet these demands was recognized by tertiary institutions and became a reality in developed countries. Internet has reduced the cost of delivery and this development has brought the issue of packaging and delivery of such products. Parallel with such developments and developments in m-learning, e-learning and t-learning environments, universities have adopted themselves to these newly emerging conditions, and applied new developments to distance learning programs. Right at this stage, new and contemporary marketing techniques emerged, and education marketing and education marketers are now important. The interaction between education and marketing and academic studies on the subject is vital than ever before.

In this section, the transition from traditional education forms to modern distance education will be summarized, and academic studies on marketing distance education will be analyzed regarding the authors, the contexts and the recommendations of the studies on the basis of a literature review. The aim is to draw a general conclusion based on the analysis.

In searching the subject via search engines, following keywords are used. 'Marketing for Distance Education', 'Marketing for Distance Learning', 'Marketing for Open Education', 'Marketing for Open Learning', 'Marketing for E-Learning', 'Marketing for Mobile Learning', 'Marketing Communication for Distance Education', 'Marketing Communication for Distance Learning', 'Marketing Communication for E-Learning', 'Marketing Communication for Mobile Learning', 'Marketing Communication for T-Learning', 'Marketing for M-Learning', 'Marketing Communication for T-Learning', 'Marketing for Education', 'Marketing in Education', etc.

In addition, following journals and web pages were also scanned. Journal of Marketing, Journal of Marketing Education, Educational Market., Turkish Online Journal of Distance Education, Turkish Online Journal of Educational Technology, Online Journal of Distance Learning Administration-OJDLA, IRRODL, EURODL, ICDE Bulletin, Higher Education and Industry, The Chronicle of Higher Education, Educause, Internet Marketing, Industrial and Commercial Training, Distance Education, Journal of Interactive Advertising, Journal of Business & Economics Research, Journal of Marketing for Higher Education, Business Services Industry, Journal of Instructional Technology and Distance Learning, DEOSNEW, Ubiquity; ERIC, EBSCO, databases; Seminar, symposium, workshops in marketing.

Proceedings, Market, Research & Occasional Paper Series: CSHE.1.02 and Annual Educational Reports, Country Education Profiles and Reports, Heller Report on Educational Technology Markets, ELearningGURU.Com Newsletter, The Open Standard Newsletter and web pages of private education and marketing firms such as ResourceBridge are also scanned for to reach the literature.

LITERATURE REVIEW OF MARKETING FOR DISTANCE AND OPEN LEARNING

DISTANCE EDUCATION:

Strategy for Developing Competitive Advantage

AGRAWAL, Neeti Distance Education: Strategy for Developing Competitive Advantage, **ICDE 2005 Conference**, November 19-23 2005, New Delhi, India.

Change is inevitable, but are we ready for change? It is a known fact that today's world is fast changing and highly competitive. To survive in this highly competitive environment, it is essential for the business as well as service organisations to adopt strategies for coping with the changing conditions. Strategy is a kind of a plan, which an organisation chooses from the given alternatives to achieve certain goals/objectives using the resources available. The effectiveness of the organisation is characterised by a proper coordination between the objectives of the organisation and its strategy. A sound strategy helps in building a sustainable competitive advantage. Distance education has come a long way since its inception and has gained momentum in the recent years.

The education system is fast changing and so is the distance education. It is the need of the hour that the Universities/Institutes offering distance education should have a sound strategy so as to develop competitive advantage over its competitors.

This paper attempts to present an overview of the problems of distance education and formulate a strategy to overcome the problems and develop competitive advantage.

INSTRUCTIONAL STRATEGIES FOR DEVELOPING EXPERTISE AT A DISTANCE

BALLARD, Kim. Instructional Strategies for Developing Expertise at a Distance, **13th Annual American Association for Collegiate Independent Study 2005 AACIS Conference Distance Learning: Emerging Trends and Practices**, November 3-5, 2005, Champaign, Illinois. USA.

As distance education has moved to the Web, educators have many more technical tools available to implement different learning strategies to help learners build expertise. Various instructional strategies will be described along with examples of their implementation in distance education courses.

MARKETING DISTANCE LEARNING WITH AN AD AGENCY

BEESELY Andrea D. And Doyle L. Cavins. Marketing Distance Learning with an Ad Agency, **Online Journal of Distance Learning Administration-OJDLA**, Volume V, Number II, Summer 2002, USA.

Marketing is increasingly essential to distance learning programs as we endeavour to survive and compete in a crowded marketplace, where new providers with large budgets are constantly entering the scene. Skilful marketing strategies can help maintain and increase market share, change or improve a program's image, and create public awareness. However, the personnel of distance learning programs and their parent institutions are often too busy to give marketing the time and attention it deserves, and frequently lack the necessary expertise to market effectively alone. Working with an outside agency can be the

answer. We will discuss why we decided to choose an advertising agency, how we selected one, how we work with them, the effects of the campaign, and the lessons we have learned as we have tried to keep our marketing efforts focused, timely, and within our budget.

**REVIEW OF DAVID KAYE'S
"MARKETING DISTANCE EDUCATION"**

BUTCHER, Amanda. Review of David Kaye's "Marketing Distance Education, **American Studies Center of the Salzburg Seminar**, workshop from April 9-18, 1997, USA.

In this day and age and field of work, where technology is of utmost importance and money is scarce, it is important to use our resources efficiently in order to reach our target public audience and meet our personal and institutional goals for distance education. It is obvious that we are interested in sharing our resources, as we are here together participating in the Distance Education Workshop at the American Studies Center of the Salzburg Seminar. Efficiency and sharing of resources are covered well in David Kaye's paper "Marketing Distance Education".

Although this paper is geared toward a western audience, it is still highly relevant to us all because computer technology is becoming so universal. In order to use our resources efficiently and share our resources well, Kaye proposes market research through surveys and interviews as an instructional guide on how to do so.

Kaye suggests looking at distance education as a product instead of a tool for distributing education. He says that in order to most efficiently use our resources, the needs of the student/consumer should be assessed. By doing so, we can learn from the students and then apply that knowledge to attract future students while meeting the needs and improving upon the services offered to the current students. Viewing the student as a consumer is becoming a common approach in western educational systems and their reforms. It is a very business-oriented and capitalist approach towards education and can sometimes sound offensive. Although, if our discussion here is about resources, including financial resources, then it is important to consider the cost effectiveness of the services that we offer to the students.

We must do this not only to make sure the services can be sustained and/or expanded, but also because the student is indeed paying for the service with a certain learning objective in mind. If their needs are not met, they will not continue seeking the service nor will they pass on positive feedback to other prospective students. Ideally,

But, unfortunately, it becomes increasingly apparent as less government funding is available to institutions, almost universally; institutions of learning need to learn increased cost efficiency. Our universities indeed revolve within and are dependent upon the market making Kaye's argument seem unarguable. In addition, Kaye advises that by getting feedback from students through evaluations and surveys, valuable information about the outside community and its offerings will also be gained. In other words, we can get the scoop on our competitors such as distance education video networks, general textbooks, etc. Your market research findings "may persuade you to collaborate with (these) other organizations." A potential benefit would be a lower cost for increased quality. As we have experienced here at this workshop, it can only help us to pool our resources and share information, especially in the beginning stages of distance education. This point is well made and well taken in Kaye's article. Kaye states, "Educational organizations that hope to adapt to the marketplace should be open systems that gain input from their environments." That environment includes current and prospective students and the community--the market. The task is clearly laid out for us, but bringing it all together for efficiency's sake continues to be the challenge.

**ONLINE LEARNING'S 'YELLOW PAGES'
ARE BRACING FOR A SHAKEOUT
With Dozens of Sites Marketing Distance Courses,
Colleges Seek to Align With The Survivors**

CARR, Sarah. Online Learning's 'Yellow Pages' Are Bracing for a Shakeout With dozens of sites marketing distance courses, colleges seek to align with the survivors, **The Chronicle of Higher Education**, Information Technology, page: A57, the issue dated April 14, 2000, San Francisco, available from <http://chronicle.com>

Some institutions with well-established distance-education programs, such as the University of California at Berkeley Extension and the University of Maryland University College, are already doing so. Many administrators say

they perceive Hungry Minds as one of the most aggressive and well-known Web sites marketing courses. Listings on Hungry Minds and dozens of other privately operated, commercial Web sites are becoming accepted parts of the marketing strategies of those who oversee distance-education programs. Such sites -- typically referred to as "portals," a term used for any kind of broad Internet gateway help potential students find information about online courses, and direct the students to university home pages through links. "It is kind of like the yellow pages," says Charles A. Hill, the manager of interactive distance learning at U.C. Berkeley Extension. "It is a good idea to be listed, but it is hard to tell how many actual sales you derive as a result of the listing. Intuitively, though, you know that you need to be there for the exposure." But the number of portals has grown so quickly that now administrators overseeing distance-learning programs are scrambling to predict which portals will be successful in the long run -- and to make sure their courses are listed there -- to avoid being left behind in the rush for students. Such a possibility looms large in the minds of many administrators, since most agree that, in the coming months, a few portals will emerge as leaders while many more fade away.

No one knows exactly how many commercial sites are serving as marketing platforms for online-learning programs, but administrators overseeing established programs report that they have been contacted by dozens. Many colleges have themselves joined together to create portals, such as Western Governors University and the Southern Regional Education Board's Electronic Campus, but educators say portal growth has been fastest among independent dot-coms. Many officials at these dot-coms say they dislike the use of the term portal to describe their sites, preferring to be known as hubs, for example. Some college administrators, who all use the term portal, say the sites have a great deal in common, making it difficult to decide which ones to work with. Business people such as Mr. Dunkel Berger and others say their primary goal is to provide consumers with as much information about educational options as possible. Many of the portal sites, for example, include reviews of courses written by other students. "In many ways, we are forcing capitalism into higher education," says Adam Miller, the founder of a site called CyberU. Administrators of distance-education programs say they are pursuing an array of marketing strategies to get the word out about their online courses, including collaborations with overseas universities, electronic and direct mailings, and corporate partnerships. And if the portals do not show that they can deliver students, they will be displaced by other marketing strategies.

**NEW MARKETS FOR MEETING OLD NEEDS:
U.S. Distance Education and Developing Countries**

CARTY, Winthrop, New Markets for Meeting Old Needs: U.S. Distance Education and Developing Countries, presented paper at **EDUCAUSE 1999 Proceedings**, Long Beach, CA, October 26-29, 1999, <http://www.educause.edu/ir/library/html/edu9918/edu9918.html>

This paper analyzes the broad context and covers practical applications for delivering distance education in countries of the developing world. We begin by examining market trends in global higher education and continue by reviewing existing distance-education activity in developing countries. This is followed by a discussion of the conditions -from the pedagogical to the technological- under which U.S. universities can conduct international distance education in that part of the world.

Finally, this report concludes with recommended strategies for engaging people and institutions on behalf of mutually beneficial distance education programs that target or include developing countries.

**MARKETING E-VET E-LEARNING
PRODUCTS INTERNATIONALLY**

CIELENS, Marty and Nigel **BARKER**. Marketing eVET e-Learning Products Internationally, **Pre-Workshop Resource**, ISBN 0-642-51902-1, **Australian Flexible Learning**, Managed by the Flexible Learning Advisory Group on behalf of all States and Territories in conjunction with ANTA, 2001, Australia. Retrieved on December 18, 2008, and also available from http://pre2005.flexiblelearning.net.au/international/documents/Pre_workshop.pdf

An audit of existing market research was conducted to determine the extent to which there is sufficient information in these three areas to allow strategic decisions to be made regarding the entry of online VET products and services into international markets. Each of the key factors in Figure 1 is further outlined. Effective decision-making for market entry requires data for three elements of demand: Overall market environment and demand, as indicated by: political and educational policy and issues, socio-economic factors, demographic characteristics such as literacy, education and internet

access. Demand for online products and services, as indicated by: scope and access to technological infrastructure, trends in the technological environment, Demand for VET online products, as indicated by demand for VET, and demand for on-line educational products. The research was also analyzed to determine the nature of an appropriate product and marketing mix for online VET products and services in each of the markets. Taking a market segmentation approach, the elements of the product and marketing mix that was sought included data on: Product, Price, Promotion, Place, and Profile. A summary of the findings is presented. The analysis of the Research Matrix forms the basis for the recommendations. These recommendations relate to markets to target for further research and are identified in the Recommendations section of the report.

COMPASS KNOWLEDGE GROUP

<http://www.compassknowledge.com>

Compass Knowledge Group was proud to be this year's Sloan-C Diamond Sponsor. At Compass Knowledge Group, we partner with top-tier, non-profit academic institutions to help them build successful online academic programs. We provide the entire complement of online learning support services, allowing our partner academic institutions to concentrate on delivering high quality academics. Our success is based on a history of predictable performance that far exceeds industry standards. We are a group of academicians that includes faculty, textbook authors, researchers, skilled teachers, former Deans, and a former University President, all surrounded by more than 170 professional marketers, retention specialists, recruiters, instructional designers, and technologists.

STRATEGIES FOR THE MARKETING OF HIGHER EDUCATION WITH COMPARATIVE CONTEXTUAL REFERENCES BETWEEN AUSTRALIA AND TURKEY

DEMIRAY, Ugur., Judy **NAGY** and R. Ayhan **YILMAZ**. Strategies For The Marketing of Higher Education With Comparative Contextual References Between Australia And Turkey, **Turkish Online Journal of Distance Education-TOJDE**, April 2007, ISSN 1302-6488, Volume: 8 Number: 2 Article: 14, Eskisehir, Turkey. Retrieved December 23, 2008, also available from http://tojde.anadolu.edu.tr/tojde26/pdf/article_14.pdf

Education is now a global product with institutions worldwide competing for students and finding ever more creative ways to satisfy student needs and preferences. With the continuing rise in the preference for flexible distance learning, educational institutions are finding that when students and faculty have significantly different cultural backgrounds and learning styles that the expectations of the learning experience can be unfulfilled.

In Australia, international students have made education Australia's third largest service export, earning \$5.8 billion. This means that student populations have moved from being homogenous and captive to domestic constraints and expectations, to being multi-cultural, dispersed and subject to a plethora of constraints and expectations.

Today in Turkey, education is the responsibility of government however, in recent years, the private sector has entered the market providing educational services at all levels. In particular, after the 1990s, private higher education institutions (HEIs) with a commercial focus have mushroomed. In 2007, there are 25 private universities in Turkey with more than 2.000.000 students enrolled in these universities. Of these students, more than 1.000.000 is registered in distance education faculties. With such large student numbers competition between private universities for students has intensified particularly over the last 15 years.

This paper seeks to explore the notion that a competitive advantage in marketing of higher education can be attained by customizing learning experiences for particular student cohorts in a pro-active and constructive way.

ED-X MARKETING PROGRAM OVERVIEW

<http://www.ed-x.com/adinfo.asp>

Ed-X.Com is a search engine and web resource for distance learning and online education with comprehensive information on over 20,000 online courses and degree programs from 700 online colleges worldwide. Use the Ed-X online education index below to locate online college courses or distance learning certificate and degree programs.

Ed-X. indicates that market your distance learning program to a global audience on Ed-X: The Distance Learning Channel. You can reach a highly concentrated group of potential students using one of Ed-X's cost-effective

marketing programs. Since 1998, Ed-X has focused solely on provided comprehensive online course and degree information to a world wide audience. "Our law degree program on the 'net, the first high level law programme in the world to be delivered over the Internet, has benefited considerably from the exposure on the Ed-X.Com website." Benefits of an Ed-X Marketing Program include:

Reach a concentrated audience of potential online learners who are interested only in further their skills through an online degree program or class, add to your global reach by adding your creative and course listings to the Ed-X database, low cost, high value Ed-X Marketing Programs is very reasonably priced-from U.S. \$350 to \$625 per month based on the program specifications, Post in-depth course and degree descriptions to over a million unique visitors each year on Ed-X, 24 hour/7 days a week access to course and degree descriptions with Ed-X's, online education index and site search engine and receive information requests directly from potential students:

Ed-X has years of experience with online marketing of distance learning and online educational programs. Ed-X has represented many of the largest online learning institutions from around the world, including the following:

Connecticut State University, Golden Gate University, University of Phoenix, Florida State University Herriott-Watt University (UK) , National University, Keller Graduate School of Management, San Jose State University, Syracuse University, University of Wisconsin, Regis University, Murdoch University (Australia), Touro University International University of Texas, Kaplan College, University of Wisconsin, University of North Carolina. An Ed-X indicates and sales help to inform to millions of users about your course and degree via The Distance Learning Channel on marketing distance learning program packages and costs,

E-LEARNING INDUSTRY & MARKET RESEARCH
"The World's Premier Online Directory of Education"

Distance and e-learning programs are becoming more and more vital in the world of higher education. Through the use of new technological resources, e-learning programs make it possible for more people to reach their educational goals. The United States Distance Learning Association says, "distance learning encompasses all technologies and supports the pursuit of life long learning for all." Students, educators, and people interested in e-

learning programs should know the facts about the fast-growing industry of distance education and e-learning. As the #1 e-learning resources on the web, World Wide Learn provides you with the information you need about e-learning research, market trends, theories, and statistics.

Using this section as a resource to find out about e-learning market research, e-learning statistics, e-learning journals and newsletters, e-learning organizations and associations, and much more! [Educational Agencies and Associations](#), [Educational Resources](#), [Distance and e-learning Journals and Reports](#), [e-Learning Trends](#), [e-Learning e-zines and Newsletters](#), [Discussion and Forums](#), [e-Learning White Papers](#), [e-Learning Conferences, Fairs, and Events](#), Companies and profit & non profit institutions and etc.

MARKETING AND IT SUPPORT FOR E-LEARNING

FORTENBACHER, Albrecht. Marketing and IT Support for eLearning, **Erasmus Intensive Programme**, Fachhochschule für Technik und Wirtschaft FHTW Vörrat, 2007, Berlin, available from <http://www.piramk.fi/intemarit/presentations/germany/ger9.pdf>

His is a power point presentation dealt with eLearning at FHTW, Internal Marketing for eLearning and e-Learning Support. Project conducts a question for the target group student and teacher why should we do eLearning at FHTW? And answer is eLearning improves quality of teaching and learning, enhance existing courses by methods of blended learning and allow for new online course offerings. Another question is how can we introduce eLearning at FHTW? Answer is introduction of eLearning is part of a change management, process, acceptance of eLearning among teachers and students, propagation of eLearning to the various faculties and curricular integration.

APPLYING E-MARKETING STRATEGIES TO ONLINE DISTANCE LEARNING

GRANITZ, Neil and C. Scott **GRENE**. Applying E-Marketing Strategies to Online Distance Learning, **Journal of Marketing Education**, Vol. 25, No. 1, pp. 16-30, 2003.

This article uniquely identifies distance learning over the Internet as a form of e-commerce and applies E-marketing strategies to the implementation of

online distance learning. Challenges posed by faculty and students of distance learning, as well as those resulting from incompatibilities between media and course content, are outlined. The E-marketing strategic themes of personalization and customization, community, disintermediation, reintermediation, consumer tracking, enhanced customer service, and mixing bricks and clicks are then applied to the challenges for the purpose of providing guidance toward the most appropriate deployment of the Internet for distance education.

**MARKETING IN DISTANCE EDUCATION:
Towards Developing A Conceptual Framework**

GUPTA, D. K. Marketing in Distance Education: Towards Developing A Conceptual Framework, **Harvard Business Review**, July-August. (n.d). In addition **paper presented ICDE 2005 Conference**, November 19-23 2005, New Delhi, India.

In recent years the marketing concept has been gaining importance in distance education sector throughout the world. The factors responsible for this are self-support policies, increasing competitiveness in the marketplace, rising customer expectations, widening access to education etc. In order to survive in such an environment, distance education institutions need to evaluate their activities within the external environment, get in touch with the learners' need, and integrate this analysis into every day working of the organization - in short they need to adopt the marketing concept. Thus, the motivation for applying the marketing concept in any organization is not just to increase profit, but to achieve high level of customer satisfaction and to enhance the perceived value of the services and products. The increased customer satisfaction will result in the increased willingness to use and pay for the services offered. Enhanced perception of the value of the organization will translate into increased level of support of the organization. Despite the interest in marketing, there remains for the most part, a lack of familiarity with the total marketing concept.

Many myths still persist in the minds of distance education providers about the marketing concept. It is argued in this paper that anyone involved in marketing, particularly in marketing of distance education must understand that it is an organization- wide philosophy which does not work unless everyone believes in it.

Internal marketing is equally important and DE staff should have some marketing skills. Moreover, quality service is the driving force in effective marketing. It is contended that such an approach is very much the need of the hour for managing the distance education institutions.

**THE OPEN LEARNING INITIATIVE:
A Successful Marketing Strategy or a Devaluation of
The Australian System of Higher Education?**

HAYFORD, Julie. The Open Learning Initiative: A successful marketing strategy or a devaluation of the Australian system of higher education?, **Distance Education**, Volume 17, Issue 1, ISSN: 1475-0198 Routledge, pp.159-180, 1996, Australia.

The Open Learning Initiative (OLI) which resulted in the Australian Federal Government setting up a brokering company now known as Open Learning Australia (OLA) first opened its doors in March 1993. Since that time, educators, administrators, politicians and student groups have followed its development with considerable interest. The need to monitor and evaluate this new initiative was given high priority, hence the studies conducted by the Senate Standing Committee on Employment, Education and Training and the University of Melbourne's Centre for the Study of Higher Education. OLA is now into its third year of operation and its final year of Government financial support. By now it is perhaps becoming more apparent just what are its achievements and what are the areas of concern being raised by critics, observers and stakeholders in relation to its impact on Australian higher education.

**MARKETING ONLINE DEGREE PROGRAMS:
How Do Traditional-Residential Programs Compete?**

JONATHAN, Adams, and Eveland, **VICKI**. (2007). 'Marketing Online Degree Programs: How Do Traditional-Residential Programs Compete?', **Journal of Marketing For Higher Education**, 17:1,67-90, DOI: 10.1300/J050v17n01_06, retrieved January 15, 2009, also available http://dx.doi.org/10.1300/J050v17n01_06

A total of 150 university Web sites were segregated into one of three groups: accredited residential, regionally accredited online, and nonaccredited online institutions. The promotional imagery, marketing messages and marketing

themes found on the landing pages of each university program Web sites were analyzed for similarities and differences. A check sheet containing keywords was developed and as each Web page was analyzed, the results were recorded individually by two researchers. Intercoder reliability was confirmed with a Holsti correlation coefficient of 88%. At-test was used to assess variations of keywords across each category and a Chi-square was used to assess within group differences. The results show that accredited residential institutions are not leveraging clear advantages in order to differentiate themselves from online accredited and nonaccredited institutions. Benefits and themes featured on Web sites were remarkably similar, focusing on easily copied claims rather than building competitive advantages with emphasis on accreditation, faculty, resources, and quality of education.

U OF MARYLAND CREATES FOR-PROFIT COMPANY TO MARKET DL PROGRAMS

HELLER, N. & ASSOCIATES. (2000). "U of Maryland creates for profit company to market DL programs", **Heller Report on Educational Technology Markets**, 11, 9. http://www.accessmylibrary.com/coms2/summary_0286-587877_ITM

The University System of Maryland Board of Regents authorized the creation of a for-profit company to provide worldwide marketing and distribution services for the university's portfolio of online degree programs. The University of Maryland University College (UMUC; College Park, MD) is the first public university to initiate such a venture. The mechanism of a for-profit company allows UMUC to seek revenue-generating opportunities that are not ordinarily available to a public university. "The development of this company will enable us to break the traditional 'thought mold' for the way educational providers compete in a commercial setting," said Dr. Gerald A. Heeger, UMUC president. "Colleges and universities that want to participate in this competitive online market must think and act differently in order to succeed. We are doing just that." The market for distance education enrollments in higher education is expected to grow from 710,000 to 2.3 million. Over the last five academic years, UMUC's online enrollments have doubled or tripled in each succeeding year. During the last academic year, the university had more than 21,000 online enrollments. The organization will be designed to support the university's online infrastructure and improve online business practices. Revenue generated by the new company will

enable the university to better serve its Maryland students, with the goal of enhancing services and holding -- or even reducing -- costs to students in Maryland. UMUC has more than 50 years of experience providing educational opportunities through both classroom instruction and distance technologies. One of 11 degree-granting institutions in the University System, UMUC offers graduate and undergraduate degree programs and conducts internationally recognized degree and non-degree programs at locations worldwide.

MARKET THE KEY WORD IN WORLD EDUCATION MARKET'S APPROACH

HELLER, N. & ASSOCIATES. (2000). "Market The Key Word In World Education Market's Approach", **Heller Report on Educational Technology Markets**, October 01, 1999. Retrieved December 02, 2008, http://www.accessmylibrary.com/coms2/browseJJ_H027_901_975

In launching its new global education trade show, Reed Midem Organisation (Paris, France) is following a well-tested product positioning and marketing strategy that can be summed up in the word "market." What differentiates World Education Market (WEM) from its competitors, according to Elaine Lagault, program director, is a clear focus on creating and supporting opportunities to buy, sell, trade, partner and inform. Legault says that it is this focus on an environment that facilitates business that has helped make various Reed-Midem events "must attend" forums for various industry sectors. She expects WEM, scheduled for May 24-27, 2000 in Vancouver, Canada, to become such an event. There will be Web-based kiosks throughout the exhibit hall to further facilitate appointment making and scheduling. Users will be able to see digitized pictures of attendees to help them recognize and find people that they do not know personally. In addition, there will be a number of social events that will facilitate contact. Legault says that the WEM staff knows almost everyone after traveling widely to promote the meeting and will be more than happy to play match maker.

INDIRA GHANDI NATIONAL OPEN UNIVERSITY OFFERS MULTIPLE PATHS TO LEARNING

HELLER, N. & ASSOCIATES. (2000). "Indira Ghandi National Open University Offers Multiple Paths To Learning", **Heller Report on**

Educational Technology Markets, October 01,1999. Retrieved on December 13, 2008 and available from http://www.accessmylibrary.com/coms2/summary_0286-517293_ITM

Indira Gandhi National Open University (IGNOU; New Delhi) is a leader in open and distance education in India and one of the largest of a growing number of mega universities of the world. IGNOU has over 500,000 students, served by 403 study centers, 21 partner institutions and 21 regional centers across the country. In addition to delivering academic programs to learners at a distance, the University serves an important role as a national resource for India's Open University Network and also plays an international role. India has nine State Open Universities, offering 171 academic programs consisting of over 1,000 courses.

In addition there are 58 correspondence course institutes attached to conventional universities offering 400 programs consisting of 1,200 courses. IGNOU supports the initiatives of the Open State Universities and correspondence courses by functioning as a national resource center for open and distance learning.

The University has also entered into partnership agreements with institutions and agencies outside India to provide knowledge, products and services to students, especially non-resident Indians. These partnerships are largely in the Middle East, as well as the Seychelles. Overseas enrollments are accepted from Bangladesh, Ghana, Mauritius, St. Kitts and Nevis, Papua New Guinea, Pakistan, Solomon Islands, Guyana, Sri Lanka, St. Vincent, Tanzania, Tonga, Trinidad and Tobago, Antigua, Zimbabwe and Gambia. IGNOU designs, develops and produces self-instructional multimedia materials in response to the educational needs of its target audience. It delivers its instructional materials through a highly specialized multi channel operation -- directly to learners, through its network of resource centers and through extension activities. Hands on and face-to-face activities are conducted at IGNOU's network of study/work centers, multimedia learning centers and local organizations and partner institutions.

MARKETING OPEN AND FLEXIBLE LEARNING...

The Direct Mail Approach

HUNTER, Ian and **David BEESON**. Marketing Open and Flexible Learning...The Direct Mail Approach, **ERIC #:**ED353950, 1992,

NATFHE Open Learning Section, c/o 4, The Mall, Dunstable, Beds LU5 4HW, England, United Kingdom. Retrieved December 15, 2008. http://eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detail_mini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=ED353950&_ERICExtSearch_SearchType_0=no&accno=ED353950,

The first section of this instructional guide explains why open learning needs marketing and what steps go into preparing a marketing campaign, including marketing the college and tutor time, service definition, service delivery, and communications. Changes in education that have affected open learning in recent years are addressed in the second section, including targeting the campaign. The following section focuses on identifying competitors and preparing a strategy to compete with them, using the technique of SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis. Specific benefits of using direct mail as a method of promotion are considered in the fourth section, including low cost and targeting specific groups; and sample calculations of cost effectiveness are presented. The next section describes the impact of computers on marketing work and identifies necessary software; and the organization of a direct mail campaign is examined in the sixth section, with emphasis on targeting. The concluding section addresses several topics, including target groups for open learning, preparing a direct mail database, preparing literature, writing copy, production costs; follow up, timing, and sources of funding. A checklist of questions to provide the basis for an open learning marketing campaign is included.

NEW YORK TIMES' ENTERS DISTANCE LEARNING MARKET

Inside Higher Ed. New York Times' Enters Distance Learning Market, September 7 2007, USA. Retrieved on January 11, 2009, available <http://www.insidehighered.com/news/2007/09/07/nyt>

If successful, the enterprises could help some colleges start or expand distance education and might provide professors and students with information that might replace the need for some textbooks or course materials, college officials say. In distance education, the *Times* will be providing technology and marketing for non-credit courses taught by college and university professors. Funds from tuition revenue will be split (with the precise formula varying) between the colleges and the *Times*. Among the

institutions that are already part of the effort are Mount Holyoke College; New York, Northern Kentucky, Stanford and Towson Universities; and the Society for College and University Planning. Felice Nudelman, director of education for the *Times*, said that the list would soon grow significantly. She said that the emphasis would be on having a range of institutions and a range of high quality programs.

**THE GOOGLE ONLINE MARKETING CHALLENGE:
Classroom Learning With Real Clients,
Real Money, And Real Advertising Campaigns**

JANSEN, Bernard J., Karen **HUDSON**, Lee **HUNTER**, Fang **LIU** and Jamie **MURPHY**. The Google Online Marketing Challenge: Classroom Learning with Real Clients, Real Money, and Real Advertising Campaigns, **Journal of Interactive Advertising**, ISSN 1525-2019, Vol. 9 No. 1 Fall, 2008, USA.

The advent of keyword advertising has had a tremendous effect on online advertising, Internet marketing, search engines, and Web sites that earn advertising revenue. Pay-per-click advertising therefore provides a critical topic for educators who hope to prepare students for professional careers in advertising and related areas. The Google Online Marketing Challenge offers an innovative way to achieve this goal in a unique hands-on context. With more than 8,000 participating students from 47 countries, the 2008 Challenge is, as far as the authors know, the largest in-class academic competition ever undertaken. The Challenge is also unique in its linkages among students, businesses, and the classroom. This article briefly reviews online marketing and Google's advertising platform.

**MARKETING ONLINE DEGREE PROGRAMS:
How Do Traditional-Residential Programs Compete?**

JONATHAN, Adams, and Eveland, **VICKI**. (2007). 'Marketing Online Degree Programs: How Do Traditional-Residential Programs Compete?', **Journal of Marketing For Higher Education**, 17:1,67-90, DOI: 10.1300/J050v17n01_06, retrieved January 15, 2009, also available http://dx.doi.org/10.1300/J050v17n01_06

A total of 150 university Web sites were segregated into one of three groups: accredited residential, regionally accredited online, and nonaccredited online

institutions. The promotional imagery, marketing messages and marketing themes found on the landing pages of each university program Web sites were analyzed for similarities and differences. A check sheet containing keywords was developed and as each Web page was analyzed, the results were recorded individually by two researchers. Intercoder reliability was confirmed with a Holsti correlation coefficient of 88%. At-test was used to assess variations of keywords across each category and a Chi-square was used to assess within group differences. The results show that accredited residential institutions are not leveraging clear advantages in order to differentiate themselves from online accredited and nonaccredited institutions. Benefits and themes featured on Web sites were remarkably similar, focusing on easily copied claims rather than building competitive advantages with emphasis on

MARKETING AND SERVICES:

A Case Study of Distance Education Institutions of Andhra Pradesh

KHANAM, Shakeela. Marketing And Services: A Case Study Of Distance Education Institutions of Andhra Pradesh, **paper presented ICDE 2005 Conference**, November 19-23 2005, NewDelhi, India.

Open and Distance Education is gaining importance in the world today. The history of Indian distance education began with correspondence education in 1960s. Today in addition to correspondence education constitutes there are 10 Open Universities in India. Dr. B. R. Ambedkar Open University was the first open university of India. It was established in 1982. Presently it is offering 22 programmes covering U. G., P. G., P. G. Diplomas, Certificate and Research Programmes. Other major institutions offering distance education programmes in the state of Andhra Pradesh include Osmania University and the University of Hyderabad. Osmania University is offering 20 programmes of various levels through Prof. G. Ram Reddy Centre for Distance Education since 1977. The University of Hyderabad, established its Centre For Distance Education in 1993. It only offers 13 specialised P.G. Diploma Programmes under distance mode. Peter (1973) defined distance education as an industrial form of teaching and learning. The industrial characteristics of education are division of labour, mass production of teaching materials, systematisation of work procedures and lay-out. This paper focuses on a comparative study of marketing and services offered by the major distance teaching institutions of Andhra Pradesh State. The main objective of the paper is to compare and contrast marketing and the services

of these institutions and the products with a view to develop a model marketing strategy for the institutions of distance learning.

**MARKETING E-LEARNING:
Cajoling, Contests, Cartwheels and Outright Begging...**

KRUSE, Kevin. Marketing e-Learning: Cajoling, Contests, Cartwheels and Outright Begging, **ELearningGURU.Com Newsletter**, December 18, 2002. http://www.e-learningguru.com/articles/ezine/guru1_10.htm

The last two weeks I asked for your help in finding the best articles related to the marketing of e-learning to learners. Along with many good suggestions I received this insightful note from Jim Howe Usertech/Canterbury's CTO: Why is it so necessary and (seemingly) so difficult to market e-Learning? What is it about e-Learning that requires cajoling, contests, cartwheels and outright begging to get the average person to embrace a particular educational/training initiative that happens to be delivered in electronic form? Do corporations have to engage in such gymnastics to get people to take any kind of training, or is it just presentations in electronic format? I have my suspicions (many of them having to do with design, content and self-motivation), but personally, I think the sooner we decouple the discussion from all things "e-", the sooner we as an industry can begin to address the root issues, and perhaps make some headway. I think Jim raises some good questions. I mean how often do you get e-mail from a friend that say, "You GOT to check out this e-learning program I just completed..." in the same way we get jokes, articles, and (hopefully) good e-zines forwarded to our in-boxes? But while I also think most e-learning is really dreadful by design, I don't think too many people are flocking to instructor-led courses either. Most training is completed when it is mandated, or it is so relevant to the job that it just can't be ignored. And even good training can use a little promotion...

**A PROFILE OF TODAY'S DISTANCE LEARNERS:
An Investigation of Demographic and Individual Difference
Variables of Distance and Non-Distance Learners**

LATANICH Gary, Sarath A. **NONIS**, Gail I. **HUDSON**. A Profile of Today's Distance Learners: An Investigation of Demographic and Individual Difference Variables of Distance and Non-Distance

Learners, **Journal of Marketing for Higher Education**, Volume: 11
Issue: 3, 6.1.2001, ISSN: 0884-1241, Philadelphia, United States.

Distance learning has existed for more than a century (Huntley and Mather, 1999; Sherry, 1995). However, recent technological advances have rejuvenated the distance learning industry by making it possible for institutes of higher education to provide their services at many locations at the convenience of the student, without compromising quality. As a result, the numbers of students that are taking courses at a distance have increased exponentially. As this market grows, it is important to determine how similar or different present day distance learners are from non-distance learners so that they might be better served. This study attempts to accomplish this task by comparing key demographic and individual difference variables of distance and non-distance learners. Results revealed significant differences in gender, age, employment status, motivation, and risk taking propensity between distance and non-distance learners. Study implications and directions for future research are also discussed.

A NEW APPROACH TO MARKETING STRATEGIES FOR DISTANCE EDUCATION

LORENZETTI, Jennifer Patterson. A New Approach to Marketing Strategies for Distance Education, **Distance Education Report**, Volume 9, Number 8, April 15, 2005.

Nationwide, a slowly-recovering economy has had a dramatic impact on higher education, as state budget coats have been drastically cut to fit the available economic cloth. While tightening budgets have been felt across all departments in colleges and universities, they have meant an increase in interest in return on investment for those charged with marketing.

HOW MARKETING-SAVVY INSTITUTIONS ARE PROSPECTING FOR DISTANCE LEARNERS

LORENZO, George. How Marketing-Savvy Institutions are Prospecting for Distance Learners, Writer, Editor and **Publisher of Educational Pathways** - September 2003,

Lorenzo says that "I earned a very quick education about online marketing of distance education programs over the past several weeks as I put together the September 15, 2003 issue of *Educational Pathways*. Additionally he indicate his surprising for to find out about a form of online marketing called pay-per-lead, or cost-per-lead, that's being used primarily by the proprietary institutions for attracting prospective students to their distance education programs and courses. Basically, here's how it works: Institutions have information about their degree programs posted on a distance education portal site, such as the Peterson's distance learning Web site. (There are many of these portals; a list is provided at end of this column.)

As his reported in the September issue's three-page cover story - titled "The New World of Online Marketing for Distance Educators: How Higher Ed Institutions (Especially the For-Profits) and Internet-Savvy Marketing Companies are Prospecting Over the Web for Potential Students," Cost-per-lead marketing has turned into an enterprising business model. To give you an example, one of the more visible distance education portals, which lists on their Web site only those institutions that enter into advertising and marketing agreements with them (40 at press time), said it was generating more than 1,000 leads per month for the University of Phoenix.

MARKETING THE E-LEARNING CONCEPT

ResourceBridge,

http://www.resourcebridge.net/Articles/Marketing_eLearn.html

Copyright 2005-2006 Resource Bridge. All rights reserved

Designing, developing, and implementing eLearning resources are just part of the eLearning battle. Getting workers and prospective students and instructors to use eLearning is a challenge in itself. eLearning acceptance or any other form of adoption (knowledge management, technology, etc.) can be broken down into two main categories: who and why.

Who The following players play a major role in the adoption of eLearning:

The Organization An organization must make some decision as to what extent they are prepared to adopt eLearning. This can be as informal as creating an environment for interested instructors to move resources online, or it could be a formal strategic, enterprise-wide proposal.

An Instructor Within an organization, the group of instructors or an individual instructor must make some decision about adoption. In some cases, such a decision can be mandated.

The Learner In most cases, unless training is required for new government regulations, it is the learners who decide whether they want to take an online course or program.

Society Society determines the feasibility and reliability of eLearning as an option/process. Business/society changes are the critical drivers for eLearning development, and this trend is likely to continue.

Why Why would these various components (organization, instructor, learner, and society) want to adopt eLearning?

The Organization Organizations generally adopt eLearning in order to reduce costs, remain competitive, and implement strategic plans that require common views/clear communication, grow knowledge, or meet government regulations.

An Instructor e-Learning will help an instructor to improve learning. Learning will be more accessible to students, and students will have greater access to quality resources.

The Learner Learners will have greater access to resources. The training will be of superior quality (i.e. online course from different parts of the world) and will be more cost-effective. Most importantly, learners will have greater flexibility as to when and where they learn.

Society The primary goal of education is to improve the quality of life. As educational resources become available to a wider audience, the needs of society are met and society itself is transformed.

The key to marketing e-Learning is to individually address the organization's multiple groups of stakeholders. Every group has varying goals, success factors, and political stakes. The needs of all individuals must be identified before creating marketing messages that will succeed with each group. Distributing messages to the masses will result in lack of buy-in or disinterest. In general, when discussing adoption, most organizations focus on "getting the learner to take a course." This is a vital component of eLearning implementation, but it doesn't present an accurate overview of eLearning marketing and adoption.

Marketing and encouraging eLearning takes place on many levels (internal, external, to educators, as a business, etc.) and involves many different aspects (infrastructure, content, systems, etc.). At every stage of eLearning implementation, the important issues are social resistance, change management, and promotion. Most often, the question being asked is "What can I do with this that I cannot do without it." With eLearning, the answer

generally centers on the access, cost, convenience, and effectiveness of eLearning.

VIRTUAL LEARNING ENVIRONMENTS IN INTERNET MARKETING

MARSH, Stuart. Virtual Learning Environments—the Future of Internet Marketing?, retrieved December 15, 2008, <http://www.beardygeek.com>

This article describes the different delivery technologies relating to internet marketing and content presentation. Marsh has been thinking recently about Virtual Learning Environments (VLEs), as they seem to be ideal for the delivery of ‘paid for content’. In particular eCourses, which could range from Internet Marketing to Knitting? This type of delivery is going to become huge in Internet Marketing. eBooks will still have a place out there, but with the increase in computing power, and the speed of the average net connection, rich media is the way forward for content delivery. There are various ways this type of content could be delivered: Blogs, Content Management Systems, Open Source VLEs, Custom Built, A Framework in Development. Retrieved December 15, 2008.

MANAGING DISTANCE EDUCATION FOR SUCCESS

MARTZ, Jr., W., **BENJAMIN**; Shepherd, **MORGAN**. Managing Distance Education for Success, **International Journal of Web-Based Learning and Teaching Technologies**, pp. 50-58, Vol. 2, Issue 2, 2007.

By 2006, the distance education industry is predicted to be well beyond \$33.6 billion (Merit Education, 2003). As with most markets, one of the keys to taking advantage of this growing market is customer satisfaction. Therefore, the greater the student satisfaction in a distance program, the more likely that program will be successful. This article identifies five key components of satisfaction for distance education programs. First, a viable list of potential indicators for student satisfaction is developed from the previous research that compares traditional education environments to distance education environments. A questionnaire was developed using these variables and administered to 341 distance students. The results revealed five constructs for student satisfaction in a distance education program.

THE E-LEARNING INDUSTRY AND MARKET IN EUROPE

MASSY, Jane. The eLearning industry and market in Europe, **Lot 1 Danish Technological Institute, Competence and IT/Analyses, Application Heriot-Watt University**, March 15, 20025. http://ec.europa.eu/education/programmes/elearning/doc/studies/market_annex1_en.pdf Retrieved on December 21, 2008.

The objective of this report has been to help us collect and reflect on what we know and what we don't know from published reports about eLearning in 26 European countries.

The term eLearning I defining very broadly, to mean the use of technologies in learning. The market therefore includes all education and training activities and includes learning design, development, delivery and assessment. In carrying out the desk research, we chose to review what data and information was available on ICT usage in Europe and also to review what is available in terms of measuring the scale and value of the education and training 'markets' in Europe. The objective of this research as a whole is to examine the structure, characteristics and trends within the eLearning market. When the call for tender was issued, it specifically required the research to focus on the supply of eLearning in the training sector and our response and the contract were established on this basis.

MARKETING CAMPAIGN GROWS UNIVERSITY OF PHOENIX ONLINE ENROLLMENT

MATT, Carmichael. Marketing Campaign Grows University of Phoenix Online Enrollment, **Internet Strategies for Education: Markets, The HellerReport**, pubdate: [20010729;20010804], August 1, 2001.

The University of Phoenix (Phoenix, AZ) success story is remarkably simple. Establish a brand over 25 years, improve product based on feedback, and stick to your mission. With this foundation the University of Phoenix Online, though just slightly more than a third the size of the organization's ground-based student-body, is growing rapidly. In September of 2000, the company raised \$75 million for the online division with the introduction of a tracking stock for the University of Phoenix Online. The Apollo Group continues to

own all assets. Some of that funding was used for an aggressive marketing campaign that included a mix of TV advertising, direct mail and banner.

**ACADEMIC PROGRAM LIFE CYCLE:
A Redefined Approach to Understanding Market Demands**

MUKERJI, Siran and Purnendu **TRIPATHI**. Academic Program Life Cycle: A Redefined Approach to Understanding Market Demands, **Journal of Distance Education**, Spring 2004, VOL. 19, No 2, 14-27, Canada.

Open and distance learning (ODL) has provided one means of achieving social objectives democratically. In India significant success has been achieved through a network of 10 open universities and 104 institutes of open and distance education (IODE). Challenge and competition in the education sector have presented a new situation where institutions are now viewed as conglomerates and educational programs as educational products. Established ODL institutions need to compete. The students are perceived as end users or customers in the emerging education market. Institutions require innovative marketing strategies in this highly competitive market for services, and these strategies depend on the stage of maturation of the educational programs in an academic program life cycle (APLC).

MARKETING E-LEARNING THE BASICS

MURPHY, Sheldon. Marketing e-Learning–The Basics, **The ASTD Pittsburgh 2004 E-Learning Survey**, retrieved December 21, 2008, and also available from <http://www.sslearn.com/articles /marketing.html>

The ASTD Pittsburgh 2004 E-Learning Survey results indicated that many companies are taking steps to market their courses to their learning audiences, but there were still some avenues left unexplored and a few responders were frustrated with a lack of participation. If we want to show true return at the business results level, the individual learners have to want to learn, and then apply this knowledge in the workplace. Like selling a product or service to consumers, we need to think in their shoes. Why do you buy a product or service at home? Most buying decisions can be boiled down to items that: reduce pain or increase pleasure, or both.

The marketing plan objectives should always be measurable. If we decide to increase participation in a certain course, we could say “Increase participation in the XYZ course by 50% by 12/31/2005.” Then, we’ll have to decide how we’re going to measure this. With most Learning Management Systems, there is a reporting system that can query the database for numbers of participants; time spent, test scores, etc. This is probably the most common means for measuring participation. Any marketing professional should be able to rattle off the 5 P’s from memory. This breaks the marketing plan down into focused sections to aid us in our development of the plan: Product, Positioning, Place, Price, Promotion. Internal e-learning advertising is complex. But, encouraging employees to better themselves and increase their performance through e-learning. Presentations at meetings, Emails, Flyers or paycheck stuffers, Intranet pages, Newsletters, Physical bulletin boards, Posters in training or meeting rooms and Incentives, such as prizes or certificates Executing your marketing plan is just as important as creating it. You may plan to design brochures that are appealing to your target market, but if you do not use a skilled designer, they may be appealing only to you. With a positive attitude and a clear plan, the marketing team should go out and deliver the message through multiple means and discuss the initiative with anyone who will listen.

E-Learning does have some of its own unique challenges, and therefore non-traditional methods may be used. For example, one of the best ways to increase participation is to create a culture that encourages and appreciates people who take advantage of e-learning opportunities on company time. Mentoring, online community, and blended learning are other non-traditional e-learning specific methods that work when planned and executed properly.

Marketing e-learning is about thinking of your learner base as customers. Their commodity is most often time, and the marketing plan should help your customers to make the decision to spend time with your e-learning program, so that they will increase their pleasure and reduce their pains.

**MARKETING E-LEARNING:
They Came, They Saw, They Couldn't Log On.....**

OSBERG, Caron. Marketing e-learning: they came, they saw, they couldn't log on...., **Business Services Industry**, February 2004.
http://findarticles.com/p/articles/mi_m0MNT/is_2_58/ai_n6121328
Retrieved on December 20, 2008

Employees often call the tech staff due to a need for technical information. But don't be upset that participants don't understand the most basic information--information that you are sure you told them back when the project began. Instead, take it as a signal that there's a need for ongoing marketing of your e-learning (and all training) initiatives to all employees, including management.

Kevin Kruse, founder of e-LearningGuru.com, says that effective marketing communication requires learner-centric messaging that is repeated over time. "The 'what's in it for me?' perspective should drive your branding and marketing efforts. There are several ways you can determine how well your employees have received your organization's e-learning program. Using techniques from surveys to focus groups, feedback can be gathered to assist in the program's ongoing development. But there's another source for feedback you may have overlooked: technical support.

The reality is that formal learning isn't an everyday occurrence, so it's important to consider that it's not just what you do, but also how you market and what message you convey. That's why your ongoing marketing program must keep learners acquainted with the most basic how-to and why parts of their training. Kruse suggests, "First, make sure your e-learning efforts are tightly aligned with organizational priorities. Second, use methods of consumer marketing to generate awareness, desire, and action."

BRANDING OPTIONS FOR DISTANCE LEARNING PROGRAMS: Managing the Effect on University Image

PADEN, Nita and Roxanne **STELL**. Branding Options for Distance Learning Programs: Managing the Effect on University Image, **Journal of Instructional Technology and Distance Learning**, ISSN 1550-6908, August 2006, Vol. 3. No. 8, USA.

Although university goals for adding distance learning programs vary, decisions about development and marketing of the programs can have an impact on traditional on campus programs and influence overall perceptions of the university. As universities develop distance programs, it is important that: there is a clear understanding of the university's brand image and the elements contributing to that image; the university ensures that the distance program maintains/improves the image of the university or the university makes a decision to develop a separate identity/brand for the distance

program that will stand on its own merit and not harm the university's image if it malfunctions or fails. This paper explores issues relating to the application of branding strategies to distance learning programs.

NORTH AMERICAN PERSPECTIVES ON MARKETING DISTANCE EDUCATION IN A GLOBAL ENVIRONMENT

PARKER, Nancy. "North American Perspectives on Marketing Distance Education in a Global Environment." **International Council for Distance Education World Conference**, Hong Kong, February 2004.

With the proliferation of online learning providers and the challenges presented by the distance education sector to state regulators and accrediting bodies, it is not surprising that "buyer beware" is the watchword for students, institutions, and public agencies alike. In the current environment, it is incumbent on organizations to demonstrate the quality of their services in ways that are intelligible to potential students and their employers, faculty and staff, regulators, and government agencies. The admirable attempts to define quality standards and best practices for online education have done little to assuage the scepticisms of representatives in the academy, who are more accustomed to face-to-face delivery directed to bound communities. Fully addressing the roots of such scepticisms is beyond the scope of this paper; however, its presence informs much of the technical discussion around quality assurance frameworks in higher education in general, and in online delivery in particular.

DISTANCE EDUCATION AND OPEN LEARNING AS A MEAN OF PROMOTING HIGHER EDUCATION in RURAL AREAS OF NORTH EASTERN STATES

PATOWARI, Dharjya Jyoti, Surabhi Gohain **DOWARAH** and Jay Prakash **RAY**. Distance Education and Open Learning as a mean of Promoting Higher Education in Rural Areas of North Eastern States, paper presented **ICDE 2005 Conference**, November 19-23, 2005, New Delhi, India.

Distance education can be defined as organised systematic educational activity carried on outside the framework of the established formal system. It has become a popular medium of imparting higher education to the vast majority of people in our country. Like other Universities of India, some of

the N.E. Universities have also introduced the distance education system to meet the demands of the higher education. But certain factors have contributed to the underdeveloped conditions of the present system. Since, the N.E. Region is an economically backward area; the people are unable to take higher education due to poor economic condition. Besides, there is a limited number of higher education institutions, for which most of the interested learners fails to take higher education in North-East India. In spite of all this drawbacks, certain steps can be take to brighten the prospects of distance education as well as open learning in N.E. region, viz., creating public awareness about distance education, popularising the present mode of distance education, minimising the expenditure, increasing the number of study centres in rural areas, etc., people should be made aware about the advantages of the distance education and be encouraged to take up the distance programme, through different electronic means like Radio, Television etc. Study centres should help the learner to take the help of different electronic media like web, e-mail etc. and ensure that the students receive all study materials for the course.

CREATING YOUR E-LEARNING STRATEGY

PERVENANZE, Pam, Creating Your E-Learning Strategy, **LearnSource-Connecting Companies with Quality Learning Solutions and Pinneast, CeleXx's Performance Media Group**, retrieved December 22, 2008, http://www.e-learningguru.com/wpapers/create_strategy.pdf

E-learning continues to grow at a tremendous rate. Brandon Hall, editor of e-learning magazine predicts that by the year 2003, half of all training may be online. E-learning companies are springing up everywhere. It seems as though you can't pick up a business or training magazine without seeing articles about the benefits or the problems that are a result of e-learning. The field is growing at an amazing rate and its standards have yet to be developed or even agreed upon. So how in the world does a training department go about implementing an e-learning program in an organization? One way is to develop a strategy for creating e-learning courses that can serve as a guide or road map as you are working your way through the chaos. To create your e-learning strategy, you need to: Link e-learning goals with business goals, ensure support from top management, work with your IT Department to develop an understanding of your baseline technologies, work with your IT Department to establish standards for working together, create a plan to help

your training department handle the change, determine e-learning specifications and determine how you will measure.

THE EFFECT OF RADIO DISTANCE EDUCATION ON ROWAN UNIVERSITY'S IMAGE

POTTER, Gregory C. Jr. The Effect of Radio Distance Education on Rowan University's Image, Master of Arts Degree in the Graduate Division of Rowan University, May 28, 1997, USA Retrived on December 18, 2008. http://www.rowan.edu/library/rowan_theses/RU1997/0117effe.pdf.

This study determined the effects a distance education course on Rowan University's campus radio station has on the image of the institution. The study also examined how a distance education program could enable Rowan to reach the goals of its strategic plan. Four focus groups of Rowan University students revealed their attitudes about the university's image, distance education, radio as a medium for distance education and what effects distance education has on collegiate image. The focus groups included traditional and non-traditional students, students enrolled in the radio distance education course at Rowan University and students not enrolled in the course. Students feel convenience contributes to Rowan University's image and is also the greatest advantage of distance education courses. Students also report a distance education program would enhance the image of the institution; however, radio is not the most popular medium for distance education courses. Rowan students prefer interactive distance education courses, not related to their major course of study, offered via internet, television or video.

This study revealed both traditional and nontraditional student attitudes concerning distance education, which could enhance collegiate image.

ADVERTISING & MARKETING THE DISTANCE LEARNING PROGRAM

PRIMARY RESEARCH GROUP, INC. Advertising & Marketing the Distance Learning Program, in **The Survey of Distance Learning Programs in Higher Education**, 2001, pp. 89-101(13), New York, USA.

The Survey of Distance Learning Programs in Higher Education, 2001 Edition The 2001 edition of our popular The Survey of Distance Learning

Programs in Higher Education offers up-to-date information on the practices and technologies used in distance learning programs, as well as on students, faculty, and courses. Hundreds of tables provide the distance learning administrator with useful benchmarking data.

Chapter focuses on advertising and marketing the distance learning program and provides data including percentage of distance learning programs with a separate advertising budget, percentage of distance learning programs that print a separate course catalog, mean number of distance learning course catalogs printed, and percentage of distance learning programs that do promotional mailings. All are broken out by type of college, number of students enrolled in distance learning programs, and number of students enrolled in the college.

TOP TEN MARKETING E-LEARNING TOOLS

RODNITZKY, David. Top Ten Marketing e-Learning Tools, **FindLaw M**
V, retrieved on December 2, 2008, available from
<http://library.findlaw.com/2003/Jan/3/132449.html>

Whether you are a neophyte marketing assistant or heading the marketing department at one of our nation's largest law firms, you can always learn more about your craft. And -surprise!- there are a lot of great resources online that will broaden your marketing horizons. The list of top ten Internet resources that provide helpful newsletters or content about marketing. For those of you who are devoted readers of FindLaw's Lawyer Marketing News email newsletter, much of this list will sound familiar (although a few links formerly in the top ten have dropped out of the rankings and been replaced by more worthy sites). Granted, the majority of these links are not legally-focused resources. But no man - or profession - is an island!

MARKETING YOUR E-LEARNNG INTERNALLY

QUILTER, Joe. Marketing Your E-learning Internally, **eln**
eLearningNetwork.org, the first published 2008, available from
http://www.elearningnetwork.org/newsletter_images/MarketingYourElearningInternally.pdf

Internal marketing is absolute key to making an elearning initiative work – in particular marketing communications (marcoms), the area we will be

focusing on in this guide. So how much effort should we spend on this activity? Perhaps half of your effort should go into this important activity. Forget that internal marcoms is about producing a leaflet, or writing an article – it is about switching on the light and keeping that light on. You need to make people aware of its presence and, importantly, why they should try out e-learning. So how do you go about this – you are probably not trained in marketing and why should you be—you're most likely a learning and development professional. But we all need to sell and there's no reason to feel that selling is a dirty word. We have to sell our ideas and opinions every day. So here in this Best Practice Guide is a road map to planning, implementing and importantly keeping on selling.

RELIABLE MARKET INTELLIGENCE FOR DISTANCE EDUCATION

RUDICH, S. Kenneth. Reliable Market Intelligence for Distance Education
Deosnews, Vol. 8 No. 8, ISSN 1062-9416.

In the market for distance education services, consumer demand constantly changes and evolves. The challenge for a provider, from one performance period to the next, is to somehow keep track of exactly how it has changed and evolved. Such information, often referred to as market intelligence, is the cornerstone to a highly responsive programming strategy. One approach to building a reliable market intelligence system involves a type of computer database known as a knowledge tree. Under this approach, a provider's total potential market is organized into a series of progressively smaller but interrelated parts. These parts, when assembled in the database, form a computer tree. As time passes and data is accumulated for each part, the tree is transformed into a knowledge perusal system that permits different views of key numbers and their interrelationships. The key numbers are product and market measures which provide timely, specific and actionable feedback about changes and/or trends that are taking place in the provider's market.

The purpose of this article is to discuss the basic components of a knowledge tree, and to demonstrate its value as a tool for tracking the different parts of the market while striving to: build and maintain a customer responsive programming mix; identify and attract new customers; optimize customer retention; maximize revenues over time; strategically allocate and control operational resources and costs; improve communications with suppliers and

other key stakeholders; and reliably test the responsiveness of new products and/or new markets.

MARKETING
DISTANCE LEARNING PROGRAMS AND COURSES:
A Relationship Marketing Strategy

SHAIK Najmuddin. Marketing Distance Learning Programs and Courses: A Relationship Marketing Strategy, **Online Journal of Distance Learning Administration**, Volume VIII, Number II, Summer 2005, U.W.G., Distance Education Center, USA.

Relationship marketing has emerged as a dominant paradigm with consequences for marketing and management of a relationship-type marketing strategy. A number of researchers have advocated a move towards relationship marketing in the corporate world but application of relationship marketing strategies towards educational services has received little attention. This paper is an attempt to address the gap. The relevance of relationship marketing paradigm to student recruitment and retention in distance learning programs is described. Theory of student retention and the relationship marketing paradigm reinforce similar strategies to promote student retention and are complimentary to each other. A comparison of the roles and responsibilities of the marketing and non-marketing staff in implementing the relationship marketing strategy is discussed.

E-MARKETING AND RELATIONSHIP MARKETING
FOR ONLINE DISTANCE LEARNING

SHAIK, Najmuddin, E-Marketing and Relationship Marketing for Online Distance Learning, **13th Annual American Association for Collegiate Independent Study 2005 AACIS Conference Distance Learning: Emerging Trends and Practices**, November 3-5, 2005, Champaign, Illinois. USA.

This presentation will discuss the relevance of relationship-marketing paradigm to student recruitment and retention in online distance learning programs. E-Marketing will be discussed within the broader context of Relationship Marketing. A comparison of the roles and responsibilities of the marketing and non-marketing staff in implementing the relationship-marketing strategy to online distance learning programs is also discussed.

Also included is a brief discussion of Service Center, an online application developed by the academic outreach staff of University of Illinois at Urbana-Champaign, to build long-term relationships with the student and other collaborating partners. Najmuddin Shaik is studying on Marketing to your internal customers (employees): The neglected component of quality services. Presentation was to the UCEA 2005 Mid-America & Great Plains Joint Regional Conference, October 19-21, 2006, Kansas City, Missouri, USA. And he conducted a study at 2005 on the Best Practices in Marketing Online Programs: A Multi-institutional Perspective with Jeff Harmon., Mike Alexander., Paul Schneider., Nancy Coleman., & Brett Coup and presented at the Eleventh Sloan-C International Conference on Asynchronous Learning Networks, November 2005, Florida, USA. Again in 2005 a join study with A. Mike Alexander., Jeff Harmon., Angeline Antonopoulos., Brett Coup., & Najmuddin Shaik on Marketing Courses & Programs: Effective Strategies and presented to the UCEA 2005 Mid-America & Great Plains Joint Regional Conference, September 2005, Chicago, IL, USA.

In addition, Najmuddin Shaik present a paper in 2005 TCC 2005 Worldwide Online Conference, April 19-21, 2005, titled as Relationship Marketing: A strategy to increase retention in online programs. Another presentation to the Innovation, Education, Technology, and You: Online Conference For Teaching and Learning 2005 is realized by Shaik in 2005, which is titled as Marketing Online Programs: Shift from transactional marketing to relationship marketing.

**APPRECIATING THE NEEDS of NON-TRADITIONAL STUDENTS:
Women as a Growing Market for Colleges and Universities**

SHANK, Matthew D., Margaret H. **WINCHELL** and Margaret **MYERS**
“Appreciating the Needs of Non-Traditional Students: Women as a Growing Market for Colleges and Universities,” **Journal of Marketing for Higher Education**, Vol. 11 (1), pp. 63-72, 2001, ISSN: 0884-1241, Philadelphia, United States.

In response to this unprecedented growth, higher education is finally recognizing the contribution of the adult learner. Previous research has explored what the “nontraditional” student values in an education. While our knowledge base regarding the nontraditional learner continues to expand, relatively little research has been conducted on an important segment of this market-nontraditional women. As such, the

nontraditional woman represents an important target market for colleges and universities. Therefore, the purpose of the present study is to better understand the unique educational needs of the nontraditional woman.

MARKETING OF DISTANCE EDUCATION PROGRAMMES

SUDALAIMUTHU, S. Marketing of Distance Education Programme, Alagappa University, Karaikudi, Tamilnadu, retrived on December 18, 2008 and also available from the page is <http://web.archive.org/web/20051120121623/http://www.ignou.ac.in/T+heme-1/S.+Sudalaimuthu.htm>

Open and Distance Education has come to stay as an accepted form of education throughout the world. More than 70 countries are offering educational programmes through Open and Distance Learning today. In India, at present 72 Universities are offering distance education programmes, catering more than 7 lakhs students at present. It is expected that this growth would outnumber the formal system itself in the near future. The existing market for open and distance education reveals the following features:

- The number of suppliers of the distance education programmes is quite large.
- The consumers of distance education programme are highly heterogonous with varied needs and requirements.
- There is acute competition among the Distance Education Institutes in attracting enrolment of the students.
- There is ‘buyers market’ and consequently the distance education learners have wide choice in choosing a particular

Distance Education Institute and specific programmes. All these would mean that unless the Distance Education Institutes are sensitive to the requirements of the learners and their marketing strategies are ‘learner-oriented’, it would be difficult for them to survive on the onslaught of competition not only from Distance Education Institutes within the country but also from abroad. Hence, appropriate marketing strategies need to be evolved for marketing distance education programmes.

This paper attempts to explain the marketing strategies to be adopted by the Distance Education Institutes and examines the application of seven elements of marketing mix such as, Product, Price, Place, Promotion, Process, Physical evidence and People for effective marketing of DE programmes.

OPEN LEARNING AD CAMPAIGN YIELDS EGGCELLENT RESULTS

THE OPEN STANDARD. Open Learning Ad Campaign Yields Eggcellent Results, **The Open Standard**, The Newsletter of the Open Learning Division of Thompson Rivers University, Issue 3 Volume 1, February 2008, Canada.

There is truth in the idea that consistency of brand identity builds recognition and credibility. The proof is in the pudding, or should we say the nest? Open creative, launched in early January, had the phones ringing to the tune of 448 new course enrolments in one week. This is the highest number of enrolments Open Learning has had all year and 60 more than country. Once again challenging people to “Do something different”, the egg image was placed on print ads, transit ads, and household mailers across the country. “Six hundred and seventyfive thousand postcards were mailed out to hand-picked households house holds in Toronto, Vancouver and Calgary.

This was a new advertising medium for us and somewhat of a risk, but it certainly paid off” Jennifer Read, Marketing and Communications Manager for Open Learning said. Due to the success of the mailer, there are plans to use it again in September, a time when Open Learning traditionally sees a peaked interest, in hopes of bringing in new students. Not only is the campaign working hard to drive enrolments, it is building awareness in provinces outside of British Columbia. Several calls have been received in response to subway ads in Toronto, one of which was described by a prospective student as divine intervention.

Post-secondary advertisements have left a lot to be desired in the past -if you’ve been one, you’ve seen them all. Unique images, free of eager-looking students clicking away on laptops, has set Open Learning’s latest campaign apart from other distance education providers. With several new images waiting to be unveiled, Open Learning is brimming with excitement over the prospects the future campaign holds.

**MARKETING DISTANCE EDUCATION:
Identifying and Implementing A Strategy**

TURNER, Sherri Guilliams, Marketing Distance Education: Identifying and Implementing a Strategy, **EDUCAUSE 2002**, October 02, 2002, Atlanta.

A marketing plan is a necessary element of any e-business strategy. Virginia Tech has successfully developed and executed marketing plans for both credit and noncredit course and program offerings. This presentation will identify seven marketing approaches, outlines a systematic method for harnessing collaborative university efforts, and provide resources and examples.

**ANN KIRSCHNER ON MARKETING
AND DISTRIBUTION OF ONLINE LEARNING**

UBIQUITY, Ann Kirschner on Marketing and Distribution of Online Learning, **Ubiquity**, Volume 5, Issue 17, June 23-29, 2004, http://www.acm.org/ubiquity/interviews/v5i17_kirschner.html

In this interviewed article of Ubiquity, Volume 5, Issue 17, June 23-29, 2004 has been tried to discuss aspect of new value and discussion relationships of marketing an education generally with Ann Kirschner who has been Ph.D., is president and CEO of Fathom, the first interactive knowledge network associated with leading educational and cultural institutions. Ubiquity is a Web-based publication of the Association for Computing Machinery. Ubiquity is dedicated to fostering critical analysis and in-depth commentary on issues relating to the nature, constitution, structure, science, engineering, cognition, technology, practices and paradigms of the computing profession.

Dr. Kirschner has been a pioneer in both media and marketing. In broadcast television, cable and interactive media, she has created innovative and unique products ranging from the first full-channel cable teletext service to the first home satellite broadcast networks, the first sports league on the Internet, and now Fathom. Fathom was merely the facilitator and marketer. Ann Kirschner, Ph.D., is president and CEO of Fathom, the first interactive knowledge. Dr. Kirschner served as president of Comma Communications, a telecommunications and interactive consulting firm. She also co-founded Satellite Broadcast Networks and Prime Time 24, where she became the first

executive vice president of sales and marketing of both companies. Earlier, she was the director of new business development for Westinghouse/Group W Cable, where she won an ACE award in marketing.

In her interview, when Ubiquity asked a question about the relationship marketing of Fantom and universities, Kirschner answer that “because universities are by-and-large not brilliant or effective marketers. Outside of business schools, the very word "marketing" makes most universities uncomfortable, as does the idea of students as customers. But the world of higher education is becoming increasingly competitive. You cannot rely on the brands to sell them. To have every school out there doing its own mediocre marketing is intrinsically inefficient in an emerging marketplace such as the one for online learning. Our goal was to serve as an umbrella marketing organization so that Columbia, the London School of Economics, Penn State, the University of Michigan and the University of Florida and the other schools we served would all benefit from the marketing engine that we created and the deals we had with places like AOL and MSN and the AARP and the BBC. And she adds that, the need for marketing and distribution for online learning has been validated. There's a reason why the University of Phoenix has 217,000 students when no one else does, and that reason is not simply that their programs are pretty good and their customer service is excellent.

The reason for its success is marketing, marketing, marketing! I think that marketing and customer service are extremely important pieces of the puzzle, not more important than pedagogy, certainly, but still extremely important, especially if you are looking for sustainability. She finish her interview with the sound that the bottom line is that Fathom's essential strategy was sound. It was a milestone in the evolution of online learning, a prototype of where things are headed. Networked, distributed, interactive learning is the future. While the moment at which the future becomes the present is lamentably hard to predict, I'm very proud to have been one of the pioneers.

**DISTANCE EDUCATION:
Issues and Concerns for Marketing Educators**

WAYLAND Jane P. And Cathy Owens **SWIFT**. Distance Education: Issues And Concerns For Marketing Educators, retrieved on December 28, 2008,

DE programs and systems are being initiated by most states. Marketing educators have the opportunity to capitalize on this new technology through degree based programs, industry training and development, and personnel professional development. Basic concerns regarding distance education include student learning, cost, faculty involvement, and attitudes toward DE by administrators and faculty.

THE ROLE OF U.S. HIGHER EDUCATION IN THE GLOBAL E-LEARNING MARKET

WENDE, Marijk van der. The Role of Us Higher Education In The Global E-Learning Market, **Research & Occasional Paper Series: CSHE.1.02**, January 2002, Retrieved December 23, 2008. available <http://cshe.berkeley.edu/publications/docs/ROP.WendePaper1.02.pdf>.

This paper analyzes system and institutional level responses to the growing demand for e-learning in the US in comparison with a number of other countries and regions. It reviews the external forces and factors that are driving institutions to introduce and use ICT in this area and investigates in particular the role of globalizations and increasing competition.

The responses of institutions to the changing (global) environment are discussed with respect to e-learning models and international strategies. Finally, a number of future scenarios are presented as well as an outline for research on the strategic pathways institutions may choose in planning for the

USING OF MARKETING COMMUNICATION FOR DISTANCE EDUCATION INSTITUTIONS

YILMAZ, R. Ayhan. Using of Marketing Communication for Distance Education Institutions, **Turkish Online Journal of Distance Education-TOJDE**, April 2005, ISSN 1302-6488 Volume: 6 Number: 2, Notes for Editor, Eskisehir, Turkey.

The marketing of higher education has received a tremendous amount of emphasis and attention. Distance education (DE) has become an accepted form of education and has been gaining widespread popularity in recent years. Marketing concept has been gaining importance in distance education sector throughout the world. The factors responsible for this are self-support policies, increasing competitiveness in the marketplace, rising customer

expectations, widening access to education etc More than 70 countries are offering educational programmes through distance education all over the world.

In this article, the following questions will discuss: What is the brief history and changing environment of distance education? Which marketing communication tools are used in DE institutions? What benefits does marketing communications provide to DE institutions?

SURVIVAL OF THE FITTEST: Marketing Strategies and Distance Learning

ZORN, Jim. Survival of the Fittest: Marketing Strategies and Distance Learning, retrieved on December 19, 2008, also available from <http://championarticles.com/articledetail.php?artid=7327&catid=260&title=Survival+of+the+Fittest:+Marketing+Strategies+and+Distance+Learning>, Submitted 2007-12-15 22:25:41

Everything in the world today needs to be marketed well; even education, hence marketing strategies and distance learning go hand in hand. In order to create a lasting impact on the minds of the target audience, educational institutions offering distance learning programs need to be a cut above the rest. Education is a service and any service needs to be marketed well to be attractive to the consumer, who in this case is a student. It's a changing world, and technology has become the backbone of any distance education program. Marketing strategies and distance learning are symbiotic, since education is essentially a service and deals with human beings. Hence student enrollment and retention are very critical aspects for a college to consider. Many universities have not only started offering online versions of their on-campus programs, but are also working on creating a virtual campus for its online students.

Today the student is out shopping for courses and institutions; he or she is tech savvy and enrolling in a particular course is just a click away for him or her. It is a cluttered world out there, and to be noticed, any educational institution will need to break through. A lot of colleges today are adopting different marketing strategies and distance learning has become an especially volatile market. What education needs right now is relationship marketing? Relationship marketing is essentially establishing, developing and maintaining successful long term relationships with students. Education

being a service cannot adopt marketing strategies meant for a manufactured product. Marketing educational services is more about building trust and commitment, more about making students loyal alumnus.

Marketing strategies and distance learning are correlated because they deal with the creation of a product that cannot be copied by anyone else, and with creating an atmosphere of nurture for students' right from the enquiry stage. For the student, any educational institution is attractive if it has the right mix of pricing, academic experience, and credibility. If a college is able to provide services beyond these three parameters, it has earned the loyalties of any student enrolled with it.

LESSON LEARNT FROM LITERATURE

Followings are the summaries of the main topics; arguments and predominant issues raised in the literature review dealt with the open and distance open education.

- Studies are getting a hike especially after 1995.
- Studies intensify between 2003 and 2005.
- No books are found in the following topics. 'Marketing for Distance Learning', 'Marketing for Open Education', 'Marketing for Open Learning', 'Marketing for E-Learning', 'Marketing for Mobile Learning'
- A significant part of studies points the need for change in marketing strategies following the change in technologies, and indicates if change is applied into practice it will fast track to consumption of knowledge.
- Just as in anything, education too can be marketed today. If there is a product of it, then students will consume it
- In capitalist societies, education is a service and the student is seen as consumers. So long it satisfies their needs, there will be a demand for the programs.
- Distance education brings different customers together and service providers will need to keep abreast with the need for change.
- Education service providers need to adopt distance education in order to survive the change and they must collaborate with other universities.

- Market research needs to identify the target audience and a thorough analysis of 4 P in and educational context.
- Acquiring the information from first hand and there is no limit for the time and space for education make online and distance education more popular.
- Distance education providers use the web for delivery and marketing purposes. Web is used for leverage for corporate image.
- Granitz and Greene (2000, p. 17) indicate that web makes learner aware of what they learn and plays a role for self learning. This makes provider manufacturer and learner consumer.
- If deemed as a product, programs must match the needs of consumers.
- In marketing distance education programs, universities either cater this need in-house as in Maryland University or can delegate this service to professional marketers like Breyer University, Ed-X program.
- American DE Association USDLA reported that individual demand for distance education programs are increasing.
- Many educational associations and journals and seminars are actually supporting the new approaches in distance learning programs.
- Education market has become key word in the field of education.
- Phoenix, Maryland, Indira Gandhi National Open University-IGNOU, Alagappa University, Alabama Iqbal University, British Open University and many others have developed and marketed hundreds of distance and online education programs to international market.
- Many programs have changed and altered their marketing programs to cater education marketing units.
- Academic and professional studies have started to focus on marketing the education and its problems and opportunities.
- There is need for detailed target market analysis.
- Many search engines, education portals are for small fees promoting educational programs.
- Production and consumption stages of e-learning programs must now consider target audiences as well its management issues and concerns.
- In Europe detailed studies on products and market opportunities for e-learning programs are emerging.

- The University of Phoenix (Phoenix, AZ) and University of Illinois had set up big promotion campaigns and utilized mass media for this purpose.
- Both the level of educational technology and studies on the product and their potential prospects are also analyzed.
- The ASTD Pittsburgh 2004 E-Learning Survey revealed that in estimating the target group for e-programs Product, Positioning, Place, Price, and Promotions were all equally important.
- In inviting the private sector employees to E-learning programs the need of their employer to such programs must be underlined in promotions.
- The reputation level and the image of the providing institutions are equally important. For instance Rowan University is well known for its radio programs and its master's study was highly reputable.
- Marketing strategies for e-learning programs must evolve and should be flexible as needs of students change in a time span.
- Women should not be neglected when designing and promoting distance education programs. Marketing strategies should be organized in a way that covers women as target market.
- Marketing strategies and e-business management programs are closely tied. Virginia Tech University sets a good example with its credit and non-credit programs.
- Online DE market is developing globally. Tertiary institutions should never neglect this fact in their future plans.

CONCLUSION

As the world develops and communications become more efficient all over the world and people travel to other countries for work or just for the experience, more action in the world is taking place online.

There are more online universities that can give you the education you want. Everything in the world today needs to be marketed well; even education, hence marketing strategies and distance learning go hand in hand. In order to create a lasting impact on the minds of the target audience, educational institutions offering distance learning programs need to be a cut above the rest. Education is a service and any service needs to be marketed well to be attractive to a consumer, who in this case is a student.

Until the distance education revolution reaches a latter stage, most courses and program designers will be responsible for “filling the seats” in their course. This is why we will discuss the importance of marketing. Distance education has become a strategic means of providing training and education to business, educational institutions, government and other public and private agencies. Distance education institutions have always had the potential to teach very globally. For 100 years European distance education institutions, especially in Britain and in France, have taught government and business cadres sent to their overseas territories, and frequently their children too,

Thousands of government and business officers in Singapore, Nigeria, Hong Kong, Dakar, Abidjan, India, USA and elsewhere were trained at a distance. In recent years, improvements of communications technologies have seen this possibility extended. Today the Center National d'Enseignement à Distance (CNED) in Poitiers, France each year from 170 countries and teaches them through the competitive examinations all over the world.

The development of email has greatly enhanced these possibilities and student to institution communication via e-mail, institution to student body communication by bulletin boards, and student to student communication via conferencing packages are now features of many systems.

WWW based courses offer distance education institutions further possibilities of developing their global offerings, which they have maintained for the last century. Teaching very globally is rarely seen as an inherent characteristic of flexible learning or of open learning with which distance education is sometimes confounded. It is a major asset in distance education's role in lifelong learning in the 21st century.

When we take a deeper look into marketing specifically for distance education, we can take a look at the competition. The University of Phoenix serves a large audience and markets their experience, size, and convenience. Penn State's world campus markets the prestige of a top academic campus made available via a distance. The Illinois Virtual Campus markets the fact they are a partnership of state colleges and universities combining to provide a superior distance education program.

As a result in this chapter it can be summarized and concluded that literature is not sufficient as expected before starting to this study. 50 articles are found for the literature review section and it is limited with 46 articles. 18

articles of 46 are directly related with marketing of distance education, e-learning or online learning applications while 5 of them related with develop marketing strategy for distance education, e-learning or online learning applications.

Some favorite articles which are dealt with marketing of distance education, e-learning or online learning applications as listed here as mentioned above: Marketing e-Learning: Cajoling, Contests, Cartwheels and Outright Begging (Kruse, 2002), Marketing e-learning: they came, they saw, they couldn't log on.. (Osberg, 2004), North American Perspectives on Marketing Distance Education in a Global Environment (Parker, 2004), 'Marketing Distance Learning Programs and Courses: A Relationship Marketing Strategy (Shaik, 2005), Marketing in Distance Education: Towards Developing A Conceptual Framework (n.d.) and Marketing of Distance Education Programme, Alagappa University (Sudalaimuthu, 2005).

Other favorite articles on develop marketing strategy are: Marketing Distance Education: Identifying and Implementing a Strategy (Turner, 2002), Applying E-Marketing Strategies to Online Distance Learning (Granitz and Grene, 2003), Marketing Distance Learning Programs and Courses: A Relationship Marketing Strategy (Shaik, 2005), Survival of the Fittest: Marketing Strategies and Distance Learning (Zorn, 2007), Strategies For The Marketing of Higher Education With Comparative Contextual References Between Australia And Turkey (Demiray, 2007), Creating Your E-Learning Strategy (Pervenanze, 2008).

Some articles are served produced by commercial companies, associations or the result of surveys and reports dealt with marketing and suggested marketing strategies such as Ed-X.Com, United States Distance Learning Association, Erasmus Intensive Programme, Heller, N. & Associates, ResourceBridge, FindLaw M V, eln eLearningNetwork.org, The Open Standard, ELearningGURU.Com Newsletter.

In addition, the strategic direction of Higher Education Institutions (including of course distance education institutions too), are increasingly being influenced by environmental conditions. The advent of distance learning, distance education or e-Learning, together with increasing demand for flexible, off campus instruction, has forced universities to become more proactive in the way they can as do.

The strategic direction of Higher Education (HE) institutions is increasingly being influenced by environmental conditions. The advent of distance learning, distance education or e-Learning, together with increasing demand for flexible, off campus instruction, has forced universities to become more proactive in the way they can do. We can give some professional articles for understand aspect of the marketing activities universities and distance education institutions, online programs which are published in The Chronicle of Higher Education in recently. Here are some examples:

U. of Maryland University College Creates For-Profit Arm to Market Its On-Line Courses, **By Dan CARNEVALE written on December 17, 1999. The Chronicle of Higher Education**, <http://chronicle.com/weekly/v46/i17/17a04901.htm>. The University of Maryland University College has created a for-profit company that will market courses delivered on the Internet. UMUC OnLine.com Inc. will create a global marketing plan to expand the reach of the college's on-line courses. The new company will seek corporate partners to...

Rupert Murdoch's Company Joins With 18 Universities in Distance-Education Venture, by Geoffrey MASLEN, Melbourne, Australia, written on February 6, 2000. The Chronicle of Higher Education, <http://chronicle.com/weekly/v46/i39/39a04701.htm>. The media baron Rupert Murdoch has linked his giant News Corporation with the 18-member university network Universitas 21 in a move designed to capture the major share of the rapidly growing global market for online higher education. Mr. Murdoch announced last month that News Corporation...

U. of Phoenix Sells \$70-Million Worth of Stock in Its Distance-Education Efforts, by Goldie BLUMENSTYK, on October 13, 2000. The Chronicle of Higher Education, <http://chronicle.com/weekly/v47/i07/07a05401.htm>. The company that owns the University of Phoenix raised \$70-million from investors on Wall Street last month in a stock offering tied directly to the company's distance-education unit.

Distance-Education Grants Get \$30-Million in Budget Bill, by Dan CARNEVALE, Washington, January 5, 2001, The Chronicle of Higher Education, <http://chronicle.com/weekly/v47/i17/17a04502.htm>. In one of the final budget bills for the 2001 fiscal year, Congress last month approved the

Education Department's \$30-million request for an important distance-education-grant program.

Seeking Online Students, Franklin University Builds Ties to 2-Year Colleges, by Jeffrey R. YOUNG, January 12, 2001. The Chronicle of Higher Education. In hopes of enrolling more community-college graduates in its online bachelor's programs, Franklin University has forged partnerships with more than 90 community colleges in 10 U.S. states and in Canada.

U. of Washington to Use Short Versions of Distance Courses as Marketing Tools, July 6, 2001, The Chronicle of Higher Education, <http://chronicle.com/weekly/v47/i43/43a02602.htm> The University of Washington plans to offer free, short versions of some of its online courses, partly as a marketing strategy. "We hope some of the people who take the short courses will then become interested and register for the full-blown courses," says David P. Szatmary, the vice provost of educational outreach.

ECollege Moves Into Enrollment and Marketing Services, by Dan Carnevale, written on October 10, 2003, The Chronicle of Higher Education, <http://chronicle.com/weekly/v50/i07/07a03201.htm> The course-management company eCollege announced last month that it is acquiring Datamark, which offers enrollment and marketing services to for-profit institutions, for \$72-million. Officials at eCollege plan to expand those services eventually to online education. Oakleigh Thorne, chairman and chief executive officer of eCollege, said...

For-Profit Venture to Market Distance-Education Courses Stirs Concern at Temple, by Sarah Carr, written on December 17, 1999, The Chronicle of Higher Education, <http://chronicle.com/weekly/v46/i17/17a04601.htm>. Some faculty leaders at Temple University are worried about a plan to create a for-profit corporation to market on-line courses at the university. University administrators say that the venture, informally called "Virtual Temple," will enable them to reach more rapidly and efficiently the adult continuing-education...

Online High-School Programs Plan to Market Courses Internationally, by Sarah Carr, written on May 5, 2000, The Chronicle of Higher Education, <http://chronicle.com/weekly/v46/i35/35a04902.htm>, Following the lead of

colleges, two virtual high-schools have stepped up efforts to market and sell their distance-education courses internationally. Administrators of the programs say they eventually hope to replicate their entire American operations in other countries. Class.com, a for-profit company...

World Bank Becomes a Player in Distance Education, by Dan CARNEVALE, has written on December 8, 2000, The Chronicle of Higher Education, <http://chronicle.com/weekly/v47/i15/15a03501.htm>. It provides infrastructure in many countries that lack good telecommunications systems. While continuing such traditional missions as doling out loans for hydroelectric dams in developing countries, the World Bank has also quietly become a prominent force in distance education. The bank has spent \$20-million since 1997 to get its distance-education...

Companies Use Online 'Universities' to Lure Customers, by Sarah CARR, written on June 23, 2000, Barnes & Noble.com, <http://chronicle.com/weekly/v46/i42/42a04701.htm>. The online arm of the giant bookseller, has announced that it will help create an online "university" for its customers, although the courses and modus operandi will be quite different from those found at traditional universities. The venture is the latest in a series of efforts by businesses trying to attract and retain...

European Nations Promote Online Education, by Karen BIRCHARD, has written on April 27, 2001, The Chronicle of Higher Education, <http://chronicle.com/weekly/v47/i33/33a04603.htm>. A \$13.3-billion eLearning Action Plan adopted last month by the European Commission, the executive body of the European Union, is expected to promote the development of online education by European universities. The three-year blueprint approved by the European Commission aims at broadening digital literacy in Europe and at reducing...

As Online Enrollments Grow, eCollege.com Posts Its First Profit, by Florence OLSEN, written on August 15, 2003, The Chronicle of Higher Education, <http://chronicle.com/weekly/v49/i49/49a03402.htm>. Riding a surge in online distance-education enrollments, eCollege.com has reported a profit for the quarter just ended -- the first in its seven-year history. For the second quarter, the company reported \$356,000 in profit and a record \$7.3-million in revenue. Officials of the Denver-based company, which helps

For Online Adjuncts, a Seller's Market Part-time professors in demand, fill many distance-education faculties, by Dan CARNEVALE, Orleans, Mich, written on April 30, 2004, The Chronicle of Higher Education, <http://chronicle.com/weekly/v50/i34/34a03101.htm>. Ruth Achterhof won't say how many courses she teaches, for fear that her employers will think the workload is too much for her to handle. But the work is enough to earn her about \$90,000 per year, she says.

These examples can be increase by looking and researching in other printed and electronic medium. Results show us that marketing dimension of the distance education and its relative applications getting in any type of marketing techniques. Of course again these examples are should be increase more by looking and researching in other printed, visual, audio and electronic medium. The results show us that marketing dimensions of the distance education and its relative applications getting in any type of marketing techniques and applications.

Another type articles are conducted than written on designed and presented campaigns results such as; Marketing Campaign Grows University of Phoenix Online Enrollment, U of Maryland creates for profit company to market DL programs, Indira Ghandi National Open University Offers Multiple Paths To Learning, Branding Options for Distance Learning Programs: Managing the Effect on University Image, The Effect of Radio Distance Education on Rowan University's Image, Master of Arts Degree in the Graduate Division of Rowan University, Open Learning Ad Campaign Yields Eggcellent Results,

REFERENCES

Taskin, Ercan, Köksal Büyük. (2002). 'Hizmet Pazarlaması Açısından Eğitim Hizmetlerinde Kalite (Kütahya'daki Özel Dersane Öğrencileri İle İlgili Bir Saha Araştırması) [Quality in Education Service From Poin of Service Marketing]', *Journal of Social Graduate Institute*, Dumlupınar University, Vol. 7, pp 203-225, Kütahya, Turkey. Available from <http://sbe.dpu.edu.tr/>

Demirci, M. Kemal, et. al. (n.d.). Öğrenen Örgüt/Pazarlama Yönelimli Öğrenen Okul Boyutlarının Analizi: Kütahya İli Özel Eğitim Kurumları Uygulaması [Learning Organization/Analysis of Marketing Oriented School Dimensions: Private Schools in Kütahya]', *Akademik Bakış*, Peer reviewed

International Social Sciences E-Journal, Vol: 09, ISSN: 1694-528X, Kirgystan.

Granitz, Neil and C. Scott Grene. (2003). Applying E-Marketing Strategies to Online Distance Learning, *Journal of Marketing Education*, 25(1), pp. 16-30.

ADDITIONSL READINGS

Beesley, A. D. (2000). And Doyle L. Cavins. Marketing Distance Learning with an Ad Agency, *Online Journal of Distance Learning Administration*, Volume V, Number II, USA.

Butcher, A. (1987). Review of David Kaye's "Marketing Distance Education, *American Studies Center of the Salzburg Seminar*, workshop from April 9-18, USA.

Cody, J. (2008). Why Online Learning Education is More Popular Today, *Internet Marketing*, October_25.

Dublin, L. (2004). The Nine Myths of E-Learning Implementation: Ensuring The Real Return On Your E-Learning Investment, *Industrial and Commercial Training*, Volume: 36, Issue: 7, pp. 291–294, ISSN: 0019-7858, Publisher: Emerald Group Publishing Limited

Granitz, N. and C. Scott G. (2003). Applying E-Marketing Strategies to Online Distance Learning, *Journal of Marketing Education*, Vol. 25, No. 1, pp. 16-30, 2003.

Gupta, D. K. (2005). Marketing in Distance Education: Towards Developing A Conceptual Framework, *Harvard Business Review*, July. August. (n.d). In addition paper presented *ICDE 2005 Conference*, November 19-23 2005, New Delhi, India.

Handzel, R. & Susan L. (2001). Marketing Distance Education in Health Informatics: Do Web Sites Recruit or Rebuff?, *2001 ALN The Seventh Sloan-C International Conference on Online Learning*, November 17-19, 2001 - Orlando, Florida, USA.

Heller, N. & Associates. (2000). "Market The Key Word In World Education Market's Approach", **Heller Report on Educational Technology Markets**, October 01,1999. Retrieved December 02, 2008, http://www.accessmylibrary.com/coms2/browse_JJ_H027_901_975

Hunter, I. and David B. (1992). Marketing Open and Flexible Learning...The Direct Mail Approach, **ERIC #:**ED353950, 1992, **NATFHE Open Learning Section**, c/o 4, The Mall, Dunstable, Beds LU5 4HW, England, United Kingdom.

Khanam, S. (2005). Marketing And Services: A Case Study Of Distance Education Institutions of Andhra Pradesh, **ICDE 2005 Conference**, November 19-23, NewDelhi, India.

Lawrence, A. L. (2001). *The Evolving Textbook: The Development and Marketing of New-Media Products In Educational Publishing*, Simon Fraser University, Canada.

Lorenzo, G. (2003): How Marketing-Savvy Institutions are Prospecting for Distance Learners, Writer, Editor and **Publisher of Educational Pathways** – September.

Lorenzetti, J. P. A New Approach to Marketing Strategies for Distance Education, **Distance Education Report**, April 15, 2005.

Mcnamara, S. (1987). Educational Technology Assets for Marketing: Product, Process, Package, **Australian Journal of Educational Technology-AJET**, 3(2), 101-107, Australia.

Matt, Carmichael. Marketing Campaign Grows University of Phoenix Online Enrollment, **Internet Strategies for Education: Markets, The HellerReport**, pubdate:[20010729;20010804], August 1, 2001.

Parker, N. (2004). North American Perspectives on Marketing Distance Education in a Global Environment, **International Council for Distance Education (ICDE) World Conference**, February, Hong Kong,.

Shaik N. (2005). Marketing Distance Learning Programs and Courses: A Relationship Marketing Strategy, **Online Journal of Distance Learning**

Administration, Volume VIII, Number II, University of West Georgia, Distance Education Center, USA.

Shaik, N. (2005). E-Marketing and Relationship Marketing for Online Distance Learning, *13th Annual American Association for Collegiate Independent Study 2005 AACIS Conference Distance Learning: Emerging Trends and Practices*, November 3-5, 2005, Champaign, Illinois. USA. In addition, Najmuddin Shaik is studying on Marketing to your internal customers (employees): The neglected component of quality services. Presentation to the UCEA 2005 Mid-America & Great Plains Joint Regional Conference, October 19-21, 2006, Kansas City, Missouri, USA. And conducted a study at 2005 on the Best Practices in Marketing Online Programs: A Multi-Institutional Perspective with Jeff Harmon., Mike Alexander., Paul Schneider., Nancy Coleman., & Brett Coup and presented to the Eleventh Sloan-C International Conference on Asynchronous Learning Networks, November 2005, Florida, USA. Again in 2005 a joint study with A Mike Alexander., Jeff Harmon., Angeline Antonopoulos., Brett Coup., & Najmuddin Shaik on Marketing Courses & Programs: Effective Strategies and presented to the UCEA 2005 Mid-America & Great Plains Joint Regional Conference, September 2005, Chicago, IL, USA. In addition, Najmuddin Shaik present a paper in 2005 TCC 2005 Worldwide Online Conference, April 19-21, 2005, titled as Relationship Marketing: A strategy to increase retention in online programs. Another presentation to the Innovation, Education, Technology, and You: Online Conference For Teaching and Learning 2005 is realized by Shaik in 2005, which is titled as Marketing Online Programs: Shift from transactional marketing to relationship marketing.

Sudalaimuthu, S. (n.d.). Marketing of Distance Education Programme, Alagappa University, Karaikudi, Tamilnadu, , retrived on December 18, 2008. <http://web.archive.org/web/20051120121623/http://www.ignou.ac.in/Theme-1/S.+Sudalaimuthu.htm>

Turner, S. G. (2002). Marketing Distance Education: Identifying and Implementing a Strategy, *EDUCAUSE 2002*, October 02, 2002, Atlanta.

Wende, M van der. (2002). The Role of Us Higher Education In The Global E-Learning *Market, Research & Occasional Paper Series: CSHE.1.02*, January 2002,

Yilmaz, R. Ayhan. (2005). Using of Marketing Communication for Distance Education Institutions, *Turkish Online Journal of Distance Education-TOJDE*, April, ISSN 1302-6488 Volume: 6 Number: 2, Eskisehir, Turkey.

BIODATA and CONTACT ADRESSE of AUTHOR

Prof. Dr. Ugur Demiral, Anadolu University, Turkey



Uğur Demiray

Dr. DEMIRAY was born in 1955, in Turkey. He graduated from the Cinema and TV Department, School of Communication Sciences, Anadolu University, Eskisehir, Turkey, in 1981. The same year he became a research assistant, received his PhD. degree in 1986. He became an associate professor in 1989 and Professor in 1995. His studies are focused on Distance Education field and scholarly online journalism especially on DE.

Prof. Dr. Ugur Demiray

Editor-in-Chief of TOJDE

Anadolu University Yunusemre Campus 26470-Eskisehir TURKEY

Tel: +90 222 335 0581 ext. 2521 or Direct: +90 222 2491094

GSM: +90 542 232 21 167, Fax: +90 222 320 4520

Emails: udemiray@anadolu.edu.tr or ugdemiray@hotmail.com

URL: <http://tojde.anadolu.edu.tr>

TheLast word

*By Ramesh C. SHARMA, Ph.D.
Professor IGNOU, New Delhi, INDIA*

The education system of our times has transformed greatly due to enormous developments in the IT field, ease in access to online resources by the individuals and the teachers adopting new technologies in their instructional strategies, be it for course design, development or delivery. The field of Distance and Online Education is experiencing continuing growth. Starting from simple form of correspondence courses, this field has passed through various generations, employing from simple to complex technology like radio, television to computes, satellites, Internet, Wiki and Web 2.0 applications. The Internet and the Wide World Web have fundamentally altered the practice of distance teaching and learning. Many of the universities around the globe are offering their courses online.

The emerging distance and online learning environments pose unique challenges towards marketing of distance education programmes. Distance education and online education is practised in all the fields of human endeavour. Educational sector, corporate sector, development sector, military, tourism, financial sector, health sector, space research, or be it pure sciences, knowledge is being propagated through distance and online means.

Distance and online education has become part of our life, both personal and professional. This is the right time to be sure how to effectively market the distance and online education programmes. Adequate attention needs to be paid to costs, impact, resource allocation and the return on investment, so that cost efficiency and cost effectiveness are met to the optimum. There are challenges facing for marketing in distance and online learning environments in the form of delivering what these environments are promising, how to find the right information, regular updation of the courses and not to forget the effective user interaction with the course developers and peers. With the new social networking tools being extensively used by people, realistic marketing goals need to be set. Globalisation has led to availability of a local course on a global scale. Competition from others, media and technological challenges, learner needs, learner behaviour and attitude trends, convergence of face-to-

face and distance education programmes methodologies, appear to be some of the driving forces towards marketing tendencies.

In the free market, customer is considered to be King. The producers or sellers are supposed to be guided by the interest of the customer. The economic reforms have led to the transition from 'sellers market' to a 'buyers market'. This has great implications in education scenario. The consumes that is the students have the right to be informed, right to choose, right to be heard, right to redress, right to safety, and right to satisfaction of basic needs and ensuring right standards of the educational programmes or resources for which the student makes a payment. One can easily note a change from *caveat emptor* (Let the buyer beware) to *caveat venditor* (Let the seller beware).

To be able to market a product effectively, we need to price it properly (as low as possible so customer is tempted to buy it) and high on quality. Appropriate strategies need to put in place for marketing of higher, distance and online education so that clients in the developing countries can afford it. Making best use of technology integrated into the curriculum need to be considered based on delivery mechanisms of what the learners would be able to access and afford. One of the strategies is to have a good understanding of the Product, Price, Placement and Promotion. While promoting a program we need to take into account the social and cultural factors of that place or region; technological changes or advancements happening there along with institutional changes, exiting market for that program, and above all, the audience: what is the identity of the customer, and how they will receive the program. A thorough understanding of the customer and the market place helps us choose target buyer. On the basis of that, suitable marketing strategies are positioned so that decision can be taken related to Program outlets, promotion, brand identity and placement. A close monitoring, market research, field testing and buyer's feedback would help improving the strategic planning to develop and launch educational program.

Distance and Online learning is a billion dollar industry. Cultural understanding integrated with market research is the key to success. Since new social networking tools have revolutionised the way distance education is delivered, I would like to make a mention of SecondLife. The SecondLife is a unique platform where the resident (user) runs the business. The success of MySpace, Flickr, YouTube, Wiki, blogs, podcasts, photo-sharing, skype, mashups, RSS feeds, audiographics, instant messaging, e-books, video

messaging, social bookmarking etc have been the case of instant hit among the user community. Tens of millions of users are hooked onto these applications. The younger generation (as Pernsky (2001) called them digital natives is 'native speaker of the digital language of computers, video games and the internet.' They are quite fast in adapting to these new technologies and collaborating on self-generating content. We need to concentrate on this sphere more vigorously in terms of marketing and advertising potential (which is available to the real world business) to leverage virtual worlds. Linden Lab (the creator of SecondLife, SL, www.secondlife.com) has set an example of business in the virtual world where the buyers and sellers use the virtual currency (Linden Dollar), which even has the implications for real life business. Ever since its launch in 2003 with just 500 residents Second Life is now populated by nearly 7 million avatars or residents (registered users). Second life (SL) is one of the most widely used 3D virtual world used by educational and academic community where we can engage in all kinds of activities like business, sports, entertainment and definitely, education. Many institutions and educators are taking classes and having conferences in SL.

In this competitive era, where each institution or industry or organisation is trying to outnumber its opponent in the race to woo the buyer, it is crucial to establish a two-way communication with the customer keeping in view the customer demographics, preferences, buying history, behaviour and attitudes. The modes of direct marketing, tele-marketing, digital advertising mediums, ambush marketing or a marketing mix, what is more relevant to a program, some predetermined benchmarks could be set. Role of all stakeholders, understanding of processes, availability of resources, and philosophy of the organisation are significant to a high performance business. Professor Ugur and Prof Serdar has brought out this book which is timely. Its text, spanning over 22 insightful chapters provides a deep understanding to the nitty gritty to the challenges faced by marketing of distance and online education. All those who are in the business of distance education and online education will benefit from this volume wherein expert authors from all over the globe have shared their experiences. I am in full agreement with the editors of this book that “to survive in this competitive environment, educational institutions need to consider implementing relationship marketing strategies to promote student retention, encourage recruitment and enrolment of new students, and build long-term relationships with students. Effective communication between all stakeholders and an integrated approach towards various marketing

strategies are the major challenges being faced today by distance and online education institutions. This book is successful in providing working solutions to such challenges.

April 19, 2009, New Delhi

Ramesh C. Sharma PhD.

Professor, IGNOU, India



Ramesh C. Sharma

Ramesh CC. SHARMA has a Ph.D. in [educational technology](#) and is currently working as regional director in Indira Gandhi National Open University (IGNOU). He has also been a teacher trainer and has taught educational technology, educational research and statistics, educational measurement and evaluation, special education, and psychodynamics of mental health courses for the B.Ed. and M.Ed. programmes. He has conducted many training programmes for in- and pre-service teachers on the use of computers, Internet and multimedia in teaching and instruction. He established an ICT Centre in the teachers college in which he was formally employed. He is a member of many committees on implementing educational technology at IGNOU. His areas of specialization include ICT applications, computer networking, on-line learning, student support services in open and distance learning, and [teacher education](#). He is Co-Editor of the *Asian Journal of Distance Education*, is or has been on the editorial advisory board of *Distance Education*, *International Review of Research in Open and Distance Learning*, and *Turkish Online Journal of Distance Education*. He has co-authored a book on distance [education research](#) and recently one of his co-edited books, *Interactive Multimedia in Education and Training*, has been published by Idea Group Inc., U.S.A. He is also an Advisory Board Member and author for the *Encyclopedia of Distance Learning*. Can be contact from Email: resharma@ignou.ac.in