

## Chapter 16

# Development Trends in Economics of Distance Education from the Perspective of New Technologies

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### **ABSTRACT**

*New and developing technologies influence all societies in the 21<sup>st</sup> century in which the process of change is experienced intensely. Through the increased routes of access to knowledge and the increased importance of up-to-date information, the needs and expectations of individuals have become more varied. Countries with individuals equipped with new and current information in accordance with the needs of the age have an important competitive advantage in the global economy. The importance of education as a social institution grows every day in this process. In the 21<sup>st</sup> century understanding of education, which portrays the individual as a value to be developed, many sub-fields of expertise have emerged as educational sciences developed further. Studies in these fields allow for educational institutions to train and raise more qualified people. One area of expertise that guides national educational policies today is distance education. Distance education services provided by emerging technologies provide flexible learning opportunities for all individuals. An important aspect in providing distance education services is the economics of distance education. This chapter studies the economic aspects of distance education services through a general evaluation of emerging technologies with regard to the economics of distance education.*

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## **INTRODUCTION**

The development and improvement of information and communication technologies has created a paradigm shift both in organizations and economies. Global competition has increased the importance of human capital in the twenty-first century (Goldin & Katz, 2008, pp.11-12). Network-based, technology-driven organizations and economies are experiencing an intense process of transformation (Stokke, 2006, pp.1-3). In the process of advancing information and communication technologies, all organizations are attempting to adapt to emerging technologies quickly (Olaniran, 2007, p.19). Specifically educational organizations spend great effort to internalize new evolving Internet technologies for their teaching and learning processes (Ali, 2007, p.328). Distance education process, gained a different point of view on education systems around the world (Baraniuk, 2008, p.244).

The process of technological development has created a new opportunity to reach faster for the new information everywhere with using mobile devices (Specht, 2008, p.3183). Distance education provide new opportunities for individuals who want to access new information resources in order to achieve competitiveness on a global scale (Agosti, 2008, p.344).

The process of technological change in the twenty-first century, has reached a significant level (Caladine, 2008, p.1). Advancing Internet technologies offer new responsibilities for all educators and students to carry out (Väljataga, Pata & Tammets, 2011, p.86). With the development of new technologies in our era, the learning process may occur in any place and at any time by all individuals. Concurrently, students intensively use emerging new technologies within the scope of their educational activities (Stein, Glazer & Wanstreet, 2010, p.33). For the effective use of new technologies in educational organizations, it is important to analyze how the students learn (Mayer, 2010, p.183).

Information and communication technologies are developing more and more every day without reduction of speed (Mannonen, 2011, p.109). With the beginning of extensive use of new technologies, the educational services that were being offered by educational institutions have become more student centered. The most important reason of this fact is based on the indispensableness of producing quick solutions to the growing needs of student's technology-based needs in the knowledge society (Palloff & Pratt, 2010, p.121).

Emerging Web technologies has become one of the most important realities in this age (Murugesan, 2010, p.1). The development of digital technologies also created a structural change in the traditional learning and teaching processes (Segarra, 2005, p.6). Internet technologies have structurally changed the learning process of individuals. Thus, people have the opportunity to access information from all over the world (Poley, 2010, p.194). The development process of information and communication technologies is one of the main parameter that initiating change in educational organizations (Cheng, 2007, pp.520-522).

Extensive use of new technologies in educational organizations improves the quality of teaching and learning processes (Kayama & Okamoto, 2008, p.730). Web based courses that are developed for students are being preferred by most of the educational organizations all around the world (Shelly, Gunter & Gunter, 2010, p.519). Distance education courses that are created for students should focus on the needs of students and their learning processes (Cavanaugh, 2008, p.691).

## **THE GROWING IMPORTANCE OF ECONOMICS OF DISTANCE EDUCATION**

In accordance with new improvements in the world economy, technologies and societies, people take part in the economic system more than ever before. With emerging technologies, collaboration

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