

Chapter 21

Relevance, Need, and Opportunity: The Experience of the Market Study for the Online Bachelor's Degree in Economics at the UCOL

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ABSTRACT

This chapter shows the results of the market study developed at the request of the Faculty of Economics of the University of Colima, interested in participating in the online education environment, to know the demand that would have a Bachelor's degree in economics, under this modality. To carry out the analysis, there was the participation of 425 people who voluntarily answered a multiple-choice survey in person. Based on their answers, the aim is to identify, as mentioned above, the demand that a new distance education offer (online) would have for the economy area. Additionally, the chapter offers a review of the Mexican public policy in which these types of initiatives are framed; reflections on the environment and trends of development of online education and didactic-pedagogical trends in the area. This case study can be useful for researchers in the educational area who wish to know about online initiatives in countries with developing economies.

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INTRODUCTION

The socio-digital and socio-technological context of the 21st century favors that the teaching function is increasingly shaped towards the design and conduct of complex educational and communication processes mediated by a great diversity of digital and real resources. This new teaching profile requires the appropriation of new complex thinking skills, the understanding of learning processes, the development of skills and knowledge about Information and Communication Technologies (ICT) and the mastery of processes and management strategies, of knowledge and learning management.

Countries with different levels of development initiated a different training formula that, since 1970, has been consolidated as an effective alternative in the formation of distance learning and teaching. At the international level, its high level of effectiveness is proven more than ever if the projects, institutions and programs are well designed and have sufficient infrastructure and material and human resources.

Online education is a great alternative within the process of education throughout life, has an innovative character, by its method, by its flexibility to facilitate any type of learning and respond to the most demanding varied, by the intensive use of the media and new information technologies, by its economy and because it requires a personal commitment to self-learning, which is both, a condition and objective of all quality training. Additionally there is the objective of satisfying the Right that every person has to access education, at any stage of their life and according to their needs or interests.

According with this, “open and distance learning is becoming a spearhead that tears a horizon overshadowed by so many and so distressing problems, and makes appear dawn of possibilities, today still unexploited” (García Aretio and Marín, in UNESCO, 1998).

As expressed in the World Declaration on Higher Education in the 21st Century: “education throughout life is presented as one of the keys to access to the 21st century. There is a greater awareness of the fundamental importance that education has for socio-cultural and economic development and for the construction of the future, for which new generations must be prepared with new skills and new knowledge and ideals. “

In that same statement it expresses: “in addition, learning to undertake and foster the spirit of initiative must become important concerns of education, in order to provide students with the possibility of fully developing their own capabilities with a sense of social responsibility, educating them so that they have an active participation in the democratic society and promote the changes that will promote equality and justice. Educational institutions must train students to become well-informed and deeply motivated citizens, provided with a critical sense, and capable of analyzing the problems of society, seeking solutions for those who pose themselves to society, applying these and take on social responsibilities. “

The statement adds that “to achieve these objectives, it will be necessary to reformulate the curricula and use new and appropriate methods that allow accessibility to the entire population and overcome the cognitive domain of the disciplines, promoting the acquisition of practical knowledge, skills and abilities for communication, creative and critical analysis, independent reflection and teamwork in multicultural contexts. “

THEORETICAL FRAMEWORK

The socio-digital and sociotechnological context of the twenty-first century favors that the teaching function is increasingly shaped towards the design and conduct of complex educational and communicational

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