



eduniversal

Audencia Nantes

École de Management

The Growth of MOOCs
What does it mean for business
education models?

eduniversal

Istanbul

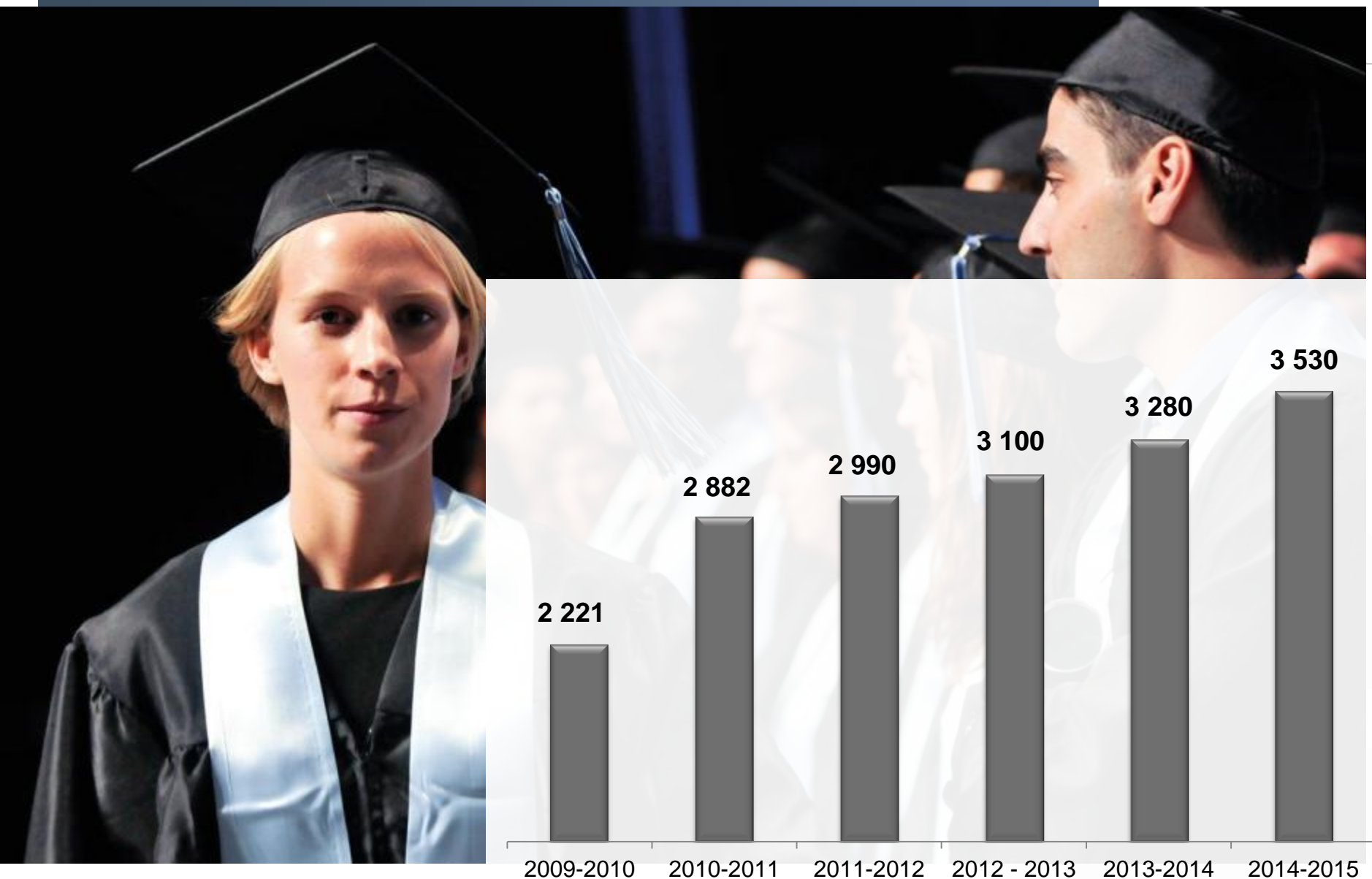
October 22nd 2014

AUDENCIA NANTES

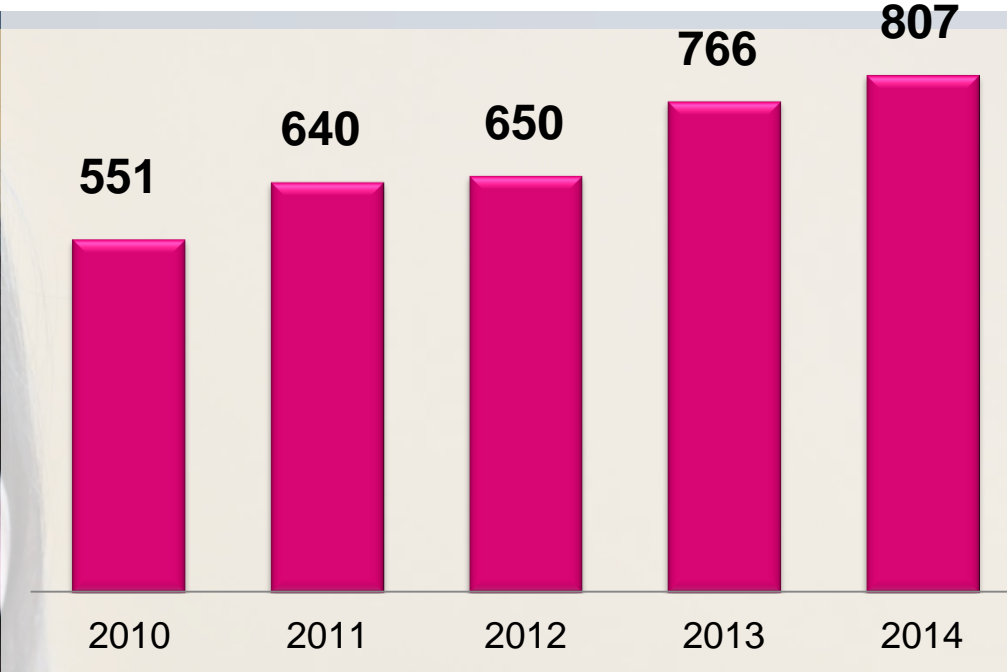
- ✓ **1998** : EQUIS accreditation from the EFMD (Europe)
- ✓ **2004** : Accreditation from the AACSB (USA)
- ✓ **2005** : Audencia's MBAs and Master in Management accredited by the Association of MBAs (AMBA)
- ✓ **2002**: Master accredited by the French Ministry of Research & Higher Education
- ✓ **2011**: « A » grade in Research by the French Agency of Research & Higher Education (AERES)
- ✓ **2014**: EDUNIVERSAL – 4 Palms



A GROWING STUDENT BODY



MORE AND MORE FOREIGN STUDENTS

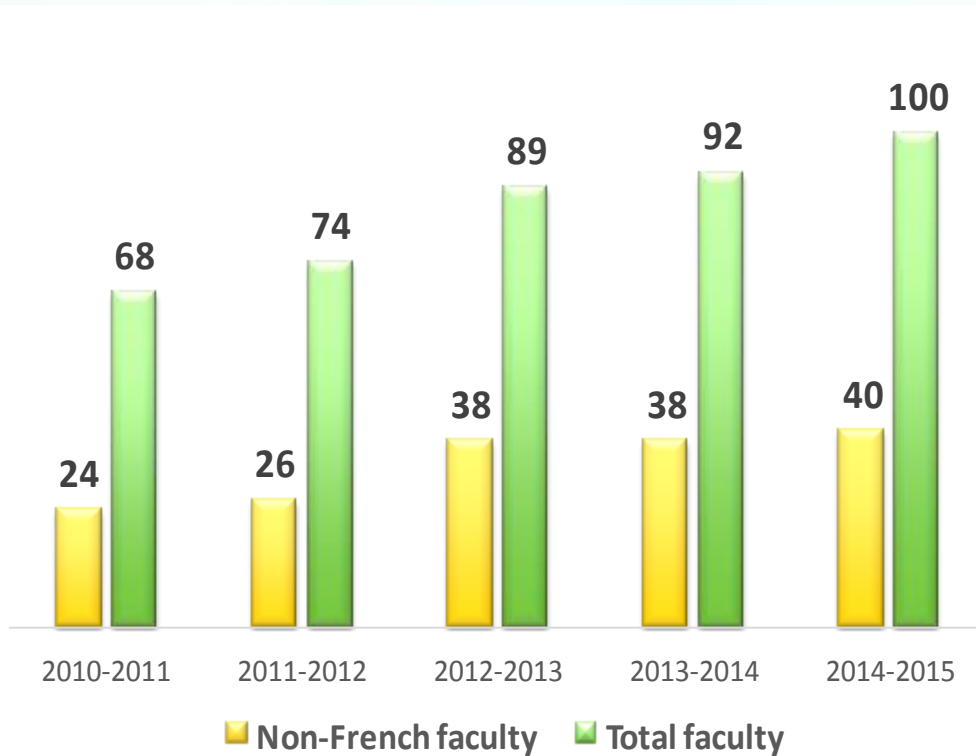


23 %

foreign students
from 60 countries

SUPPORTED BY A COMMITTED FACULTY

17 countries



L'ALLIANCE



*Centrale
Nantes*



**Audencia
Nantes**

École de Management

→ nantes
ensa
→ architecture

MOOC – 1st ATTEMPT

- MOOC dedicated to CSR launched in June 2014
- 10 professors + 4 support staff involved
- Taught in english
- Requiring previous/basic knowledge in management

RESULTS (1)

- 861 registered participants
- 327 took for the first quizz
- Out of these 327 « followers »
 - 155 got a certificate of achievement (70%)

RESULTS (2)

- 96% Courses materials were well organized and clearly presented
- 98% Videos presented clearly clear concepts
- 70% Discussion topics enhanced the learning experience
- 40% Live sessions offered an added-value

FUTURE DEVELOPMENTS

- Self-learning vs modules
- Development for French speaking participants
- From MOOC to MOOR

SOME USEFUL QUESTIONS FOR THE FUTURE

Is education a consumer good? Will NT affect education like music... or healthcare?

Globalisation & the international division of labour? What could be the new of the Global Education Value Chain?



GLOBALISATION

Outside post-industrial countries, the **demand for post-secondary education** is at an all-time high.

Demand for scalable, consistently produced online courses to form a basis for a curriculum to be delivered by local universities.

Why engaging in the matching of supply and demand themselves → it could be the time to allow for third parties to emerge as brokers like in other content-centric industries, such as media, → **clear modular roles for different types of companies all along the value chain**, from creation, editing, and management to distribution and monetization.

These new brokers or “**course aggregators**” would perform the enrollment research, engage foreign universities or colleges to assess demand, and bundle courses for certificates or degrees to be offered by the foreign universities.

Source: Ramin Sedehi &
Damian Saccocio

WHAT BIG PHARMA COMPANIES TELL US?

Pharmaceutical companies need to be **constantly innovating and developing new products** in order to remain competitive. However, the industry is very high-risk, high-reward, and the risk is derived from the **time-intensive and costly process of research and development** for producing a new drug.

Therefore, even big, vertically integrated pharmaceutical companies have become more horizontal in an effort to reduce costs, especially since they have been rising consistently over the past few years.

Typical Value Chain for a Big Pharmaceutical Company



What Big Pharma Companies Tell Us?

Partnerships with smaller firms and organizations allow for the creation of **new concepts and technologies**, normally with the small companies providing one part of the value-add in the chain. These contracts are in an effort to **minimize the extreme (and growing) costs of the industry**.

Updated Value Chain - Vertical vs. Horizontal Organization



MISCELANEOUS

How to fund these innovations?

CAPEX trade-off?

Accreditations & disruptive practices?



The Campus Experience





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