

# 2008 Sloan-C Awards





# Sloan Consortium Annual Awards

2008 Sloan-C Awards

Presented at the *14th Sloan-C Annual International Conference on Asynchronous Learning Networks: Improving Learning in a Networked World*  
Thursday, November 6th from 12:25-1:25pm

The Sloan Consortium annual awards recognize excellence and effectiveness. This document introduces the 2008 Sloan-C awards for significant contributions to knowledge about asynchronous learning networks.

## **2008 Ralph E. Gomory Award for Quality Online Education**

University of Central Florida  
University of Illinois at Springfield

## **2008 Sloan-C Excellence in Online Teaching and Learning Award Winners Most Outstanding Achievement in Online Learning by an Individual**

Gary E. Miller, The Pennsylvania State University

### **Excellence in Online Teaching**

Jeannette Riley, University of Massachusetts Dartmouth

### **Excellence in Faculty Development for Online Teaching**

University of West Florida

### **Most Outstanding Online Teaching & Learning Program**

Online Graduate Behavioral Intervention in Autism Program, UMass Lowell, UMass Medical - Shriver Center, UMassOnline

### **Excellence in Institution-Wide Online Teaching & Learning Programming**

Fort Hays State University

## **2008 Sloan-C Effective Practice Awards**

Susan Wegmann

University of Central Florida

Content Area Vocabulary Digital Stories

Edward Gehringer

North Carolina State University

Engaging Students through Electronic Peer Review

Brian J. Beatty

San Francisco State University

Using the Hyflex Course and Design Process

## **Journal of Asynchronous Learning Networks Award for Paper of the Year**

Katrina A. Meyer, Associate Professor of Higher and Adult Education

University of Memphis

"If Higher Education Is a Right, and Distance Education Is the Answer, Then Who Will Pay?"

JALN, Volume 12:1 - February 2008

## **Special Recognition**

Eric E. Fredericksen

Chair, Selection Committee 2003-2007

## About Sloan-C

The Sloan Consortium is an institutional and professional leadership organization dedicated to integrating online education into the mainstream of higher education, helping institutions and individual educators improve the quality, scale, and breadth of online education. Membership in the Sloan Consortium provides knowledge, practice, community, and direction for educators. Originally funded by the Alfred P. Sloan Foundation, Sloan-C is now a non-profit, member-sustained organization. Join with Sloan-C to lead higher education in meeting social needs for affordable access, quality innovations, and teaching and learning excellence.

The Sloan Consortium works to make education a part of everyday life, accessible and affordable for anyone, anywhere, at any time, in a wide variety of disciplines, by helping learning organizations continually improve quality, scale, and breadth of their online programs, according to their own distinctive missions. Sloan-C encourages networks among people as channels for sharing knowledge and effective practices in learning effectiveness, access, scale, student satisfaction and faculty satisfaction.

Sloan-C serves a wide range of member institutions, consortia, and industry partners. Programs that adhere to Sloan-C quality principles are led by instructors, emphasize high levels of asynchronous interaction, and create online quality that is commensurate with face-to-face programs and industry standards. Sloan-C consultants assist institutions in learning about online methodologies; Sloan-C conferences and workshops help implement and improve online programs; Sloan-C publications—*The Sloan-C View*, the *Journal of Asynchronous Learning Networks* (JALN), and annual volumes in the quality series—inform and advise academic, government and private sector audiences. Applications for membership are welcome at <http://www.sloanconsortium.org>.



“Too often we fail to recognize  
and pay tribute to the  
creative spirit.”

—Alfred P. Sloan, Jr.

## Sloan-C Awards

### Statement by Bruce N. Chaloux, Sloan-C President



**Bruce N. Chaloux**

The Sloan-C awards program, which recognizes outstanding achievements in Asynchronous Learning Networks (ALN), celebrates the creative spirit that improves the quality of online learning and program development.

The Alfred P. Sloan Foundation began supporting ALN implementations and research in 1992. Much has changed in the past decade, thanks to the efforts of ALN pioneers. Our understanding of how to teach effectively using new technologies has matured, and several communications channels document this understanding—conferences and workshops, the *Journal of Asynchronous Learning Networks*, volumes in the Sloan-C series on quality, and Sloan-C forums for sharing research and effective practices.

Today, ALN is part of the mainstream of higher education, supplementing face-to-face learning and rapidly becoming the predominant delivery mode for distance education courses and programs in the United States. These annual Sloan-C awards pay tribute to trailblazers whose contributions are significant for the evolution of ALN.

The investments made in online learning are paying real dividends as enrollments continue to soar. The 2008 recipients all have demonstrated exceptional leadership and real success in advancing online education. Sloan-C is particularly pleased to make the first Ralph E. Gomory awards, honoring the leadership and support of retired President Gomory at the Alfred P. Sloan Foundation.

*Bruce N. Chaloux  
President, Sloan-C  
November 2008*

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## 2008 Ralph E. Gomory Award for Quality Online Education University of Central Florida

*For developing a sustainable culture of evidence in online learning at the University of Central Florida based on the Sloan-C Pillars of quality online education.*

The population of Florida increases by 1,000 persons per day, and with Texas and



California, Florida will account for nearly half (46%) of all U.S. population growth by 2030. The central Florida region served by UCF is one of the fastest-growing areas in the nation, with enrollment projected to surpass 50,000 students at the beginning of the 2008-2009 academic year, making UCF the second largest university in Florida and the fifth largest in

FRONT ROW, LEFT TO RIGHT  
Chuck Dziuban, Director,  
Research Initiative for Teaching  
Effectiveness  
Patsy Moskal, Research Initiative  
for Teaching Effectiveness  
Bob Reed, Assistant Director,  
Center for Distributed Learning  
BACK ROW, LEFT TO RIGHT  
Joel Hartman, Vice Provost for  
Information Technologies &  
Resources  
Barbara Truman, Director,  
Course Development & Web  
Services  
Andre Watts, IT Manager, Center  
for Distributed Learning

the country. Online@UCF currently provides access to 20 fully online undergraduate and graduate programs and tracks, and 12 fully online graduate certificate programs, with additional online degree and certificate programs under development. Student credit hours produced by UCF's fully online and blended learning courses increased 190 percent over the past 5 years. In academic year 2007-2008, 63 percent of all UCF students enrolled in one or more online or blended learning courses, and in that year UCF generated 17 percent of its total student credit hours from online enrollments.

Continuous quality improvement in learning effectiveness is achieved primarily through the university's scholarship of teaching and learning (SoTL) initiative. The Research Initiative for Teaching Effectiveness (<http://www.rite.ucf.edu>) supports faculty research in the scholarship of teaching and learning for fully online, blended, and technology-enhanced courses and programs. In addition, the university has initiated a five year program to build a culture of information fluency and faculty. (<http://www.if.ucf.edu>). The results of this model of continuous improvement are impressive. This year, for example, the deliberate use of the high quality online and hybrid course models has allowed student enrollment to grow by 6% at a time of budget cuts of almost 13%. Details of achievements in each of the pillars are [here](#).

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## 2008 Ralph E. Gomory Award for Quality Online Education University of Illinois at Springfield

*For innovative work in using quantitative data in a process of continuous quality improvement to assure excellence in online teaching and learning at UIS.*

As a regional university located in a sparsely-populated, rural part of the country,



From left: Ray Schroeder, Director of OTEL; Carrie Levin, Asst. Dir.; Bill Bloemer, Research Associate; Deborah Antoine, Instructional Designer; Shari McCurdy Smith, Assoc. Dir.; Emily Welch Boles, Instructional Designer

UIS has always put a priority on finding ways to bring higher education to dispersed learners. A clear indicator of Institutional commitment is that more than half the faculty members teach online and very nearly two-thirds of the students took at least one class online this past academic year.

The University of Illinois at Springfield has a successful online program with 16 online degree and degree-completion programs with nearly 1,500 majors. The online initiative has developed over the past decade with the generous financial support of the Alfred P. Sloan Foundation and professional support of the Sloan Consortium. Online teaching and learning began at UIS the same year that the Pillars were created. UIS has grown along with Sloan-C

in establishing, refining, and sharing effective practices based on the Pillars over the past ten years. The principles of access, learning effectiveness, cost effectiveness/institutional commitment, student satisfaction, and faculty satisfaction, are the measure of success. UIS uses an array of metrics to assess the quality of outcomes in each of the five areas. These metrics assure the highest standards in online programs that provide broad access to learners in Illinois and beyond. From the start, online education at UIS has been treated as part of the traditional educational mission UIS, not as a separate commercial enterprise. When UIS faculty members teach a course online, they use all the same academic policies and evaluation instruments as in face-to-face classes. The delivery of the education and the assessment may vary between an online section and a face-to-face section, but the teachers, the goals, and the dedication to quality are identical. Metrics spanning the five pillars, allow UIS to monitor and set goals for continuing improvement of the online initiative. Here are a few, selected results: Access: 1,490 online majors are from 47 states, 77 Illinois counties (of 102), 11 foreign countries, and 37.8% are from outside Illinois; Learning Effectiveness. Online classes receive, on average, grades that are three-one hundredths of a point higher than on campus; Student Satisfaction: UIS class completion rates are now within two percent of the on-ground rates. Faculty Satisfaction: Participation among faculty has grown steadily, from 130 in 2004-5, to 210 in 2007-2008; Cost effectiveness: Each new program has met its projected goals the third year of operation.

Visit the [Office Of Technology & Enhanced Learning](#) at the University of Illinois Springfield.

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## Most Outstanding Achievement in Online Learning by an Individual

### Gary Miller

*For exemplary work and inspirational leadership that have helped to shape the theory and practice of online education on a state, national, and international level.*

Gary Miller, executive director emeritus of the Pennsylvania State World Campus, receives the award for the 2008 for The Most Outstanding Achievement in Online Learning by an Individual in recognition of his exemplary work and contributions to the field of distance and online education. For over 30 years Dr. Miller has served the mandate of creating and sharing educational learning materials and providing access to those materials via a wide array formats in higher education. Dr. Miller has been a tireless champion of the learner and as served a variety of local and international leadership roles in the field. His writings via articles, book chapters, and various other publications have shaped the theory and 2the practice of distance learning.



During his tenure at Penn State, Miller was instrumental in expanding the University's distance education program. He led the development of the World Campus, Penn State's 25th campus, and served as its founding executive director. The World Campus opened in 1998 with 41 students. Now in its 10th year, the World Campus enrolls some 7,000 students representing almost 20,000 enrollments from all 50 states and more than 40 countries worldwide and offers more than 60 online degree and certificate programs.

Until his retirement in 2007, Miller was associate vice president for Outreach and executive director of Continuing and Distance Education, where he was responsible for continuing education programs serving thousands of adult learners and youth annually. He also led the successful effort to host the 1997 International Council for Distance Education Eighth World Conference at Penn State.

Miller's contributions to higher education have earned him numerous awards, including the Wedemeyer Award from The American Journal of Distance Education and the "Barrier Buster" award from the American Distance Education Consortium. In 2004, Miller was inducted into the International Adult and Continuing Education Hall of Fame. He also was named one of Pennsylvania Business Central's Top 100 People of 2007. Most recently Dr. Miller was the recipient of the 2008 National University Telecommunications Network's (NUTN) Distinguished Service Award. The award recognizes Miller's numerous contributions to the field of distance education.

A colleague praises his contributions: "Most importantly, Dr. Miller is one of the pioneers who brought distance learning out of the industrial age and into the information age. His leadership, first at the University of Maryland, and then at Penn State, in developing a vision of anytime, anywhere learning and policies to make that happen have made both these institutions world leaders in the field. Penn State President Graham B. Spanier has called him "a national hero in fostering innovations that will forever change the field." In 2004, the International Adult and Continuing Education Hall of Fame recognized his contributions and inducted him as a member."

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## Excellence in Online Teaching

**Jeannette E. Riley, University of Massachusetts Dartmouth**

*For innovative development of learner-centered strategies for online teaching that promote intellectual inquiry, critical analysis, and self-reflection, and inspire students to pursue life-long learning.*



Jeannette E. Riley teaches courses ranging from general education literature and Women's Studies (WMS) courses to upper level WMS and literature courses. Riley's courses employ a mix of instructional delivery modes ranging from traditional text based lectures to audio files to video, along with the use of voice boards for student oral presentations and wiki pages for individual and collaborative student projects, to synchronous live classroom sessions. Using Horizon Wimba, Riley brings students together 3 times during each course for review sessions and to model key course concepts. For example, in the first week of ENL 337, Riley held a live session demonstrating how to read, annotate, and analyze a poem. In WMS 101, Riley held live sessions that use a quiz tool to test students on their understanding of core course concepts. The use of live sessions enabled these expedited courses to stay on track and for relationships to develop.

Since many students are completing their degrees fully online, online presentation tools and skills are vital. Riley's voice board assignments required students to present their readings and analyses of poems verbally, along with a written document to meet ADA requirements. Each of Riley's courses use boards to deepen students' understanding, help them reflect critically, and learn to communicate effectively. Students build knowledge through interactions with each others' postings, not just instructor statements. Over time, questions initiating boards become less specific, allowing students to independently demonstrate their growing understanding of readings. A rubric evaluates postings for content, writing, and engagement. Weekly comments assess strengths and weakness, while a point system provides summative evaluation. Formative feedback encourages reflection, while offering suggestions for improvement. Thus, boards enable students to claim responsibility for their learning.

WMS 101 offers a team project that culminates in a course wiki site (see <http://wms10171.wikispaces.com>). The project requires students to collaborate using discussion boards, chat rooms, email, and the wiki page to present a global women's issue. Teams complete research and collaborate to develop wiki pages outlining their findings. Students edit each other's work and track page changes; the instructor sees who contributes to the final project, which is also assessed via team evaluation forms. One student commented: "I really enjoyed the Wiki pages. I had never done one of those and although it was a challenge, it was fun. Having so many different countries covered in the material had terrific ways to get a worldwide perspective on what women the world over are enduring."

Riley consistently earns strong evaluations. Students praise Riley's excellent mix of discussion, on-line meetings and projects to which so many people contribute their ideas. A colleague comments: "Although I had considered online teaching before and had looked at sample course websites, it was not until I looked at Dr. Riley's site that I saw the pedagogical and creative possibilities of online teaching."

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## Excellence in Online Teaching & Learning Faculty Development University of West Florida, Studio e

*For building an exceptional framework for faculty development and ongoing support enabling outstanding online instruction to the benefit of students at the University of West Florida.*



The staff at the University of West Florida Studio e

Online learning has grown significantly in the past four years at UWF at a rate of approximately 26% per semester. To accommodate growth, a formal professional development and support process provides consistency, a framework for instruction that is pedagogically sound and an opportunity for faculty to share ideas for teaching and learning. Studio e was created by the Academic Technology Center (ATC) as a professional development process designed to assist faculty in the development and implementation of a fully online course. In Studio e, faculty

design and implement a fully online course with the assistance of faculty experts, instructional designers and multimedia specialists. Studio e provides the tools for a fully online course with major outcomes that enable faculty to:

- Develop a pedagogical framework for a fully online course.
- Incorporate engaging online teaching and learning strategies aligned to specific course learning outcomes.
- Design an assessment strategy aligning to course learning outcomes
- Promote an interaction and student engagement strategy through communications and course management.
- Successfully implement online course through high quality instruction designed for student engagement and ongoing dialog and feedback from instructors.

Faculty participating in Studio e complete a process lasting two academic semesters. Faculty are selected by their college dean for participation in Studio e aligned to the college's strategic goals for distance learning including: (1) 9 hour professional development course; (2) 2 hour Tool-based Matinee Sessions; (3) Instructional Design Consultations; (4) Peer Review Showcase; (4) Course Implementation-Mid Course Student Review; (5) Course Implementation-Final Course Student Review. In the past four years, UWF has moved from one to 24 fully online programs, representing over 375 fully online courses each semester and accounting for 23% of total enrollments. This program is implemented institution-wide with all three academic colleges participating in Studio e training. Over 125 of 330 faculty have been trained using this model.

Visit Studio e at <http://uwf.edu/atc/studioe/backstage.cfm>.

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**Excellence in Institution-Wide Online Teaching & Learning Programming**  
Fort Hays State University

*For implementing a robust, university-wide online program known for its global reach and affordable excellence.*



Students, faculty, administrators, and staff of Virtual College, and the Center for Teaching Excellence and Learning Technologies

Fort Hays State University's Virtual College reaches students in 49 states and in 20 countries, including the largest distance education program in mainland China. 55% of FHSU's fall enrollment and 54% of its spring enrollment comprise only distance education courses. In addition, 23% of on-campus students took at least one distance education course each semester, making overall student credit hour production for distance education courses 43% in the fall and 45% in the spring. The Center for Teaching Excellence and Learning Technologies (CTELT) supports FHSU's faculty. Created 13 years ago, CTELT reports to the Virtual College and follows this mission:

The mission and role of the Center for Teaching Excellence and Learning Technologies (CTELT) is to improve the overall institutional effectiveness, quality, and creativity of Fort Hays State University....CTELT recognizes that institutional change begins with the multiple roles and responsibilities faculty must fulfill in the constant remaking of the structure, culture and needs of the higher education community.

The university's slogan, *Affordable Success*, and the Virtual College's adaptation of that slogan, *Affordable Success Wherever You Are*, speak to the core goal of the university. With a focus on maintaining the best practices in education, FHSU uses the Virtual College course development process requiring guidelines for time management, course development teams, and reviews by both the academic department and CTELT. The National Survey of Student Engagement reveals that FHSU students taking a blend of online and traditional, or, completely online courses are more satisfied and find their online courses more academically challenging. Visit [Fort Hays State University - Center for Teaching Excellence and Learning Technologies](http://www.fhsu.edu/ctelt).

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**Most Outstanding Online Teaching & Learning Program**  
**Online Graduate Behavioral Intervention in Autism Program, UMass Lowell,**  
**UMass Medical - Shriver Center, UMassOnline**

*For creating a rigorous, high-quality online graduate program that meets the growing need for individuals with expertise in dealing with the challenges of autism.*



Charles Hamad, Associate Director, UMass Medical School-Shriver Center (front); Richard Siegel, Professor, UMass Lowell (left) and Brian Douglas, Associate Vice-President, Learning Technologies, UMass Online (right), Richard Fleming, Assistant Professor, UMass Medical School-Shriver Center (rear).  
 Photo courtesy of UMass Medical School/Robert Carlin Photography

The University of Massachusetts Lowell has introduced an Online Graduate Behavioral Intervention in Autism Program designed to better prepare families and professionals to respond to challenges presented by the growing population of children diagnosed with autism and related disorders. This program is one of the very few in the country available entirely online for individuals interested in expanding their knowledge of this developmental disorder. With a critical shortage of skilled early intervention professionals in the United States, UMass Lowell's program is meeting the growing demand for specialists in this field. Students from across the country and around the world are currently enrolled in the program, and have become a growing segment of the program's population. The appeal of the program is evidenced by the fact that since the program's online debut in the Fall of 2005, enrollments have more than quadrupled. The curriculum is rigorous, and students spend an average of 10-14 hours per week completing the coursework requirements. Out of 1139 enrollments, we have had only 36 course withdrawals, and of those students who remained in the program, 96.3% passed. Approximately 40% of students who have enrolled have done so to prepare for national certification as Behavior Analysts. To achieve such certification, they are required to complete all 5 autism courses and then pass a demanding national exam. Thus, pass rates on that exam become a clear and concrete measure of learning effectiveness, and to date, our pass rate has been 83.3%. Students unanimously agree that the courses were critical to their success on the exam.

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## Effective Practice Award

**Brian Beatty**

San Francisco State University

Using the Hyflex Course and Design Process

*For designing Hyflex, giving greater access and choice for learners, faculty and schools.*

HyFlex (hybrid + flexibility) course design provides a hybrid format for face-to-face and online students and adds a flexible participation policy for students. Students may choose to attend face-to-face synchronous class sessions or complete course learning activities online without attending class in person. In a HyFlex course, the



instructor provides instructional structure, content, and activities to meet the needs of students participating both in class and online. These are not necessarily completely separated sets of activities, and are typically not the same activities for both types of student participation, but must be equivalent sets of activities selected so that student learning can be effective in either participation format. No matter which participation format is chosen, teaching and learning activities should:

- Be presented effectively (and professionally)
- Engage learners with generative learning activities
- Use authentic assessment to evaluate student learning

The decision to adopt a HyFlex course design should consider the same factors used to decide whether or not to create a fully online course, observing these principles:

- **Learner Choice:** Provide meaningful alternative participation modes and enable students to choose between participation modes weekly (or topically).
- **Equivalency:** Provide equivalent learning activities in all participation modes.
- **Reusability:** Utilize artifacts from learning activities in each participation mode as "learning objects" for all students.
- **Accessibility:** Equip students with technology skills and access to all participation modes.

Once the decision to deliver all or part of a course in the HyFlex format has been made, the following steps should help instructors create an effective teaching and learning environment for both types of student participants: 1. Identify learning goals; 2. Develop instructional objectives; 3. Identify/create content; 4. Select instructional activities; 5. Create clear instructions; and 6. Prepare learning supports (documents, course site).

With Hyflex, students can control the pace of their lives just a little more so that they can attend class at work, home or while away on vacation or for work. The HyFlex course allows SFSU program to serve online students without spending the time, energy, and resources to build a completely separate and comprehensive online degree program. HyFlex may present an opportunity for the campus and the system to jump into the online world without having to start at zero ... using the strength of the existing courses and classroom-based programs to build equivalent distance learning experiences. HyFlex reduces commuting times and costs, it enables learning to continue despite disruptions to campus, and it helps learners become familiar with different technologies. For more information and to comment, visit:

<http://www.sloanconsortium.org/node/1159>.

## Effective Practice Award

**Ed Gehringer**

North Carolina State University

Engaging Students Through Electronic Peer Review

*For enabling greater active learning and real-world skills through online peer review.*



Edward Gehringer and his colleagues at North Carolina State University engage students in active learning through electronic peer review: students review other students' work via the Web. A custom-designed software tool enables students to use peer review for a variety of purposes, including researching lecture material (i.e., finding links related to each lecture), annotating online lecture notes, writing research papers, reviewing papers from the literature, making up homework problems, making up machine-scorable questions, and weekly reviews of student contributions in a seminar course. Using the Expertiza tool to support the peer review process thus allows a variety of activities which use student-generated content to enhance learning.

One particularly notable example is enabling students to build resources through electronic peer review. Students select tasks, submit individually designed learning objects or papers, and review work submitted by their peers; working together helps them learn to improve their skills and each others' learning experiences. Performing more authentic tasks which resemble real-world responsibilities also enhances the learning experience, as does giving students the experience of preparing and presenting their ideas for a peer audience. This system is used to produce student-generated learning objects; depending on learning needs, these learning objects can be built from scratch, or subsequent student cohorts can improve the work of their predecessors.

One product of the "Ethics in Computing" course is the [Ethics in Computing web site](#) which covers over 100 related topics and was rated a "hot site of the day" by USA Today in April 2001. The site is currently the top-rated result for a Google search on "Ethics in Computing" and has been so for over two years; not surprisingly, the site has received thousands of hits per month. Students have reacted quite positively to peer review. Five classes (n=163) rated the statement "peer review is helpful to the learning process between 3.41 and 4.24 (5-point rating scale, 5 highest); the highest score (4.24) was given by one of the classes which did the most peer-reviewed assignments. Students also said that doing reviews of other students' reviews motivated them to do careful reviews (3.9 on a 5-point scale). In one course which utilized peer-reviewed assignments, about 2/3 of the students agreed or strongly agreed that they learned a lot from doing peer-reviewed assignments, and about the same percentage said that they enjoyed or strongly enjoyed doing the assignments. However, students were more mixed about doing a peer-review process in another course which involved scrutinizing program code to identify design flaws. Students were mildly positive (3.47 on a 5-point rating scale) when asked to rate whether their redesigned code was better than code which they would have written from scratch. The Expertiza project received an honorable mention for the Gertrude Cox Award, NCSU's recognition program for work related to teaching and learning with technology.

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For more information and to comment, visit  
<http://www.sloanconsortium.org/node/1063>.

## Effective Practice Award

**Susan Wegmann**

University of Central Florida  
Content Area Vocabulary Digital Stories



*For connecting teachers with their students with new learning technologies.*

Since digital stories are an effective way to engage students, this project asks teachers to develop digital stories that focus on their content area vocabulary. It also requires teachers to use potentially unfamiliar technology programs to help them connect with their technology-native students. Finally it invigorates asynchronous online discussion among my students as they review each other's work.

Since many of my online college students are technology immigrants and unfamiliar with the technology that their own students are using, I developed a digital story activity that "forces" them to use video, audio, and storytelling. After showing them several digital stories I have created, I ask them to choose 5 vocabulary words from their high school content area and create a story that encompasses these words. Then they must use PhotoStory to create a digital story, complete with pictures, music, and their own voice. Afterwards, they upload it to Teachertube.com and post the URL to our discussion boards, where they will receive peer reviews.

The purposes for doing this assignment are threefold: a. to immerse students in potentially unfamiliar technology b. to build the base of Teachertube.com resources available and c. to incite online interaction among students. Students have reported that they plan to use their digital story in their future classrooms. They also plan to have their students create digital stories for future students. This project has the potential to reach numerous students as it will build from year to year.

Learning is effective in this project because it follows effective pedagogy practices of modeling/demonstrating, guided practice, independent practice, and presentation. It enhances access because it uses free technology programs and tutorials on the Web, including free uploads to Teachertube.com.

Two other faculty members are creating their own digital stories, and they are considering using a similar assignment in their classes. End of the semester evaluations gave this assignment a high student rating. Some said this was the most useful assignment they had completed in their college careers.

For more information and to comment, visit:  
<http://www.sloanconsortium.org/node/1162> and [Susan Wegmann's information portal](#).

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## *Journal of Asynchronous Learning Networks*

### Paper of the Year

**Katrina Anne Meyer**

University of Memphis

For "If higher education is a right, and distance education is the avenue for making higher education universally available, then who shall pay?" *analyzing the potential of higher education institutions and state governments to support access to higher education.*



In the *Journal of Asynchronous Learning Networks* Volume 12:1 - February 2008, this article was part of a special issue on the right to education that was published as part of an international effort of six international scientific journals (<http://www.distanceetdroitaleducation.org>) to assess the impact of distance education on access to education as affirmed by the United Nations:

- (1) 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.
- (2) 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 all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.
- (3) Parents have a prior right to choose the kind of education that shall be given to their children.

[Universal Declaration of Human Rights](#) - December 10th, 1948

Meyer's paper "If higher education is a right, and distance education is the avenue for making higher education universally available, then who shall pay?" addresses the practical questions related to access as a right: (1) can state governments in the United States afford to fund this initiative and (2) can public higher education institutions in the U.S. fund this effort through capitalizing on cost-efficiencies of online learning? To answer the first question, data on funding of higher education by states are reviewed and a negative conclusion reached. To answer the second question, research on methods for achieving cost-efficiencies through online learning is reviewed and a cautious positive conclusion is reached, assuming states and institutions are willing to invest in the people and processes, and the time, effort, and will that make achieving efficiencies possible.

Associate Professor with the Department of Leadership at The University of Memphis, Katrina Meyer is on the editorial boards of four journals relating to technology and/or online learning: *Journal of Asynchronous Learning Networks*, *Journal of Educators Online*, *Teaching & Learning*, and *The Internet and Higher Education*. She is also on the board for the ASHE Higher Education Report Series. Her passions include research (using any appropriate methodology) into online learning, and she is currently editing a book on virtual universities for the New Directions in Higher Education Series, pursuing research into the depth and breadth of online services

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available at higher education institutions, as well as researching other related issues (e.g., copyright policies, student experiences online). For more information, visit [http://www.sloan-c.org/publications/jaln/v12n1/v12n1\\_5meyer\\_member.asp](http://www.sloan-c.org/publications/jaln/v12n1/v12n1_5meyer_member.asp).

### Special Recognition

Eric E. Fredericksen

*With gratitude in recognition of 5 years (2003--2007) as Chair of the Sloan-C Excellence Awards Selection Committee*



Eric E. Fredericksen is the Associate Vice Provost for University Information Technology at the University of Rochester.

### 2008 Selection Committee

- **Meg Benke**, Director of the Center for Distance Learning, SUNY Empire State College (recipient of the 2007 Sloan-C Award for Most Outstanding Achievement in Online Teaching Learning by an Individual)
- **Charles Dziuban**, Professor and Director of the Research Initiative for Teaching Effectiveness, University of Central Florida (recipient of the 2005 Sloan-C Award for Most Outstanding Achievement in Online Teaching Learning by an Individual)
- **Judith S. Eaton**, President, Council for Higher Education Accreditation
- **Carmen Gonzales**, Vice Provost, New Mexico State University
- **John V. Lombardi**, President, Louisiana State University System
- **Sylvia Manning**, President, Higher Learning Commission
- **Michelle Pacansky-Brock**, Professor, Sierra College (recipient of the 2007 Sloan-C Award for Excellence in Online Teaching)
- **Stella Perez**, Vice-President of Operations and Technology Programs, League for Innovation in the Community College
- **Karen Swan**, Research Professor in the Research Center for Educational Technology at Kent State University (recipient of the 2006 Sloan-C Award for Most Outstanding Achievement in Online Teaching Learning by an Individual)
- **Burks Oakley II**, Professor Emeritus in the Department of Electrical and Computer Engineering at the University of Illinois at Urbana-Champaign, non-voting committee chair

Effective practice awards were selected by a committee unaffiliated with candidate institutions, including Karen Swan and Dan Robinson of Kent State University, John Sener of Sener Learning Services, and Janet C. Moore of Sloan-C; see details of effective practices at <http://www.sloanconsortium.org/effective>.

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## **Sloan-C Awards for Excellence in Online Teaching and Learning 2001–2008**

### **Most Outstanding Achievement in Online Learning by an Individual**

2008 Gary E. Miller, Penn State University  
2007 Meg Benke, SUNY Empire State College  
2006 Karen Swan, Kent State University  
2005 Charles Dziuban, University of Central Florida  
2004 Starr Roxanne Hiltz, New Jersey Institute of Technology  
2003 Burks Oakley II, University of Illinois  
2002 Ray Schroeder, University of Illinois at Springfield  
2001 John R. Bourne, Olin and Babson Colleges

### **Excellence in Online Teaching**

2008 Jeannette Riley, University of Massachusetts Dartmouth  
2007 Michelle Pacansky-Brock, Sierra College  
2006 Bill McCarthy, Quinsigamond Community College and Susan Oaks, SUNY Empire State College  
2005 Joan Cannon, University of Massachusetts Lowell  
2004 Jason Scorza, Fairleigh Dickinson University  
2003 William Pelz, Herkimer County Community College  
2002 Mary Ann Koory, University of California Berkeley Extension Online  
2001 Lorelei Lambert, Salish Kootenai College

### **Excellence in Faculty Development for Online Teaching**

2008 University of West Florida  
2007 Maryland Online  
2006 University of Maryland University College  
2005 University of Massachusetts Lowell  
2004 University of Nebraska  
2003 University of Central Florida  
2002 –University of Illinois  
2001 SUNY Learning Network

### **Most Outstanding Online Teaching & Learning Program**

2008 Online Graduate Behavioral Intervention in Autism Program, UMass Lowell, UMass Medical Shriver Center, UMassOnline  
2007 AS Veterinary Technology Distance Program, St. Petersburg College, and the Stevens China Program, Stevens Institute of Technology  
2006 Basic and Advanced Certificates in Turfgrass Management and BS in Turfgrass Science, Pennsylvania State University  
2005 MBA Program, University of Maryland University College  
2004 Master of Engineering in Professional Practice, University of Wisconsin  
2003 Master of Distance Education, University of Maryland University College  
2002 Graduate Medical Education Core Curriculum, University of Illinois at Chicago  
2001 LEEP Program, University of Illinois at Urbana-Champaign

### **Excellence in Institution Wide Online Teaching & Learning Programming**



# Sloan Consortium Annual Awards

2008 Fort Hays State University  
2007 University of Illinois at Springfield  
2006 [not awarded]  
2005 University of Massachusetts Lowell  
2004 eArmyU  
2003 Stevens Institute of Technology  
2002 SUNY Learning Network  
2001 University of Maryland University College

## **Ralph E. Gomory Award for Quality Online Education**

2008 University of Central Florida  
2008 University of Illinois at Springfield

## **Sloan-C Awards for Effective Practices and Program Profile 2002-2008**

### **2008 Sloan-C Effective Practice Awards**

Susan Wegmann  
University of Central Florida  
Content Area Vocabulary Digital Stories

Edward Gehringer  
North Carolina State University  
Engaging Students Through Electronic Peer Review

Brian J. Beatty  
San Francisco State University  
Using the Hyflex Course and Design Process

### **2007 Sloan-C Effective Practice Awards**

Andrea Han and colleagues  
Miami University  
Using Quality Matters to Guide Online Course Development

Philip Ice and colleagues  
West Virginia University, University of North Carolina Charlotte, Virginia Tech;  
Asynchronous Audio Feedback to Enhance Teaching Presence and Students' Sense of Community

### **2006 Effective Practice Awards**

Albert Ingram  
Kent State University  
Combining Effective Individualized and Group Instruction

Dennis Pearl  
Ohio State University  
The Statistical Buffet

Bruce Kingma  
Syracuse University  
Rae-Ann Montague  
University of Illinois, Urbana-Champaign



# Sloan Consortium Annual Awards

WISE: A Collaborative Distance Education Model for Library and Information Science

## **2006 Program Profile Award**

University of Michigan  
College of Engineering and GM Technical Education Program  
Master of Engineering in Global Automotive and Manufacturing Engineering

## **2005 Effective Practices Awardee**

Barbara Benjamin and Boria Sax  
Mercy College  
Using Cohorts to Build an Online Learning Community

## **2004 Awardees for Effective practices**

Rogue Community College  
Discipline-Specific Online Writing Lab with 24/7 Access and Asynchronous Peer Tutoring

Devon Cancilla  
Western Washington University  
Integrated Laboratory Network: Better Access to Scientific Instrumentation

Gerd Kortemeyer  
Michigan State University  
Effective Feedback to the Instructor from Online Homework

## eArmyU

Providing anytime, anywhere online access to higher education for a highly mobile learner population

Maria Puzziferro  
Florida Community College at Jacksonville  
Supporting Online Adjunct Faculty: A Virtual Mentoring Program

## **Sloan-C 2003 Awards for Effective Practices**

Jimmy Reeves  
University of North Carolina, Wilmington  
Doris Kimbrough  
University of Colorado,  
Anytime Anywhere Chemistry Experience

Olin Campbell  
Brigham Young University  
Cost-Effective Distributed Learning with Electronics Labs

Melody Thompson  
Pennsylvania State University World Campus  
Faculty Self-Study Research Project

Jeremy Dunning  
Indiana University  
Repurposeable Learning Objects: the TALON Learning Object System

James Theroux



# Sloan Consortium Annual Awards

University of Massachusetts

The Real-Time Case Method: Access to Real-Time, Real-World Cases

## **2002 Effective Practice Awards**

Boria Sax

Mercy College

Wizards: Student Tutors Help Peers Learn

John T. Harwood and William L. Harkness

The Pennsylvania State University

Mixed Delivery Model Proves Cost-Effective

Carol J. Scarafiotti and Patricia S. Case

Rio Salado College

Systems Approach to Online Learning

UniSCOPE

The Pennsylvania State University

Multi-Dimensional Model for Review of Scholarly Activity

David Sachs and Nancy L. Hale

Pace University

Online Support Services: Focus on Student Satisfaction