

# Sloan-C View

Perspectives in Quality Online Education

A Publication of the Sloan Consortium

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**THE SLOAN CONSORTIUM**  
A Consortium of Institutions  
and Organizations Committed to  
Quality Online Education

## We Have the Technology

Synthesis of a listserv discussion

**...enabling faculty to create material on the web for all courses, online, face-to-face, and blended, is a wise investment.**

In December, prompted by news of a college that has decided to build its own learning management system (LMS) rather than buy from a commercial provider, the Sloan-C listserv discussed options from several perspectives.

Administratively, institutions find commercial LMSs attractive because vendors promise longevity, stability, reliability, technical support, comprehensive packages for communications, student-and-faculty-friendly design, and compatibility with central data systems for automated integration with records, accounts, and registration. However, administrative drawbacks include costs and a complex selection process for choosing an affordable LMS. For example, eArmyU cited 15 categories with nearly 50 desirable functions as the minimum LMS features. A useful service at <http://www.edutools.info/course/productinfo/index.jsp> compares 35 LMSs in 10 categories and 33 features. Yet, although "cost" is a comparison basis, not many LMS providers estimate cost up front. In fact, even as LMS providers busily respond to growing markets, administrators complain about having trained faculty and put courses into LMSs that are increasingly expensive and non-responsive. Switching to a new LMS may be analogous to divorce—an institution that wants to change LMSs faces the significant burdens of retraining faculty and reconstructing courses. In [The Ever-Changing Courseware Landscape: Migration Strategies and Lessons Learned](#), Rob Robinson and Michael Anderson of the University of Texas System TeleCampus advise institutions to expect and to plan ahead for migration to different LMSs.

From the faculty perspective, teaching in a commercially designed LMS is comparable to teaching in a classroom set up for a particular learning style. On campus, if your class is assigned an auditorium style lecture hall when you prefer to teach with round table collaborative groups, you may be able to negotiate a more suitable classroom space. Online, you may have to teach in an environment that is organized in crude paradigm, read-the-notes-and-take-the-quiz with a few communication tools patched on, with inadequate design for linking complex discussions and project presentations. Thus, for faculty, LMSs directly affect pedagogy and control of content.

How do LMSs affect students? "Interactions with course interfaces are a real factor in learning; difficult or negative interactions with interfaces can depress learning," according to the research on learning effectiveness, says Karen Swan. What learning experiences do students have with "packaged" LMSs that barely tap multimedia broadband power, each course manufactured to be much like all others? Does stepping through different content provide the critical thinking, personalization and competencies that help learning thrive?

Organizations like [ADL](#), [IMS](#), [CARAT](#) and [OKI](#) are developing standards and providing resources to help guarantee the best, evolving and changing systems, to keep costs reasonable, and to enable faculty to access, refine and control content and design. Meanwhile, as more institutions share resources, enabling faculty to create material on the web for all courses, online, face-to-face, and blended, is a wise investment.

forward ►

# ...from the Editors

A letter from the editors of the *Sloan-C View*

## Online communication offers unique opportunities for "reflective inquiry, self-direction and metacognition."

"Start with the big ideas, and content will follow," says **Randy Garrison** of the University of Calgary, acknowledging that online communication offers unique opportunities for "reflective inquiry, self-direction and metacognition." Blending is the big idea of this issue of *Sloan-C View*. Blending courses, blending resources, blending perspectives, blending knowledge. Visit the new [Sloan-C website](#) and log in to see the former ALN sites blended as a fully (Google™) searchable knowledge center including the Catalog, current research and publications, effective practices, seminars and more.

In this issue, **Richard Voos** provides an overview of online education's effect on face-to-face teaching, enabling learning in multiple modes, blended according to teaching and learning styles, subject matter and preference. In fact, as the National Research Council reports in [Preparing for the Revolution: Information Technology and the Future of the Research Universities](#), we are at the beginning of a change in learning systems that may blend formerly discrete sectors of the economy—business, entertainment, and information services. The Council calls for greater study and dialogue among the nation's educators to share resources for learning with communications technologies that are expected "to increase in power a hundredfold each decade."

Sloan-C enables blending across institutions, academic roles, and disciplines through the sharing of [effective practices](#) that can work in a wide range of settings. Annual summer workshops like the one quoted above at which **Randy Garrison** presented his insights about the unique ability of asynchronous learning to foster higher order thinking produce studies from a wide range of institutional contexts. Another Sloan-C channel is the listserv where people regularly share challenges and solutions. Likewise, the [Journal of Asynchronous Learning Networks](#) provides insightful contributions to the Sloan-C knowledge base, like the ones in the current issue that study social presence, gender, culture, and evaluation, see details on [page 8](#) of this issue.

The annual Sloan summer workshop enables authors to share and publish research in the Sloan-C quality series of books. When the Sloan-C effective practices editors presented workshop results in November at the 8th International Conference in Orlando, audience response was enthusiastic. For example, a professor said upon hearing **Karen Swan** talk on learning effectiveness, "I want a copy of your paper now!" Responding to demand, beginning in 2003, editors invite you to blend your knowledge with them and other practitioners in an online seminar series. See details on [page 7 of this issue](#).

**Jeff Seaman** provides some preliminary results of a national survey that he is developing with feedback from Sloan-C members. He identifies trends in online learning, including an astounding growth rate around 40% per year in online enrollments.

In the fledgling years of the learning revolution, for nearly a decade, the Alfred P. Sloan Foundation has generously supported and guided Sloan-C's leadership. Later, Sloan-C may start moving to a sustainable model that will include formal memberships. Your thoughts about how Sloan-C can best become a trusted provider of knowledge networks are most welcome. Please register and login to view resources at <http://www.sloan-c.org>.

Best regards,

For the Sloan Consortium

Frank Mayadas  
John Bourne  
Janet Moore

## Welcome to Programs Newly Listed in the [Sloan-C Catalog](#)

[Boise State University](#)  
Instructional & Performance Technology (IPT)  
[California State University, Fullerton](#)  
Instructional Design & Technology  
[California State University, Hayward](#)  
Education, Option in Online Teaching & Learning  
[Central Texas College](#)  
Business Management  
[Columbus State University](#)  
Applied Computer Science  
[Dallas Baptist University](#)  
Bachelor of Business Administration  
[Duquesne University](#)  
Master of Science in Leadership and Business Ethics  
[East Tennessee State University](#)  
Baccalaureate in Dental Hygiene  
[Embry-Riddle Aeronautical University](#)  
Aeronautical Science in Aviation/Aerospace Operations  
Aviation Business Administration Aeronautical Science in Aviation/Aerospace Education  
Technology Aeronautical Science in Aviation/Aerospace Management Aeronautical Science in Space Studies Aviation/Aerospace Safety Systems Human Factors in Aviation Systems Safety Certificate (Undergraduate)  
[Florida State University](#)  
Social Work  
BS in Social Science  
BS in Computer and Information Science  
Information Studies  
[Fort Hays State University](#)  
Bachelor of General Studies  
[George Washington University](#)  
Clinical Leadership Program for Health Professionals  
[Mercy College](#)  
Associate Degree in Liberal Arts and Sciences  
Master of Public Health Administration in Health Services Management  
[Middlesex Community College](#)  
Liberal Arts & Sciences  
North Dakota State College of Science Health Information Technician  
[Parkland College](#)  
Mass Communication: Advertising and Public Relations  
[Rensselaer Polytechnic Institute](#)  
MS in Management  
[University of Louisville](#)  
Master of Arts in Higher Education  
Master of Education in Higher Education  
Master of Public Administration  
Master of Science in the Administration of Justice  
[The University of Montana](#)  
Library Media Endorsement Program  
[University of Iowa](#)  
Bachelor of Liberal Studies  
[University of Phoenix](#)  
Associate of Arts in General Studies Bachelor of Science in Business/Administration  
[University of Washington](#)  
Brain Research in Education  
Business Foundations  
Certificate in English for Writing in Science & Industry  
Curriculum Integration in Action Embedded and Real-Time Systems Programming  
Heavy Construction Project Management  
Introductory Computer Programming School  
Library Media Specialist  
Writers' Program in Literary Fiction Writers' Program in Nonfiction Writing  
[Warner Southern College](#)  
Online Church Ministry Program

# Blended Learning - What is it and where might it take us?

**Richard Voos**  
Babson College



Blended learning—a combination of face-to-face and online media, with "seat time" significantly reduced—is an increasing proportion of instruction in U.S. higher education. Supplementing wholly face-to-face courses and wholly online asynchronous courses with technology is nearly ubiquitous.

Blending grows as people recognize the value of asynchronous learning. An August 2001 report from Eduventures notes that "roughly 1.3 million postsecondary students [are] taking online courses" (Evans 2001). The National Center for Education Statistics (2002) reports that in the 1999-2000 academic year, eight percent of undergraduate and ten percent of graduate students participated in distance education. A National Governors Association report on the "The State of E-Learning in the States" noted that "58% of all two- and four-year colleges offered distance learning courses in 1998; 84 percent of all colleges expect to do so by 2002" (NGA 2002). Primary Research surveyed seventy five distance learning programs; the mean annual enrollment growth rate for 2002 was 41% (Primary Research 2002). The Campus Computing Project (2001) reported the number of institutions that have selected a single platform for course management increased in 2001 to 73 percent (from just over 50 percent the year before). Already in 1998, according to the NCES (2002b), forty percent of full-time faculty made use of "course specific web sites."

The literature about blended courses is full of examples from all disciplines, at all levels across the spectrum of education, and with wide variation in technologies used and in face-to-face meeting time.

Blended learning courses can replace synchronous classroom seat time with asynchronous online learning activities so that instruction occurs both in the classroom and online. Given the fluidity of the technologies and the near infinite number of ways that technology is applied and courses are organized in higher education, the presence of both conditions distinguish blended from wholly online and wholly classroom programs and courses.

## In what disciplines and which institutions?

Projects funded by the Pew Grant Program in Course Redesign (<http://www.center.rpi.edu/PewGrant.html>) demonstrate the breadth of institutions and disciplines using blended approaches. The grant program focuses on the use of technology to redesign high enrollment courses to enhance quality and reduce costs. The table below lists some of the courses that have been (or are in the process of being) redesigned with cost savings and learning increases:

Institution	Course
Brigham Young University	English Composition
Fairfield University	Biology
Indiana University-Perdue University at Indianapolis (IUPUI)	Introduction to Sociology
Penn State University	Elementary Statistics
Rio Salado College (Maricopa Community College District)	Introductory Algebra
University at Buffalo (SUNY)	Computer Literacy
University of Central Florida	American National Government
University of Colorado-Boulder	Introductory Astronomy
University of Illinois at Urbana-Champaign	Economics Statistics
University of Southern Maine	Introductory Psychology
University of Southern Mississippi	World Literature
University of Tennessee	Spanish
University of Wisconsin-Madison	General Chemistry
Virginia Tech	Linear Algebra

At the University of Wisconsin, faculty in art, materials, anthropology, and business, and more, participated in the UWM Hybrid project. The project provided individual faculty members with development and support to convert or create courses and prepare to teach in a blended mode for the first time. (<http://www.uwm.edu/Dept/LTC/hybrid.html>.) The University of Central Florida (UCF) developed a methodology for course development for blended and online courses. In addition to web courses (with no regular meetings), UCF offers "M" courses, where "some face-to-face instruction is replaced with web instruction." Enrollment in these reduced seat time courses increased from 1,966 students in Fall 2000 to 4,647 in Fall 2002 (UCF Virtual Campus 2002). The UW and the UCF programs include faculty development programs for working with technology and instruction staff to design courses and to prepare to teach in the new modalities.

# Blended Learning

Cont'd

Some institutions have created or converted entire programs for blended delivery. At Babson, the IntelMBA and FastTrack MBA are, respectively, corporate and open enrollment programs in which fifty percent of the instruction is online and fifty percent face-to-face, at monthly 3-day meetings. Duke University, the University of Ohio, MIT, and the University of Texas also blend learning. Variation in classroom time is wide. Contrasting with the Babson example is Saint Joseph College of Maine, which includes a two-week summer residency as the only traditional classroom time in the program. The technologies used to support blended courses and programs are the same that support the technology-enhanced face-to-face courses and asynchronous online courses: e-mail, cd-roms, webliographies and internet resources, chats, bulletin boards, file sharing, simulations, self-testing and automatically graded quizzes and more.

## "Can a hybrid of the two—a blended learning solution—provide better outcomes than either?"

Research shows "no significant difference" in the comparative outcomes of classroom and online learning. Can a hybrid of the two—a blended learning solution—provide better outcomes than either? Is the outcome the best of both, like the "hybrid vigor" plant and animal breeders search for in crossing genetic strains? Or is a tendency toward the mean merely accelerated by such a blend? These questions are not yet answered; rigorous (let alone standard) methodologies to assess outcomes remain elusive.

However, a number of factors do support blended models, based on emerging practice in hybrid designs and emerging results in online designs. Blended designs can enhance the quality of learning. Designers and instructors of blended courses have the largest set of instructional methods and learning situations to choose from to meet the specific needs of the discipline and the level of the course, the number, kind, and preferences of students, and their own styles and preferences.

Blended designs can enhance access to learning, making it more possible for individuals with the multiple demands of work and family to start and continue their educations and professional development.

Blended designs can enhance student and faculty satisfaction with learning, when the design, the training and development, and the systems and support are well organized. The NCES study asked students who participated in distance courses to compare their satisfaction levels relative to wholly face-to-face courses. Nearly three quarters of the respondents reported equal or more satisfaction with the quality of instruction in distance courses as "compared to other courses" taken. The University of Wisconsin Hybrid Project reported that "Time flexibility was overwhelmingly the most popular feature of the hybrid course for the students" (Garnham 2002).

The process of answering this question—"what will I teach online and what will I teach face-to-face?"—provides critical information about the discipline, content, teaching methods, learning processes, and the media and technologies available to support the most effective combination(s).

When faculty re-design material they know deeply for a new delivery modality, breakthroughs are made in student learning, student satisfaction, and faculty satisfaction. Key factors seem to be common to the programs noted above that lead to success:

- Faculty development for design of blended programs,
- Technology and instructional support in the design phase,
- Faculty and student preparation (development) for success in teaching in and learning in blended programs, and
- Technology support in initial roll-outs of blended programs

At Wisconsin, "the faculty adopted very different approaches to the hybrid model, based on their instructional styles, course content, course sizes, and course goals" (Garnham 2002). In Babson's blended MBA program, decisions were made based on the overall program design and based on discussions about the elements from which disciplines needed face time or could be addressed online.

## Blended, Cont'd

It is likely not the "blendedness" that makes the difference, but rather the fundamental re-consideration of the content in light of new instructional and media choices. When we simply try to replicate the classroom course in a blended course (or online), breakthroughs do not occur. "To create effective interactivity, full course redesign is essential for successful hybrid courses. As one instructor put it, 'the emphasis is on pedagogy, not technology'" (Aycok 2002). Results indicate that support from instructional developers and technologists significantly impacts successful redesigns.

**"It is likely not the 'blendedness' that makes the difference, but rather the fundamental re-consideration of the content in light of new instructional and media choices."**

Blended models will continue to expand. The confluence of resource factors (fewer resources for public and private institutions and requirements to do more with existing resources); demand factors (continuing growth in the number of non-traditional undergraduate students, demand for convenient, accessible professional programs, and the ongoing demand for lifelong learning); technology factors (that our institutions take advantage of available technologies); and governance factors (demand for demonstrable learning outcomes helps push curriculum improvement) will help develop pedagogically sound media and technologies to enhance access, reduce cost of delivery, improve the quality of learning, and enhance faculty and student experiences.

## Web Resources

**Babson College.** Curriculum Innovation and Technology Group: <http://fusion.babson.edu/html/citg/>  
**University of Central Florida.** Center for Distributed Learning: <http://distrib.ucf.edu/dlucf/home.html>  
**Wisconsin Hybrid Project at UW Milwaukee** <http://www.uwm.edu/Dept/LTC/hybrid.html>

## References

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**U.S. Department of Education, National Center for Education Statistics.** A Profile of Participation in Distance Education, NCES 2003-154, by Anna C. Sikora. Project Officer: C. Dennis Carroll. Washington, D.C. 2002. <http://nces.ed.gov/pubsearch>



## Corporate and Higher Education Alliances For e-Learning: A Special Session Forum conducted at American Society for Training Development International Conference and Exposition

May 20, 2003; San Diego, CA; [www.astd.org](http://www.astd.org)

This newly created forum will examine industry-wide partnerships delivered online between corporations and higher education. Specifically, the forum will focus on:

- The e-Learning Journey: The first decade and predictions for the next ten years
- Best practices for creating an industry-wide consortium delivering accredited e-learning, and
- Lessons in the deployment of e-learning programs: design, development, and measurement.

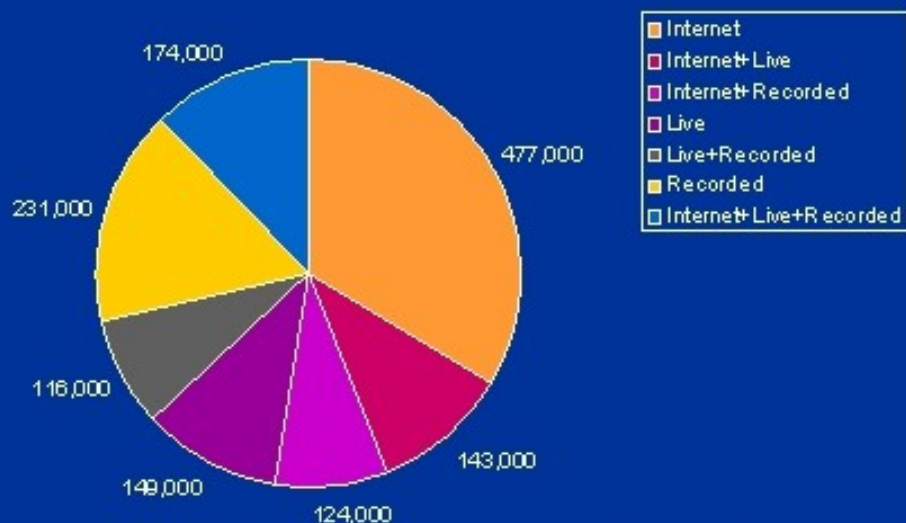
Join industry representatives from healthcare, telecommunications, manufacturing, transportation, government, financial services, construction and professional services to share the challenges and lessons in creating online executive and management development programs.

As a higher education professional, you can attend the entire conference or just the Corporate and Higher Education forum. Use the code **9012252** when you register or use the [attached pdf registration form](#) to ensure you get the discounted rate.

Rates are:  
 ASTD International Conference and Exposition, May 18-22, 2003: \$720 per person  
 Corporate and Higher Education Forum: \$405 per person

For more information see: <http://www1.astd.org/astd2003>. Additional details will also be posted on the [Sloan-C](#) site as they become available.

## Students by Type of Distance Education - 2000



Sloan-C Tabulation of National Postsecondary Student Aid Study, 1999-2000

# Does distance mean online?

**Overall, 60% of distance education students had at least one course that included the Internet as a delivery mechanism.**

An ongoing problem in examining the growth of distance education is the lack of current, comprehensive data. The most recent Federal study examining distance education, however, does provide us with a starting point. Students were asked if they had taken any distance education classes during the preceding school year (1999-2000).

## Distance Education Students: 1999-2000

Type of Distance Education	Undergrad	Graduate	Total
Internet	391,000	87,000	477,000
Internet+Live	104,000	39,000	143,000
Internet+Recorded	103,000	21,000	124,000
Live	115,000	35,000	149,000
Live+Recorded	103,000	13,000	116,000
Recorded	216,000	15,000	231,000
Internet+Live+Recorded	143,000	31,000	174,000
(type not known)	81,000	33,000	114,000
Total Distance Education	1,256,000	272,000	1,528,000
No Distance Education	13,754,000	2,185,000	15,939,000
Total Students	15,010,000	2,457,000	17,467,000

Sloan-C Tabulation of National Postsecondary Student Aid Study, 1999-2000

Based on their responses, it is estimated that over 1.5 million of the over 17 million higher education students (or 9 percent) in the United States took at least one distance education course during that year (composed of 8 percent of undergraduates and 11 percent of graduate students). How much of this education at a distance does online learning represent?

Slightly less than one-third (31%) of all distance education students had classes that used the Internet only as a delivery mechanism. This is, by far, the most common choice of delivery method. Other students reported that their classes used the Internet and one or more of the video/audio delivery methods (either live or recorded). Overall, 60 percent of distance education students (59 percent of undergraduates and 65 percent of graduates) had at least one course that included the Internet as a delivery mechanism.

### Caveats

- The data are old (1999-2000)—an important concern for a field that is evolving so quickly.
- There is no information on *which* course used *which* delivery method. A student reporting Internet and recorded video use might be referring to a single course using both or to multiple courses.
- The data cover the United States only.
- Not all courses are counted in this study. Excluded are non-credit courses, courses that were not off-campus, and correspondence courses.

### Data

The data for the analysis come from the National Postsecondary Student Aid Study, 1999-2000 that surveyed over 60,000 students. Sloan-C created the tabulation using the National Center for Education Statistics' Data Analysis System.

## Schedule for Sloan-C Third Thursday Seminars in 2003

<a href="#">Editor &amp; Moderator</a>	Topic	Week 1 Respond to 3 papers	Week 2 Conferencing introductions	Week 3 Discussions and daily synopses
<b>Karen Swan</b>	Learning Effectiveness	Feb 6-12	Feb 13-19	Feb 20-24
<b>Melody Thompson</b>	Faculty Satisfaction	March 6-12	March 13-19	March 20-24
<b>Tana Bishop</b>	Cost Effectiveness	April 3-9	April 10-16	April 17-21
<b>John Sener</b>	Access	May 1-7	May 8-14	May 15-19
<b>Joeann Humbert</b>	Student Satisfaction	June 5-11	June 12-18	June 19-23

# Online Seminars

## A Potluck Feast of Ideas

For the past three years, Sloan-C has conducted online seminars upon publication of the volumes in the quality series. Inevitably, participants comment that they wish they could have more time to study topics with the authors and with new colleagues. This year, the Sloan-C [effective practices editors](#) will conduct a series of online seminars, to share emerging knowledge and enhance networking across academic roles, disciplines, and institutions.

The seminars are potluck feast of ideas. Reading the quality series papers establishes a common background, and then participants respond to a survey of interests to help construct the discussion. While participants get to know each other and learn the conferencing system, the editor analyzes survey responses to design discussions that reflect participants' interests.

These excerpts explain what people like about these online seminars: *I liked the exchange of experience and resources among a mix of faculty, administrators, seasoned academic professionals, people new to ALN and colleagues we already know, from institutions in many states and several countries. Daily summaries provide a great recap, not just a rehash of current issues in the field. The five-day format with focused topics and daily summaries lets you browse widely, and pick and choose the areas to focus on as you might at a large "traditional" conference. One of the most valuable differences is that you do not have to worry about missing a session, or choosing one presentation over the other. I also liked being able to check in on my own time and pay attention to the parts I was most interested in. I certainly appreciated the variety of opinions and opportunity for interaction.*

Seminar activities span five weeks of reading, exploration, discussion, synthesis, and evaluation. Typically, participants are most engaged in week three during the five discussion days. Discussion begins on Thursdays each month, thus the series name "Third Thursdays." After the discussion week, the editors create a legacy document for distribution to participants and others.

Sloan-C values multiple perspectives, thus incentives listed below aim to encourage program institutional teams to participate in the series:

- Volume 4 of the Sloan-C series is required reading; each registrant purchases the book once at \$44.90 (add \$5.00 for overseas mailing). PDF advance papers for each seminar will be available for download before volume 4 is published. Upon publication, the book will be mailed to each registrant.
- Cost per seminar per person: \$150.00 (30% discount for enrolling or enrolling as an institutional team member in a series of seminars: \$100.00)

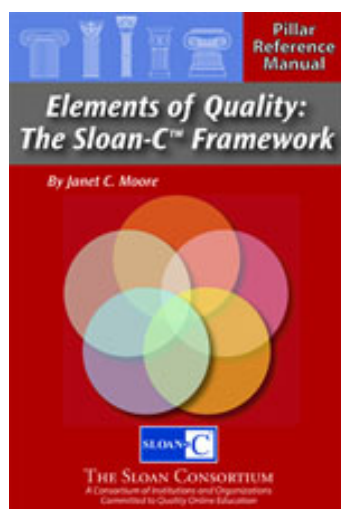
Registration for the seminars will open in January 2003; look for registration information to be posted at [Sloan-C](#).

## Excerpt from Karen Swan on Learning Effectiveness

Certain strategies and approaches . . . might enhance the learning effectiveness of online instruction. These are summarized in Tables 1 through 3 which connect what we know, or think we know, about learning in asynchronous online environments with suggestions for practice that might either capitalize on unique affordances or ameliorate unique constraints.

Research Finding	Implications for Practice
Interactions with course interfaces are a real factor in learning; difficult or negative interactions with interfaces can depress learning.	Work with major platforms to improve interfaces to support learning. Develop consistent interfaces for all courses in a program. Provide orientations to program interfaces that help students develop useful mental models of them. Provide 24/7 support for students and faculty. Make human tutors available.
Greater clarity and consistency in course design, organization, goals, and instructor expectations leads to increased learning.	Review courses taught &/or being developed to insure clarity & consistency. Establish quality control guidelines that address issues of clarity & consistency. Address issues of course design & organization & instructional goals & expectations in faculty development.
Ongoing assessment of student performance linked to immediate feedback & individualized instruction supports learning.	Automate testing and feedback when possible. Provide frequent opportunities for testing & feedback. Develop general learning modules with opportunities for active learning, assessment & feedback that can be shared among courses &/or accessed by students for remediation or enrichment.

## Order Yours Today!



### Elements of Quality: The Sloan-C Framework

By Janet C. Moore • \$49.95

Educators have long sought to define quality in learning. Today, the powerful reach of online learning calls for proof of quality in all we do, as the emerging Internet-driven economy makes educational purpose more accessible and more visible than it has ever been.

For a decade, the Alfred P. Sloan Foundation has guided and funded the Sloan Consortium (Sloan-C) of colleges with online programs. These college programs feature faculty-led, cohort-based, asynchronous interaction, and produce at least the same quality of learning that the originating institutions produce in their face-to-face programs. Sloan-C hosts channels for online educators to share knowledge about improving performance in what have come to be known as the five pillars of quality: learning effectiveness, cost effectiveness, access, faculty satisfaction, and student satisfaction.

The recently published [Elements of Quality: The Sloan-C Framework](#) is a reference manual that draws from these channels. It illustrates the effectiveness of the pillar model with research from the *Journal of Asynchronous Learning Networks*, the Sloan-C catalog, listserv, books, workshops and conferences, and an online exchange of effective practices. The framework uses the principles of continuous quality improvement as tools for measuring progress toward the goal of affordable, accessible education for all.

As institutions make decisions about the best ways to improve quality, the framework helps make comprehensible multiple, simultaneous perspectives about value, priorities, gaps, tradeoffs, capacity management, and more. Quality, as defined by Sloan-C, is the dynamic, relational character each institution creates according to its mission and the people who embody it. The democratizing influence of online communications means the framework itself is a collaborative work in progress. Readers are welcome to contribute to its refinement as pedagogy responds to the new possibilities of information technology.

The Sloan-C framework is distinctive because its simplicity serves as a heuristic, easily memorable and readily adaptable to diverse institutional missions. *Elements of Quality* provides replicable examples of effective practices and strategies that work. It tells the story of a paradigm in progress.

# JALN

### Coming Soon: New Issue of JALN

In "Dominant or Different?" **Cathy Gunn** of the University of Auckland, New Zealand, analyzes international research about gender issues in online learning and concludes that women often perform better despite lower professed confidence and observable interaction style.

In "Does One Size Fit All?" **Ken Morse** of the Waikato Management School, New Zealand, identifies cultural learning styles and finds new issues for research in a geographically limitless environment.

In "Influence of Non-moderated and Moderated Discussion Sites," **Deborah Kashy** of Michigan State University reports on backfiring results for physics students who tried an easy out.

In "Examining Social Presence in Online Courses," **Jennifer Richardson** of Purdue University finds that students with high overall perceptions of social presence also scored high in perceived learning and perceived satisfaction with instructor.

In "Asynchronous Discussion in Medical Education," **Martin Oliver** of University College London finds tutor enthusiasm and expertise are major factors in engaging students in online discussions.

In "Considerations for Developing Evaluations of Online Courses," **Sue Achtemeier** of the University of Georgia analyzes 13 online course evaluation instruments to design a new instrument that better reflects the principles of effective learning online.

JALN is available online at <http://www.sloan-c.org/publications/jaln/index.asp>

### New and Noteworthy in Effective Practices

**James Theroux**, of the Isenberg School of Management, University of Massachusetts Amherst shares an effective practice that uses internet communication to enable real time case studying among students in 4 schools: U. Mass, University of New Brunswick, Florida Atlantic University, and Worcester Polytechnic Institute.

### Students participated in a study of a real start-up, high-tech company, and benefited from real-time, real-world interactivity with the case company and its business situations.

The Real-Time Case Method (RTCM) was part of either blended or fully online entrepreneurship study, depending on the university; it enables teachers to team teach, share teaching tips, and share responsibility for preparation and delivery. RTCM was designated by a ten-judge panel of the Decision Sciences Institute as one of the three best instructional innovations of the year 2002. Visit <http://www.sloan-c.org/effective/index.asp> to read more details about this and other replicable online practices.



**THE SLOAN CONSORTIUM**  
A Consortium of Institutions and  
Organizations Committed to Quality Online Education

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## CALENDAR

### **SITE 2003, Society for Information Technology and Teacher Education International Conference**

Date: March 24-29  
Location: Albuquerque, New Mexico  
URL: <http://www.aace.org/conf/site/default.htm>

### **14th Annual International Conference on College Teaching and Learning**

Date: April 1-5, 2003  
Location: Jacksonville, FL  
URL: <http://www.teachlearn.org/final.html>  
Stressing the applications of learning and motivation theory and research and technology to higher education learning.

### **2003 Telecoop Conference**

Date: April 23-25, 2003  
Location: Breckenridge, CO URL: <http://www.telecoop.org/conference/>  
Public and private colleges, universities, K-12 education, private sector business and public television stations dedicated to the enhancement of educational opportunities through distance education.

### **Corporate and Higher Education Alliances For e-Learning**

Date: May 20, 2003  
Location: San Diego, California  
URL: <http://www.astd.org> and <http://www.sloan-c.org>  
A Special Session Forum conducted at American Society for Training Development International Conference and Exposition

### **NUTN 2003 Digital Learning: The Whole Enchilada**

Date: June 1-3, 2003  
Location: San Antonio, TX  
URL: [http://www.odu.edu/dl/nutn/annual\\_conference.html](http://www.odu.edu/dl/nutn/annual_conference.html)  
Three engaging days of innovation, interaction and insight.

### **21st ICDE World Conference on Open Learning and Distance Education: Lifelong Learning in the Networked World**

Date: June 1-5, 2003  
Location: Hong Kong  
URL: <http://www.ouhk.edu.hk/hk2003/>  
The Conference aims to document achievements and investigate the challenges facing those seeking to provide open and distance education for persons of all ages in a world that is becoming increasingly networked.

### **19th Annual Conference on Distance Teaching and Learning**

Date: August 13-15, 2003  
Location: Madison, Wisconsin  
URL: <http://www.uwex.edu/disted/conference/>  
This year's conference will feature distance educators who are working smarter to build successful strategies, methods, and techniques.

If you know of, or are hosting, an event that should be listed on the Sloan-C View Calendar, please send the details of the event and url to [publisher@sloan-c.org](mailto:publisher@sloan-c.org).