

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

The Art of Possibility: Perspectives on the Future of Online Education

John Bourne

Sloan-C's 5th Annual ALN Research Workshop in September highlighted many challenges facing higher education.

Challenges include defining the special interactive features of online learning and teaching, finding the best ways for blending online with traditional education, and understanding the implications of scale, costs, effective practices and changing roles for teachers and learners. In the last decade, online learning has moved to the mainstream and emerged as a core ingredient of tomorrow's educational paradigms. In fact, we predict that given the emergence of "digital natives," on-ground and online education can no longer stand apart. The blending of the two will be continuous and unstoppable. Expectations from different kinds of learners, including "digital natives," adult learners, and active retirees means that blended modes of learning are growing rapidly—and educators need to discover the best pedagogies to respond to combined delivery mode.

What does it take to solve the challenges of online, blended and face-to-face education in higher education and adult learning? We hypothesize that a clear case can be made for collaboration among institutions—where collaboration greatly exceeds what is traditionally done in conferences through ad hoc exchanges. We are familiar with the emerging paradigms for online conferences that extend face-to-face conferences and with diffuse knowledge exchange mechanisms such as listservs. However, scant attention has been directed toward how to make "collaborative work" really work in our online education environment! In our now burgeoning online learning community, we have an opportunity to use what has been learned about collaborative work (from asynchronous, to synchronous) to solve problems in higher education. Educators have tended to work in silos of inquiry, yet information infrastructures that make cross-world collaboration as easy as institutional small-group collaborations can be put to much better use. Wouldn't it be exciting to live in a world in which knowledge is organized, ordered, and characterized by continuous participation? Interaction via online knowledge organization structures can much more rapidly advance improvement.

As a consortium of researchers, educators, administrators, and corporate entities, Sloan-C seeks to advance knowledge about online education for learning on a scale never before possible through commonplace creation of "swift knowledge."

forward ▶

... From the Editors

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

Drawing on commentary from the fifth annual invitational Sloan-C summer research workshop, John Bourne speculates on "The Art of Possibility: Perspectives on the future of online education." Clearly, online education is already, and will continue to grow as, an integral part of mainstream higher education, as shown in the recently released report: [Sizing the Opportunity: The Quality and Extent of Online Education in the United States, 2002 and 2003](#).

The integration of online delivery brings questions about and solutions for preserving academic integrity. This issue of the *View* includes a synopsis of the Sloan-C listserv's discussion of practices that you can replicate and resources you can share. Visit [Sloan-C Effective Practices](#) for more specifics. An "Opportunities" column invites you to explore the possibilities of a proposed Certified Proctor Network designed to enable cost efficiencies, reduce staff time and ensure exam security.

In "High Touch and High Tech," **Joan McMahon** of Towson University and **Neil Davidson** of University of Maryland recount a conversation that led to the creation of a workshop that helps faculty convert their best classroom practices for building student engagement to online teaching practices.

Congratulations to the 2003 recipients of annual awards: Most Outstanding Achievement in ALN by an Individual; Excellence in ALN Teaching; Most Outstanding ALN Program; Excellence in ALN Faculty Development; and Excellence in Institution-Wide ALN Programming. Congratulations to the recipients of awards for effective practices in learning effectiveness, cost effectiveness, access, faculty satisfaction and student satisfaction.

Awards will be presented at the [9th Annual Sloan-C International Conference focusing on Implications for Teaching and Learning](#), November 14-16, 2003 in Orlando Florida at the Rosen Centre Hotel. Note that a discounted early bird registration for the conference is open through October 17. At the conference, we look forward to getting together with colleagues, veterans and newcomers, and the Sloan-C editors for a cracker barrel workshop: [Effective Practices in Online Education](#) on Friday, November 14. Come prepared to contribute one effective practice of your own and take away many other effective practices.

You are welcome to join and to visit Sloan-C soon and often.

Best Regards,

... for the Sloan Consortium

Frank Mayadas,
John Bourne and
Janet Moore

The purpose of the Sloan Consortium (Sloan-C) is to help learning organizations continually improve quality, scale, and breadth according to their own distinctive missions, so that education will become a part of everyday life, accessible and affordable for anyone, anywhere, at any time, in a wide variety of disciplines. You are welcome to join Sloan-C: <http://www.sloan-c.org>

Welcome to new programs listed in the [Sloan-C Catalog](#)

[BISMARCK STATE COLLEGE](#)

- *[Electric Power Technology \(Associate\)](#)
- *[Power Plant Technology \(Associate\)](#)
- *[Process Plant Technology \(Associate\)](#)

[UNIVERSITY OF FLORIDA](#)

- *[Internet MBA \(Master\)](#)

Sloan-C is starting a new initiative

that will focus on understanding and illuminating the business issues associated with online education. Currently, some knowledge exists in the form of effective practices and cost information at individual institutions, but little or no industry-wide, cross-institutional research has been conducted. Institutions have approached business practices in very different ways, resulting in very different costs and processes. Given that online education as a whole is expanding rapidly, a strong case is made for the pressing need to develop research models that will help managers of online education programs understand best business practices and benchmark costs and other key business performance metrics.

You can help Sloan-C shape this new initiative to best meet the needs of its membership. To this end, you are cordially invited to attend and participate in an informal discussion of business issues in online education **Saturday November 15 from 4:15 to 5:15** in Salon 18 of the Rosen Centre Hotel at [the 9th Annual Sloan-C International Conference](#). **Steve Schiffman** of the Sloan Center for OnLine Education at Olin and Babson Colleges in Needham, Massachusetts will lead the session.

Academic Integrity in Online Education

A recent conversation on the Sloan-C listserv focused on academic integrity as a perceived obstacle to the quality of online education

Bob Ubell of Stevens Tech notes that wherever he makes presentations about online learning, “inevitably, faculty and administrators at schools everywhere raise the specter of cheating online as a serious obstacle to faculty acceptance of online education.” The issue of academic integrity is not unique to online education. **Carole Hayes** of Florida State University observes that, “in any situation, anyone who is really compelled to cheat will find a way” whatever the course delivery mode, and most online learning practitioners would agree with **Boria Sax** of Mercy College that “no security system is ever likely to be foolproof.” Nevertheless, many practitioners also agree with **Terri Buckner** of the University of North Carolina that online education has to meet a higher standard for demonstrating academic integrity than occurs in the F2F classroom, reflecting the notion that online education is more susceptible than traditional instruction to cheating and other breaches of academic integrity. Although this notion may be based more on perception than reality, **Ray Schroeder** of the University of Illinois-Springfield comments that F2F students are rarely asked to present identification for taking exams in large-lecture classroom courses, whereas online students routinely do so when they take proctored exams. Online educators address this perception as they develop ways to protect academic integrity in online education.

"...F2F students are rarely asked to present identification for taking exams in large-lecture classroom courses, whereas online students routinely do so when they take proctored exams..."

Sloan-C institutions use a variety of strategies to encourage academic integrity among online learners. Requiring an academic honesty pledge is an increasingly popular strategy, and many schools use proctoring systems to ensure integrity. **Carole Hayes** reports that Florida State University has instituted an approval process for test proctoring all over the world, even aboard aircraft carriers at sea (see <http://online.fsu.edu/learningresources/proctoredexam> for details).

David Sachs notes that Pace University has used proctored mid-term and final exams for the past 5 years. Students nominate local proctors, who must notarize their adherence to academic integrity procedures. Online students at Stevens Tech take their final exams in proctored environments at commercially available sites in the US and abroad.

Other institutions have taken a different tack in addressing academic integrity, relying instead on strategies which do not require proctoring systems. The University of Cincinnati's Early Childhood associate degree program has eliminated tests altogether, according to **Lisa Holstrom**. Written essays, research papers, reflection papers, summaries, and other original work are used for assessments because “we feel that these assessments are a much better measure of what students have learned and how they have applied it.” Lisa notes that this approach equalizes the problem of guaranteeing authenticity that exists in both “brick” and “click” classrooms, although it does not eliminate it. **Al Powell** of Colorado State University also questions why tests have to be “high-security,” noting that most real-world tasks are “open-book” which require applying the results of quick research, and that well-designed tests that allow students to do this can be effective. **Mike Kolitsky** of Atlantic Cape Community College applies this strategy in the course he teaches, allowing students to use open-book materials but structuring tests so that students who rely excessively on these materials are unable to complete exams within prescribed time periods. **Jacquie Moloney** of The University of Massachusetts-Lowell finds that strategies that enable faculty to know their students' abilities are the most effective way to eliminate cheating.

Many institutions use a combination of methods to preserve exam integrity, and some have also created resources to help faculty and students learn more about academic integrity such as the University of Maryland University College's Virtual Academic Integrity Lab (VAIL). See VAIL's resources for faculty and for students at: <http://www.umuc.edu/distance/odell/cip/vail/home.html>. Proactive approaches such as these protect academic integrity in online education as they do in traditional delivery modes. Moreover, the continuous growth and expanded reach of online programs compel institutions to share more resources for academic integrity, and this issue's [Opportunities](#) column invites you to participate in one such initiative.

Annual Sloan-C Awards

For Excellence in Teaching and Learning & Sloan-C Awards for Effective Practices

For Excellence in Teaching and Learning

In recognition of the continuing growth of the quality of online learning, the [Sloan Consortium \(Sloan-C\)](#) announces annual awards for excellence in online education. The honors will be presented to the recipients on November 15 by the leadership of Sloan-C, an association of more than 400 institutions and organizations of higher education that have joined together to deliver and promote online learning.

The Awards

Institution-Wide Online Teaching & Learning Programming: **Web.Campus.Stevens** - [Stevens Institute of Technology](#)

Excellence in Online Teaching & Learning Faculty Development: Faculty Development Initiative - [University of Central Florida](#)

Most Outstanding Online Teaching & Learning Program: Master of Distance Education - [University of Maryland University College](#)

Excellence in Online Teaching: William Pelz - [Herkimer County Community College](#)

Most outstanding Achievement in Online Teaching & Learning by an Individual: Burks Oakley II - [University of Illinois](#)

The Sloan-C awards for excellence in teaching and learning were selected by an invited panel of judges:

- James J. Duderstadt, President Emeritus, University of Michigan
- Judith S. Eaton, President, Council for Higher Education Accreditation
- John V. Lombardi, President, University of Massachusetts, Amherst
- Joseph McDonald, President, Salish- Kootenai College
- Sidney A. McPhee, President, Middle Tennessee State University
- William Messner, Chancellor, University of Wisconsin Colleges
- Diana Oblinger, Executive Director of Higher Education, Microsoft Corporation
- Eric E. Fredericksen, Director of Distributed Learning Services, Cornell University (non-voting chair)

See the full Press Release at <http://www.sloan-c.org/news/>

Sloan-C Awards for Effective Practices

Sloan-C announces the 2003 awards for effective practices in learning effectiveness, cost effectiveness, access, faculty satisfaction and student satisfaction.

Access

Anytime Anywhere Chemistry Experience: University of North Carolina, Wilmington; University of Colorado, Denver - Jimmy Reeves, Associate Professor of Chemistry, University of North Carolina at Wilmington. Doris Kimbrough, Associate Professor of Chemistry, University of Colorado at Denver

Cost Effectiveness

Cost-Effective Distributed Learning with Electronics Labs: Brigham Young University - Olin Campbell, Associate Professor, Instructional Psychology and Technology

Faculty Satisfaction

Faculty Self-Study Research Project: Pennsylvania State University World Campus - Melody Thompson, Director, American Center for the Study of Distance Education and Director of Quality & Planning

Learning Effectiveness

Repurposeable Learning Objects: the TALON Learning Object System: Indiana University-Bloomington - Jeremy Dunning, Director of the Indiana University Research Park and Director of Institutional Research

Student Satisfaction

The Real-Time Case Method: Access to Real-Time, Real-World Cases: University of Massachusetts - James Theroux, Flavin Professor of Entrepreneurship Isenberg School of Management, University of Massachusetts

Effective Practices were nominated by the Sloan-C editors: Meg Benke of Empire State College, Tana Bishop of the University of Maryland University College, Melody Thompson of The Pennsylvania State University World Campus, John Sener of Sener Learning Services, and Karen Swan of Kent State University. Awardees were selected by an invited panel of judges:

- Bruce N. Chaloux, Director of the Electronic Campus of the Southern Regional Education Board
- Jacqueline Moloney, Dean of Continuing, Corporate and Distance Education, University of Massachusetts Lowell
- George Otte, Director of Instructional Technology, City University of New York
- Cornell Reinhart, Director of University without Walls, Skidmore College
- Carol Scarafiotti, Dean of Instruction, Rio Salado College
- Peter Shea, Director, State University of New York Learning Network
- Janet Moore, Chief Learning Officer, The Sloan Consortium (non-voting chair)

High Touch and High Tech

Dr. Joan D. McMahon
Towson University,
MD

Dr. Neil Davidson
University of
Maryland, College
Park, MD

"I could never teach online," Neil said. "I like being able to reach my students individually."

"I feel I can reach them and connect with them online just as well or better than F2F," I retorted.

Our conflicting views launched a brainstorm comparing how we "touch" our students F2F and how we can online. We hope the workshop we developed as a result of our continuing conversation is useful to you and your colleagues.

With my background in psychology, health, and human resource development and Neil's background in psychology, education, and curriculum development, we had the training and combined experience of over 50 years in teaching to know what high touch means and how important it is to learning effectiveness. So we identified the words that describe personalized F2F communication and a corresponding list of "Touch E-words." The lists keep growing.

In team building, group dynamics, leadership, communications and online learning, the basic concepts of interacting effectively are the same, whether F2F or online. Paloff and Pratt (1999, 15) explain that it is the relationship and interactions among people that make a learning community. So there is little difference in developing learning communities on-ground and online.

Online teachers achieve good results using the self-directed learning, experiential learning, and socially constructed meaning that high touch teachers typically employ in F2F classrooms. For example, using names and online interactions including personal stories and case studies help develop engagement.

Neil and I find that online students often feel more connected to their online classmates than to their on-ground ones. Collectively, online students report that they know more about each student in the class, not merely the few sitting around them.

When we do get together F2F for an occasional class, the students enter the room and begin their friendly dialog more intently than usual. They surprise themselves with the ease with which they can maintain relationships even without seeing each other on a weekly basis. And they are learning the concepts just as well, if not better than they did in the 15 years I taught these courses on-ground.

The biggest shift for me personally as an online high touch teacher has been capturing my "voice" and electronic personally accurately. At first, when I re-read emails I sent to my students, I heard myself reflected back as a "cold, callous, and uncaring" teacher. What a wakeup call! I went back to the drawing board and started thinking about how I could communicate to reflect the "warm, caring and nurturing" person I think I am. I had to learn a "high touch" e-communication style.

When Neil and I presented our thinking as a workshop at ALN, AAHE, and the Lilly East conferences, we found that faculty were initially skeptics too. After we had them write down one high touch task/activity/value that they liked or used in their classes with a separate sticky note for each one, they discussed their results in "think, pair, share" format. Then they posted their "stickys" on a sheet of newsprint labeled "On-ground High Touch," and the collective group walked around to see what everyone had written.

Next, we presented the [E-word list](#)

and provided examples. After listening to the list and answering some questions, the participants moved their sticky notes from the first newsprint sheet to a new newsprint sheet entitled "Online High Touch." The few that were left over usually were unique to high touch on-ground sessions (eye contact being the most common). In each of our many workshop presentations, the participants discovered that there were, in fact, workable high touch e-activities that would accomplish much the same "touch" as the F2F ones.

You are welcome to use our workshop with your colleagues to help discover more high touch techniques. Here are the links to our workshop [lesson plan](#) and [PowerPoint presentation](#).

McMahon, J. and Davidson, N. "High touch and high tech," ALN National Conference, University of Maryland University College, 2000.

McMahon, J. and Davidson, N. "High touch and high tech," AAHE Faculty Roles and Rewards Conference, Tampa, FL, 2001.

McMahon, J. and Davidson, N. "High touch and high tech." Lilly East Conference on University and College Teaching, Towson, MD, 2003.

Paloff, R and Pratt, K (1999). Building learning communities in cyberspace. San Francisco, Jossey-Bass.

"E" Words

Touch E- Words

Permission to adapt with acknowledgement to the author:

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Touch E- Words	Issue	Examples
Entry	How do we welcome and orient participants?	Welcome video clip Personal student and professor web pages Emailed orientation letters Syllabus content scavenger hunt, e.g. "When is the first assignment due?"
Encoding	How do we put our emotions into "correct" online code?	Ask online, "What I heard you say was...Is this correct?" How do we deal with overuse or casual use of online vocabulary, such as synchronous vs. asynchronous discussions?
Empathy	How do we reflect back what we "hear" in a message?	"I know how you feel." "You sound excited about your new venture." "It must be tough on you to be in that position."
Empower	What active learning activities can be done by EVERY participant?	Give control of assignments to learners, e.g. instead of providing a case study, have them write their own. In the discussions, have students "tell a story about when you...." Have students choose their five best writing samples to turn in for a grade.
Encourage	How do we motivate students?	"Go for it!" comments Recommend internships Write a congratulatory email on their successes. "You seem to have the best grasp of this material." Write congratulatory emails on their successes.
Effort	How do we track effort?	Online data tracking inside courseware. Check to see how often they have time on task. Are they "sleeping?" Sort discussion threads by author to record number of responses.
Enthusiasm	What words show enthusiasm?	Congratulations! Good job! I knew you could do it! I was impressed with ...
Engagement	How do we pull EVERY student into the action?	Divide up tasks based on complimentary skills and resources. Burn a CD with each person's contribution on it. Specify who did what on the project. Have each person submit a "Muddiest Point" about the reading in a topical posting.
Expressiveness	What are ways to communicate expressiveness?	"Rad" "Cool" "Really rocks" (examples above from student "voices")
Emotional	What are ways to communicate emotions?	Discuss online the fears about the online learning process. Use descriptive words such as "I'm confused;" "I'm worried". Use or share emoticons
Examples	How do we model high touch activities?	Share adult real life experiences and feelings, e.g. "Where were you and how did you feel on 9/11/01?"

[Table continued on next page](#)

Did You Know?

That when your organization joins Sloan-C, everyone in your organization is welcome to establish a personal account for access to member benefits by registering with an organizational email at <http://www.sloan-c.org/aboutus/help.asp>. Currently, membership is fully underwritten by the [Alfred P. Sloan Foundation](#) at no cost to you. When you register, you will receive login information that qualifies you for member discounts on Sloan-C publications and activities and access to the Sloan Consortium knowledge base, the Sloan-C Catalog of online programs, the Journal of Asynchronous Learning Networks, the Sloan-C View, effective practices, the speakers and consultants bureau, conferences, workshops, seminars and more.

Please visit the [Sloan Consortium](#) to learn how [membership benefits](#) you.

Touch E- Words [continued from previous page](#)

Touch E- Words	Issue	Examples
Experiential	What opportunities do we provide for practicing self-expression?	Digital camera opportunities Hands on experiences – report back Post art/music composed by students Have them design their own web spaces or use the ones inside courseware Have a cyber or poet 's café online
Energy [read (S)energy]	How do we encourage a 2 + 2 = 6 atmosphere?	Provide opportunities for complementary skills and resources to conduct group projects (someone has a CD burner, someone can design the CD cover, someone writes part of the narrative, someone else compiles the citations).
Eyes	What do we do when we can't see the eyes?	Emoticons Set up a time for students to stand in front of the library's live video cam and broadcast themselves.
Enculturation	How do we introduce and support different types of cultures?	"Recipes" posted online Provide discussions to polish ESOL. Assign a student mentor to assist with idioms. Provide links to sites fostering the difference between men and women, emotional intelligence, hometown locations and favorite haunts of class members.
Exceptionalities	When does high touch only work in a face- to-face situation?	Set up a Devil's Advocate role play. Design a simulation game with a gaming software developer or other enterprising student.
Electronic personality	How do you come across to the readers?	Re-read your own emails to students. Do you come across as cold, callous and uncaring? Do you use student names, compassionate language, caring words?



New and Noteworthy in Effective Practices... on Learning Effectiveness

Virtual Academic Integrity Laboratory

University of Maryland University College's Center for Intellectual Property shares resources to support and enforce academic integrity in the 21st Century. — [more...](#)

Online Testing in Distance Ed

Pace University/NACTEL Program has designed a proctoring service to assure security for testing of online learners. — [more...](#)

Integrated Honor Code: Online and Face to Face

Florida State University employs an integrated academic honor code, online and face to face. The code appears on the web-pages and in the syllabuses so that everyone is aware of this shared value. — [more...](#)

To see details about these practices and to **contribute your own effective, replicable and innovative practices**, visit <http://www.sloan-c.org/effective>.

Submitted by [John Sener, Sloan-C Effective Practice Editor](#), [Access](#)

Sloan-C View Advertising

Published monthly, distributed via the website and email, *The Sloan-C View* email circulation is currently at more than 13,000. The *View* typically receives over 9,000 hits in the first month of a release, and over 1000 every month thereafter. All of the issues receive a boost in hits whenever a new issue is released, so people will continue to see your advertisements well into the future.

For information about advertising in the *Sloan-C View*, please contact advertise@sloan-c.org.

Opportunities: Certified Proctor Network

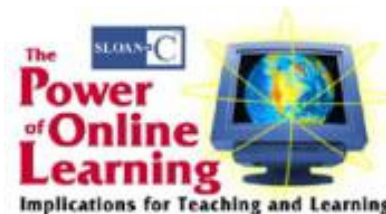
Gary Matkin, University of California Irvine

Protecting the security of exams and confirming the identity of the person taking an exam have generally been addressed through informal systems in which trusted intermediaries—other colleges and universities, libraries, school districts—located near a student's home conduct proctored face-to-face exams. Typically, the student is asked to identify a local intermediary proctor, and then the offering institution contacts the intermediary to schedule the exam.

The process can be time consuming, and as distance learning expands, the informal process, which depends upon the goodwill of the intermediary, is burdensome. At the same time that institutions work to achieve and maintain the legitimacy of elearning with traditional faculty members, the logistical difficulty of the process may mean that institutions adopt less secure means of authenticating student learning outcomes. Or, compelled by their own standards, institutions are investing heavily in staff resources to handle cumbersome logistics. The University of Texas, at Austin, for instance, arranges about 24,000 proctored exams per year. Boston University, which is just starting its online program, projects over 2,500 proctored exams in its first year.

Thus, the idea of a Certified Proctor Network (CPN) is being explored as a way of creating a network of cooperating institutions linked by a centralized scheduling technology. A CPN could offer worldwide testing services, proctoring, scheduling, operational management and delivery technology, including academically oriented tests as the GRE, GMAT, and TOEFL. We believe that a CPN would attract not only those institutions that are compelled by their own rules to do proctored exams, but also those, including for-profit online programs, that desire to gain higher levels of quality and legitimacy.

If your institution would benefit by participating in a CPN, please respond to this [interest survey](#).



The Ninth Sloan-C International Conference on Asynchronous Learning Networks (ALN)

November 14-16, 2003
Orlando, Florida

The Ninth Sloan-C International Conference's theme will be "The Power of Online Learning: Implications for Teaching and Learning." It will be held on November 14 – 16, 2003, in Orlando, FL at the Rosen Centre Hotel. It will feature over 100 presentations in five different tracks: Implications for Faculty and Faculty Support, Implications for Learner Satisfaction and Support, Learning Effectiveness and Outcomes, Institutional Mainstreaming, and Enhancing Access and Inclusion.

This year's Keynote Speaker will be Dr. John Hitt, President, University of Central Florida, and the Plenary Speaker will be Ms. Susan Metros, Deputy CIO and Executive Director for e-Learning, Ohio State University.

The conference is sponsored by the Alfred P. Sloan Foundation in conjunction with The University of Central Florida, The Pennsylvania State University, the Sloan Consortium, and ADEC.

Register by October 17, 2003 to receive the Early Bird discount of \$350!

For more information and to register please visit <http://www.sloan-c.org/conference/con03.asp> or call 1-866-232-5834 (Toll Free), or email aln@mail.ucf.edu.



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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.

The Association for Business Simulation and Experiential Learning (ABSEL)

Date: March 24-26, 2004
Location: Las Vegas, NV
URL: <http://www.towson.edu/absel/>

Call for papers and proposals—submissions are due October 18, 2003.

9th Annual Sloan-C/ALN Conference

Date: November 14-16, 2003
Location: Orlando, Florida
URL: <http://www.aln.ucf.edu>, www.sloan-c.org
Mark your calendars for this year's conference:
The Power of Online Learning: Implications for Teaching and Learning.

International Conference on Computers in Education (ICCE)

Date: December 2-5, 2003
Location: Hong Kong
URL: <http://www.icce03.org>
Proposals for papers deadline extended to May 2, 2003.

The theme of the Conference is **The “Second Wave” of ICT in Education: from Facilitating Teaching and Learning to Engendering Education Reform**. The theme adopted places the issues of a “pedagogical practice paradigm shift” at the centre of the debate.

9th Online Educa Berlin

Date: December 3-5, 2003
Location: Hotel InterContinental Berlin
URL: <http://www.online-educa.com>

The 9th International Conference on Technology Supported Learning and Training presents **Quality of E-Learning Products Determines Success**, providing orientation on the current e-learning market.

[View the PDF format press release](#)

21st ICDE World Conference on Open Learning & Distance Education: Lifelong Learning in the Networked World

Date: February 18-21, 2004
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.

The Third EDEN Research Workshop

Date: March 4-6, 2004
Location: Oldenburg, Germany
URL: <http://www.eden.bme.hu/contents/r~net/Oldenburg/oldenburg0.html>

The European Distance and E-Learning Network and the Centre for Distance Education at Carl von Ossietzky University of Oldenburg present "Supporting the Learner in Distance Education and E-Learning".