

Sloan-C View

Perspectives in Quality Online Education

A Publication of the Sloan Consortium

Creating Effective Online Presentations

Stephen Laster
Director, [Curriculum Innovation and Technology Group at Babson College](#)

For better or for worse, we live and teach in a PowerPoint-enabled world.

In many of our face-to-face class sessions, our students expect key information summarized and delivered via a well-organized lecture supported by a PowerPoint presentation. As a collective faculty, we have developed our PowerPoint creation skills and are able to create sound presentations.

As we move our teaching online, however, the challenges of delivering sound instructional content mount:

- How do we deliver information, engage learners, and encourage active learning?
- How do we do this asynchronously in a way that does not force us to become multi-media developers and invest hundreds of hours and thousands of dollars in content creation?
- And, most importantly, how do we do this in way that is sustainable?

Designing the Experience

Arguably, teaching at a distance requires a more thoughtful design than traditional classroom teaching. Since we, the faculty, are not present to offer interpretive advice, the digital course content must provide a clear learning path, freeing the student to concentrate on concepts. Model-Driven Design provides a framework from which to approach the design process. As a discipline, it forces us to use a common language, a component-based course and content model, and known repeatable processes.

Babson's work with Model-Driven Design has resulted in a language that supports two types of online presentations: topic overviews and pre-briefs.

- A topic overview is used to explain a concept and can include checkpoints where the user is tested for basic understanding.
- A pre-brief is used to present background information that the student must review prior to class. Both types of online presentations follow the same design and development steps.

Developing Online Presentations: The Six-Step Method

Developing a topic overview or pre-brief is a straightforward process that can be completed by an individual faculty member or with the assistance of an instructional designer and/or instructional technologist. The need for assistance will depend on the faculty member's level of comfort with technology and the need for technical innovation.

Continued on [page 4](#)

[A Letter from the Editors of the Sloan-C View, 2](#)

[New Programs, 2](#)

New programs listed in the Sloan-C Catalog

[What can Online Education Contribute to Traditional Education? 3](#)

[Pilot Distance Learning Graduate Transportation Certificate Program, 5](#)

Thomas Humphrey describes this initiative.

[What Prospective Online Learners Need to Know, 6](#)

George Lorenzo outlines things to consider.

[Hot Off the Blog, 7](#)

A number of ways in which online techniques contribute to traditionally delivered classes.

[Calendar, 8](#)

Upcoming events in Online Education

[Newsletter Registration](#)



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

forward ►

... From the Editors

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

Focusing on ways technology adds new possibilities for learning, this issue includes:

- Tips for "Creating Effective Online Presentations" courtesy of **Stephen Laster**, Director of the Babson College Curriculum and Innovation Technology Group.
- In "Hot off the Blog," Ray Schroeder of the University of Illinois at Springfield rounds up news related to technology, techniques and transformation.
- **Thomas F. Humphrey** announces a "Pilot Distance Learning Graduate Transportation Certificate Program: A Transportation Workforce Development Initiative" to meet the nation's growing need in this field.
- In "What Prospective Online Learners Need to Know," **George Lorenzo**, editor and publisher of [Educational Pathways](#), points out some of the ways website designers can help learners quickly find what they need.
- Share your insights in "What can online education contribute to traditional education?"

In other news, [Florida State University](#) announces two masters degree programs, and Berkeley College adds a bachelor degree to the Sloan-C Catalog of online programs. We welcome the [Cisco Networking Academy](#) to Sloan-C membership and invite you to take a look at its internet technology skills program for high schools and colleges worldwide.

Please share your resources for the community in the Sloan-C [effective practices](#) collection. And, for a wealth of useful information, please visit the Sloan-C [free resources](#) page.

In 2005, Sloan-C plans a series of online workshops on topics such as copyright compliance, engineering education, virtual worlds, online pedagogy, blended learning, business issues and more. [Sign up here to be notified of new events.](#)

Starting on February 23, an interactive online seminar begins, focusing on copyright compliance for online educators. In this seminar, Linda Enghagen, attorney and associate professor at UMass Amherst, will take you through the key copyright issues that you and your colleagues should be aware of when delivering your online courses. In addition, in discussion boards and live session you'll be able to ask any questions of the presenter in

both asynchronous and synchronous formats. For more information, and to register, visit [Sloan-C Online Events](#).

We look forward to hearing from you and to seeing you online,

... 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 the quality, scale, and breadth of their online programs 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 Member and New Programs in the [Sloan-C Catalog](#)

Cisco Systems, Inc., [Cisco Networking Academy](#)

Cisco Networking Academy Program is a comprehensive e-learning program in high schools and colleges worldwide with curriculum designed to teach students internet technology skills.

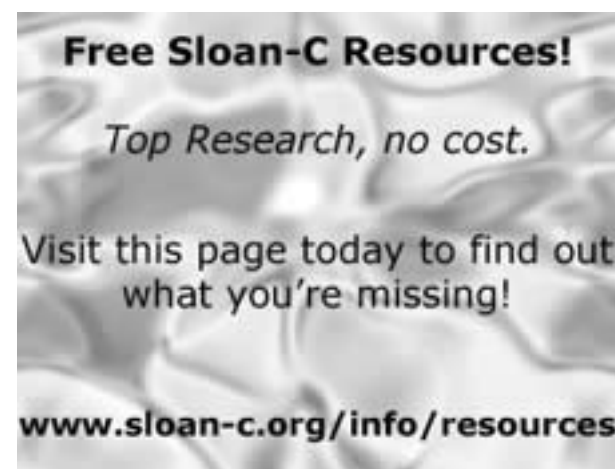
[Florida State University](#)

* [Master of Science in Nursing](#)

* [Master of Social Work](#)

[Berkeley College](#) (NJ)

* [Business Administration](#) (bachelor)



What Can Online Education Contribute to Traditional Education?

In the last decade, much has been learned about how to conduct online education (defined as more than 80% online or less than 1/5 face-to-face). Interactivity, material organization, technology delivery methods, cost containment and the impact on student and faculty satisfaction have been studied intensely.

This column asks how we can bring what we have learned in the online world to the face-to-face world. Sloan-C wishes to impact as many learners as possible within the next ten years. To accomplish that goal our methods will need to become pervasive throughout academia. Toward that end, this column presents some initial thoughts about what types of things online education learning can facilitate in the face-to-face world. Our objective is to create a list of things that can not easily be done in a traditional classroom, but can be done using online methodologies. The listing below is just a start to get the membership thinking. So we solicit your ideas in the textbox below and will report the results in a subsequent column.

Teaching and learning activities made possible or improved through use of online technology	Technology implementation method
Student teams collaborate across multiple institutions	Internet and multiple tcp/ip enabled technologies, both synchronous and asynchronous
Robust game-playing simulations and real-time case studies [1] across institutions. [2]	Simulation software
Remote laboratories and instruments	Remote control via the web
Tracking of student work	Course management systems track student work
Organization, archiving and display of student work, discussions, portfolios	Discussion boards, chats, VOIP systems, Web-based portfolios
Remote experts	Use of synchronous tools for bringing experts live to a class
Courses delivered from one college to another	Web-based courses
Providing courses to distant and distributed learner populations	Synchronous and asynchronous communications tools on the web.
Self-paced modules, including shared modules (e.g., Merlot , Carnegie , EdNA , LON-CAPA)	Various technology tools are available for self-paced courses and for inclusion in instructor-led courses
Capturing of lectures and discussions for asynchronous delivery	Streaming video, audio

Click [here](#), to enter your suggestions for online methods that can provide improvements for the traditional classroom. Include references to supporting research, if possible.

[1] Theroux, J., and C. Kilbane. The Real-time Case Method: The Internet Creates the Potential for New Pedagogy. In *Elements of Quality Online Education: Engaging Communities*, Vol. 6 in the Sloan-C Quality Series. In press, 2005.

[2] Bisson, B. et al. A Case Study in Blended Learning: Leveraging Technology in Entrepreneurship Education. In *Elements of Quality Online Education: Engaging Communities*, Vol. 6 in the Sloan-C Quality Series. In press, 2005.

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Searching for ways to enhance your online offerings?

Try the Sloan-C Vendor Corner:
The Sloan-C Vendor Corner will help you identify your needs, research solutions, and choose which products or services provide those solutions. Along with a list of vendors and their product descriptions, we provide research that will aid you in defining what your needs are and what you should be looking for.

The Vendor Corner will be sponsored by the vendors who are listed in the vendor corner, but the research provided is independent and maintains the Sloan-C effort to be a trusted source of information.

www.sloan-c.org/vcorner

Creating Effective Presentations (cont'd from [cover](#))

Many technologies exist that convert PowerPoint files to a Web-friendlier format. The steps outlined below assume the use of Macromedia Breeze. (Other options are listed at the end of this article.) Regardless of technology, basic development steps include:

Step 1: Get Started

--Determine primary audience, purpose, and desired outcomes of the presentation.

Step 2: Craft Learning Objectives

--From the above, craft learning objectives. These should be concrete, measurable, and map to the activity/ outcome of the presentation (a quiz, for example).

Step 3: Create/Modify the PowerPoint

--Create/modify existing PowerPoint. (Content for the same course/program should leverage a common template for learning experience consistency.)

--Review PowerPoint against learning objectives to ensure congruence.

--Add learning objectives to at least the beginning and ending slides.

Step 4: Create the Audio Script

--Each slide should have about 1-2 minutes of audio.

--Modify PowerPoint as necessary to align with script.

--Paste finished script into Notes view of PowerPoint (will serve as printable version).

Step 5: Record the Audio

--Record audio for the presentation based on finished script using the Breeze plug-in for PowerPoint.

--Optional: Embed interactive checkpoints and custom Flash components (if applicable).

Step 6: Publish the Presentation

--Post PowerPoint to Breeze server. The server transforms this source content into a finished Flash presentation with full navigation, volume control, and audio.

--House finished presentation on the Breeze server or upload to any LMS or Web site.

By taking the time to think through the learning objectives and the development process, and employing technologies like Breeze Presenter, faculty are able to move from PowerPoint to a more appropriate Web content without wholesale investment in new skills.

Examples

The following are samples of work that Babson's faculty have created with support from Babson's Curriculum Innovation and Technology Group (CITG).

Break-Even Analysis, Professor Kathy Harris:
<http://faculty.babson.edu/kharris/BreakEven/index.html>

The Firm's Demand and Marginal Revenue, Professors Maria Minniti and Neal Harris:
<http://faculty.babson.edu/academic/toolkit2/topic1/>

Further Reading & Resources

Elements of Quality Online Education, Volume 5 "Model-Driven Design: Systematically Building Integrated Blended Learning Experiences"

To view Babson College's Curriculum Innovation and Technology Group's Breeze Knowledge Center, go to <http://citg.babson.edu> | Knowledge Centers | Breeze Knowledge Center.

Technology Resources

Techsmith Camtasia Studio: <http://www.techsmith.com/products/studio/powerpointaddin.asp>

Macromedia Breeze Presentation
http://www.macromedia.com/software/breeze/presentation/productinfo/product_overview

Impatica Inc <http://www.impatica.com>

Sloan-C Online Seminar Series

Copyright Compliance for Online Educators

brought to you by the Sloan Consortium

As an online educator, you face a new world of legal issues.

In this seminar, Linda Enghagen, of UMassOnline will take you through the key copyright issues that you and your colleagues should be aware of when delivering your online courses.

Using asynchronous collaboration software provided by Moodle.com and powerful synchronous collaboration software provided by Elluminate, Sloan-C provides an innovative, collaborative format that caters to learners in a variety of ways.

www.sloan-c.org/workshop/copyrightworkshop.asp

Dates: Designed to fit your schedule, starting February 23, 2005

Pricing: \$97.50 - \$195 (depending on your Sloan-C membership level)

In Partnership with:



UMassOnline
University of Massachusetts
Amherst • Boston • Dartmouth • Lowell • Worcester

Pilot Distance Learning Graduate Transportation Certificate Program: A Transportation Workforce Development Initiative

Thomas F. Humphrey
Interim Program Manager

Led by the Federal Highway Administration (FHWA) National Highway Institute, a cooperative effort is underway to design a prestigious, graduate level, Pilot Transportation Certificate program that is multi-modal and interdisciplinary in nature. The effort includes universities, professional associations, the National Transit Institute and the private sector. It will be delivered for Academic credit through distance learning media by a Consortium of Universities. To contribute to educating the Transportation Professionals of the 21st Century, the program is being developed for two reasons.

First, research proves that existing Transportation professionals need expanded and current knowledge on a continuing basis in order to do their jobs more effectively. Second, there is a growing shortage of professionals entering and then remaining in Transportation jobs. Thus, we also hope to attract new people and expand University Transportation programs and student bodies.

The focus audience for the program is existing professionals employed or seeking employment in a highway or transit agency. A secondary audience includes individuals from supporting disciplines who may be interested in applying their skills to Transportation. It is designed for public sector as well as private sector employees who have a Bachelor's degree in hand in any discipline. We believe there are several reasons people will be attracted to the program: job promotion or pay increase requirements; job seeking requirements; professional registration requirements; or a desire to "test the water" before applying for a Master's Degree. Employers will be encouraged to provide financial support, as they will benefit from better educated employees. We anticipate this will be viewed as a prestigious program that is supported by the Professional Associations.

Initial meetings on curriculum development have identified possible directions, and more research will be undertaken to be certain we target the anticipated demand. It will most likely have a technical core, with options. It will be multi-modal and multi-disciplinary in nature.

The FHWA's National Highway Institute has provided seed funding to launch the program. We will be seeking support from many additional sources to fund a small central administrative operation. We expect the Universities to commit their development funds to establish the curriculum; develop and deliver courses; and evaluate the program.

Front-end planning is underway, including the establishment of a Board of Directors. We expect to select a Consortium by September 30, 2005 and begin classes no later than the summer of 2006.

The FHWA / NHI have established a web-site that is available for all to visit: <http://knowledge.fhwa.dot.gov/cops/elearn.nsf/home?openform>

We welcome comments and suggestions, which can be posted there.

Sloan-C Premium Membership

Sloan-C is the leading source of information for how to provide quality online education.

Premium Membership Benefits:

- Access key content exclusively available to Premium Members only.
- Receive deep discounts on publications about online learning that you already purchase.
- \$35 discount on conference attendance.
- Institutional Membership includes these additional features:
 - One full printed set of this coming year's annual publications
 - 50% off of additional publication purchases (unlimited).
 - 50% off for any workshop participant from that institution (\$150 value per participant)

This Premium Membership is sure to keep you and your institution up-to-date and competitive in the rapidly growing world of online learning.

Annual membership fees for the new year will increase, but if you sign up soon you can get next year's membership at this year's prices:

As an additional SPECIAL PROMOTION, Institutional Premium Membership will include 3 copies of Volumes 5 & 6 in the Sloan-C Series - a \$330 value!! (while supplies last)

Annual Premium Membership Costs*:

- Institution: \$595
- Multi-Campus: \$476 per campus
- University System: \$416.50 per campus
- Community College: \$297 per campus

*Pricing for Premium Membership will increase \$25-50 depending on membership level for all registrations after July 31, 2005. Individual Premium Membership is also available, please visit the Sloan-C website.

What Prospective Online Learners Need to Know

George Lorenzo, Editor and Publisher of [Educational Pathways](#)

When prospective students choose a school, they want quality, affordability, and convenience. Websites that demonstrate these values attract students.

First, people want to know about **accreditation status**. Site visitors should plainly see your regional accreditation status and other special accreditations you may have.

Post prominently whether or not your programs are **fully or partially online**. A residency requirement can be a decision-making killer or a positive incentive. Display this information up front so prospective students don't waste time surfing around for something they can't fit into their lives.

Fact sheets and FAQs help students find what they need. Florida State University's newly designed [website](#) displays these "Questions to Ask an Online Degree Provider" and provides detailed [answers](#).

Are you accredited?
Do you publicize student success and satisfaction?
Do you provide students with comprehensive support?
Do courses have a small teacher-student ratio?
How do students "attend" classes online?

Easy website navigability reflects a learner-centered environment. Prospective students conduct speedy, comparative searches for what they want, so cluttered, text-heavy websites are uninviting. Online learning departments with strong web design and construction skills can oversee website content creation, development, and maintenance. Temporary freelance web designers and writers can bring fresh eyes to design.

Typically, prospects want information about:

What Students Will Learn

Give curriculum and course details that are easy to find, including not just course titles, but significant course descriptions including estimated time commitment, learning outcomes, and syllabus.

Sloan-C Online Research Workshops
The next annual Sloan-C Online Research Workshops are just around the corner!

This year's topics:

- March 2-11: How Online Can Be Better Than On-Ground
 - A Constructive Model for Thinking About Learning Online
 - The Real Time Case Study: The Internet Creates the Potential for New Pedagogy
 - Leveraging Technology in Entrepreneurship Education
 - Engagement In Online Learning Communities
- March 30-April 8: The "Business" of Online Education
 - Business Issues in Online Education
 - Are We Cost Competitive?
 - What Do We Mean by the Business of Online Education?
 - Reinventing the University

Sloan-C Online Research Workshop Series 2005 sign up for the no-obligation waiting list!

Faculty

Provide highlights of your faculty members' expertise, research, awards, and teaching philosophy with easy-to-comprehend language. FSU's [Webstars](#) is an excellent example; Washington State University even provides brief video [overviews](#) of courses.

Students

Students want to know who their peers will be, and posting plenty of student profiles and testimonials is helpful.

Contacts

Make it easy for prospective students to contact faculty, students and academic advisors and others. Make sure help is readily available by phone, email, instant messaging, and live chat. For example, [Berkeley College](#) provides 24x7 visitors options for chats with help desk staff.

Admission and Application Requirements

Requirements need to be clear and easy to find; students prefer online forms rather than mail. For example, the [University of Cincinnati](#) provides Web Withdrawal, Faculty Web Grading, Health Insurance Waivers, Web Degree Audit, and a Course Applicability System that immediately shows students which UC courses are consistent with their current program.

Tuition

Post tuition costs where everyone can easily find them.

Financial Aid

A link to your institution's financial aid services web pages should do the trick, but make sure the financial aid people know how to deal with fully online adult learners who expect professional customer service.

Calendar

Students need an easy-to-find calendar that shows courses start and end dates and other due dates.

Distinctiveness

What sets you apart from your competition? What are your specialties? Are faculty members passionate about learning? Do the majority of your online graduates go on to good jobs or post-graduate study? Is your student body comprised of many knowledgeable professionals working in the field?

Providing user-friendly information gives a first and lasting favorable impression.



by Ray Schroeder

This month we are looking at a number of ways in which online techniques contribute to traditionally delivered classes.

[Framingham State Puts Paperless Classes to Test - Peter Schworm, Boston Globe](#) – Arriving at his Tuesday morning English class at Framingham State College, Joe LaFauci consulted his syllabus for the day's assignment. But instead of digging through his backpack for a crumpled course outline, he logged onto the class Web page on his wireless laptop. There, he found a few announcements and writing suggestions from the teacher. In a class billed as "virtually paperless," there are no handouts, only postings. LaFauci called up an edited assignment, with revisions written in digital blue bubbles instead of red ink. Students fixed their gaze not on a teacher behind a lectern, but on their softly glowing monitors.

[Simulations at the University of Phoenix](#) – Simulations are a dynamic set of custom business simulations that place students into real-world environments. Students learn through the process of discovery. This discovery process allows students to apply critical thinking skills to decision-making situations and ultimately, enhances learning outcomes. Simulations are not pre-packaged training courses. They have been designed to put the learner in the position of a key decision maker of an organization and to apply the principles introduced in that specific course. They are a part of University of Phoenix's initiative to deliver all course content electronically.

[Collision Between F2F & Online Discussion - Dean Pape, techLearning](#) –

Social self-disclosure in the face-to-face environment long has been viewed as a positive activity. A person benefits from the affection conveyed, self-knowledge that occurs when talking about yourself and others, and there is a gain of health benefits. Of course, there are also many drawbacks to face-to-face disclosure, from the personal to the relational to the professional. However, do the same benefits and drawbacks occur in online disclosure? This essay takes the position that social exchanges of self-disclosure in online environments are not only different from face-to-face experiences, but that the benefits and drawbacks are reversed.

[The Growth and Development of Humanities Computing - Martyn Jessop, Ubiquity](#) – The application of computing to research problems in the humanities is not new. One of the acknowledged pioneers in this area, Father Robert Busa, began his work on the Index Thomisticus (an index to the works of the medieval theologian Thomas Aquinas) in the late 1940s, very soon after the first stored-program computer was developed. Despite this long association of applied computing with humanities research it is only in recent years that the application of computing techniques has become widespread among humanities scholars.

[Update on Regional Accreditation Issues for E-learning - Sally M. Johnstone, WCET](#) – In 2000 the Council of Regional Accrediting Commissions (C-RAC) contracted with WCET to create a set of Principles of Good Practice for Distance Learning to which all of them could ascribe. It was a helpful document and is still being used, but five years have passed since its publication. Much has changed in the intervening years. The use of the World Wide Web has exploded. There are many more traditional non-profit institutions engaging in e-learning for students both on- and off-campus. In addition, the number of for-profit institutions has expanded enormously. Eduventures estimates the tuition revenues from fully on-line programs is well over \$5,000,000 this fiscal year, with over two million of that coming from for-profit institutions.

Each month, we will share selected items that have recently been posted at the Online Learning Update blog, which provides daily summaries of news and journal articles in the field with links to the complete articles. You can always see the latest items, and find many more articles posted seven days a week at the [Online Learning Update blog](#). Until next time, I'll see you online! ~ray

Sloan-C Online Workshop Series

Online Engineering Education: Learning Anywhere, Anytime

brought to you by the Sloan Consortium

Online Education is transforming the world of Engineering Education.

Join us in this workshop as we explore these changes and how you can implement them at your institution - the following topics/questions will be covered:

- What implications does online education have for the future of online engineering education?
- What are the barriers to implementing engineering education online?
- How can virtual laboratories be effectively used in engineering education?

Dates: Designed to fit your schedule, starting March 21, 2005

Pricing: \$150 - \$295 (depending on your Sloan-C membership level)

Visit the Sloan-C website for more information!
www.sloan-c.org/workshop/engineeringworkshop.asp



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

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U of Wisconsin - 21st Annual Conference on Distance Learning and Teaching

Date: August 3-5, 2005

Location: Madison, WI

URL: <http://www.uwex.edu/disted/conference/>

2005 themes include: course design strategies, innovative faculty support, using video elements, and embedding learning objects. Look for Sloan-C in the exhibit hall.

ALT-C 2005: Exploring the Frontiers of E-learning

Date: September 6-8, 2005

Location: Manchester, England

URL: <http://www.alt.ac.uk/altc2005/index.html>

Call for papers is open until Feb 14, 2005. Please see the website for more detailed information.

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.

CALENDAR

Sloan-C: Copyright Compliance for Online Educators

Date: Starts February 23, 2005 - designed to fit your schedule

Location: Online

URL: <http://www.sloan-c.org/info/01/vcopyright.asp>

This online workshop from the Sloan Consortium will take you through key copyright issues for online educators. Please see our ad on [page 4](#).

Sloan-C: Online Engineering Education: Learning Anywhere, Anytime

Date: Starts March 21, 2005 - designed to fit your schedule

Location: Online

URL: <http://www.sloan-c.org/info/01/vengineer.asp>

This online workshop from the Sloan Consortium will explore how Online Education is transforming the world of Engineering Education. Please see our ad on [page 7](#).

Sloan-C: Online Research Workshop 2005

Date: March 2-11, 2005 - How Online Can be Better than On-Ground and March 30-April 8 - The "Business" of Online Education

Location: Online

URL: <http://www.sloan-c.org/info/01/vseminar.asp>

Sign up for the no-obligation waiting list. Please see our ad on [page 6](#).

TxDLA: International Conference

Date: March 7-9, 2005

Location: Fort Worth, TX

URL: <http://www.txdl.org/apps/Conference/2005/home.html>

Look for Sloan-C in the exhibit hall.

UCEA 90th Annual Conference

Date: March 30- April 2, 2005

Location: Boston, MA

URL: <http://www.ucea.edu/pages/2005confmain.html>

Revolutionary Times: Extending Higher Education Opportunities. Look for Sloan-C in the exhibit hall.

CADE-ACED: 2005 International Conference

Date: May 7-11, 2005

Location: Vancouver, Canada

URL: <http://www.cade-aced.ca>

The Canadian Association for Distance Education (CADE-ACED) & Simon Fraser University are proud to announce the 2005 International Conference.