

Elements of Quality Online Education

Into the Mainstream: Wisdom from the Sloan Consortium

Edited by *Janet C. Moore*



The Sloan Consortium
A Consortium of Institutions and Organizations
Committed to Quality Online Education

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Elements of Quality Online Education:

Into the Mainstream: Wisdom from the Sloan Consortium

Each year, the Alfred P. Sloan Foundation invites practitioners to summer research workshops resulting in the publication of annual volumes in the Sloan Consortium quality series and in online workshops that use the annual volumes as a starting point for building knowledge with a wider audience. In 2003, summer research workshop participants were also invited to do something new—to provide brief perspectives on topics of their choice, relating their own experiences and perspectives that are useful to other practitioners. The sixteen wisdom papers in this collection represent views ranging from programs and institutions to effective practices to insights that will affect the future of learning.



This book was made possible by a grant from the
Alfred P. Sloan Foundation.



Sloan-C has its administrative home at the Sloan Center for OnLine Education (SCOLE) at Olin and Babson Colleges. SCOLE has been established as a center that spans the two campuses of Olin College and Babson College. SCOLE's purpose is to support the activities of the Sloan Consortium, a consortium of higher-education providers sharing the common bonds of understanding, supporting and delivering education via asynchronous learning networks (ALNs). With the mission of providing learning to anyone anywhere, SCOLE seeks to provide new levels of learning capability to people seeking higher and continuing education. For more information about Sloan-C, visit www.sloan-c.org.

For more information about Olin and Babson Colleges, visit www.olin.edu and www.babson.edu.



Wisdom from the Sloan Consortium

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WISDOM FROM THE SLOAN CONSORTIUM

Janet C. Moore
Chief Learning Officer

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Executive Director

Frank Mayadas
President
The Sloan Consortium

*The changes in new models should be so novel and attractive as to
create dissatisfaction with past models.*

Alfred P. Sloan, 1922

Each year, the Alfred P. Sloan Foundation invites practitioners to a workshop to confer and share their practical research on specific challenges of importance to quality online education. These summer research workshops result in the publication of annual volumes in the Sloan Consortium quality series and in online workshops that use the annual volumes as a starting point for disseminating information and building knowledge with a wider audience. The 2003 Summer Research Workshop produced volume 5 in the Sloan-C series on quality education: *Elements of Quality Online Education: Into the Mainstream*—focusing on student satisfaction, learning effectiveness, blended environments, and assessment—and in online research workshops that have engaged more than 500 practitioners from many schools, organizations, and nations in exploring new models for excellence in online education.

In 2003, summer research workshop participants were also invited to do something new—to provide brief perspectives on topics of their own, relating their own experiences and perspectives that are useful to other practitioners.

The sixteen wisdom papers in this collection represent views ranging from programs and institutions, to effective practices, and to insights that will affect the future of learning.

INSTITUTIONAL AND PROGRAM PERSPECTIVES

- In “The Value of Online Learning: Perspectives from the University of Illinois at Springfield,” Burks Oakley II addresses the values of online learning from multiple perspectives, relating these values to the Sloan-C quality pillars of learning effectiveness, cost effectiveness, access, and faculty and student satisfaction.
- From students’ perspectives, in “Lessons from the ALN Home Front: Pace University’s 2003 NACTEL Graduates and Educational Learning Theory,” David A. Sachs of Pace University demonstrates that what learning theorists say *should* be the case for online learning—customization, feedback and motivation—actually *is* the case according to students.
- In “A Viable Opportunity for Deaf Results in Effective Strategies for All,” Joeann Humbert and Karen Vignare of the Rochester Institute of Technology explain how RIT’s attention to adapting technologies for ADA students benefits all learners.
- In terms of greater access and scalability, Victor Kobayashi of the University of Hawaii at Mānoa shows in “Year-Round College Instruction and ALN” that summer scheduling helps students progress towards completion and helps the university use its resources more effectively—a practice that benefits learner and provider.

- In “A Systems Approach to Effective Online Teaching and Learning: A Preliminary Examination of Linkages between Student and Faculty Satisfaction,” Tana Bishop and Claudine SchWeber of the University of Maryland University College explore commonalities among satisfiers for students and faculty that lead to better learning experiences and help scaffold delivery of quality online programs and services.

EFFECTIVE PRACTICES

- In “Increasing Design and Development Productivity for Computer-Aided Online Learning,” J. Olin Campbell of Brigham Young University describes templates for course generation characterized by modularity, easier modification and speed.
- In “Assisting Students with Self-Directed Learning Skills,” Susan Nesbitt and Lynn Hunter of Saint Joseph’s College of Maine share guidelines that help students understand how to become more self-directed and motivated as online learners.
- In “The Virtues of Teaching Literature Online,” Razak Dahmane of the University of Illinois at Springfield compares the efficacy of online teaching with the Oxford tutorial model, finding that online delivery can “perpetuate the timeless tradition of great teachers and scholars while liberating it from the constraints of time and place.”
- In “The Liberal Arts Ideal in an Asynchronous Age,” Cornel J. Reinhart of the Skidmore College University Without Walls finds that asynchronous learning and teaching revitalize the liberal arts traditions of scholarly cooperation and discovery.
- In “The Delphi Process as a Collaborative Learning Method,” Murray Turoff, Starr Roxanne Hiltz, Zheng Li, Yuanqiong Wan, and Hee-Kyung Cho of the New Jersey Institute of Technology explain how a carefully structured Delphi method

enables more focused collaboration, reducing redundant discussion and discovering new topics of interest to novice and expert learners.

THE FUTURE

- In “Online Learning Has Come of Age: Four New Frames of Reference,” John Sener of Sloan-C frames the field of online education in terms of its maturing into full integration with higher education.
- In “Second-Generation Faculty Development for Online Learning: Community-Building and Resource-Sharing,” George Otte of The City University of New York extends the maturity metaphor, showing that “online teaching and learning can offer what their traditional counterparts cannot: sustained communities built around resource sharing and mutual support.”
- In “At the Crossroads: ‘The Long Now,’ A Future of Possibilities,” Janet K. Poley of the American Distance Education Consortium (ADEC) considers the challenges: “increased complexity, greater bandwidth requirements, a larger knowledge gap for the poor and ‘out of the loop’”... and translations of cultures and mindsets.
- Among the possibilities, points out Penny Carver of the Institute for Healthcare Improvement (IHI) in “The Institute for Healthcare Improvement (IHI) and the Breakthrough Series Model (BTS) for Collaborative Improvement” are models for measurable improvement through the sharing of knowledge among the worldwide community of people trying to improve healthcare who can learn to think and implement changes systematically.
- In “Online Education in the Mainstream: Missing Markets, Digital Immigrants, and Variable Costs,” Gregory W. Hislop of

Drexel University observes that the question before us is learning: how to make online education work better by creating a balance of shared and static materials, how to manage costs and resistance to change more wisely, and how to meet the continuous immigration of digital natives and technology.

- In “Increasing Adult Access to E-learning: Five Strategies for Overcoming Policy Barriers,” Bruce Chaloux of the Southern Regional Education Board (SREB) explains how educators can help overcome barriers to access by creating policies that improve pricing, credit transfer and articulation, financial assistance, and online services.

Networking researchers, educators, administrators, and corporate groups, Sloan-C seeks to advance the field of online education as new models become part of the mainstream of higher education, so that quality education will become “an ordinary part of everyday life [1].”

The Sloan Consortium is composed of institutions and organizations dedicated to continually improving the 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>.

1. **Gomory, R. E.** “Internet Learning: Is It Real and What Does It Mean for Universities? The Sheffield Lecture, Yale University, January 11, 2000.” *Journal of Asynchronous Learning Networks* 5(1): June 2001. Available online at: http://www.sloan-c.org/publications/jaln/v5n1/v5n1_gomory.asp.

Elements of Quality Online Education

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Of value to practitioners in the full range of educational contexts, the sixteen wisdom papers in this collection include perspectives ranging from programs and institutions to effective practices to insights about the future of higher education as new models emerge that will improve learning effectiveness, cost effectiveness, access, faculty satisfaction and student satisfaction.

“The changes in new models should be so novel and attractive as to create dissatisfaction with past models.”

~Alfred P. Sloan, 1922

Sponsored by the Alfred P. Sloan Foundation, 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.



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