

Sloan-C View

Perspectives in Quality Online Education

A Publication of the Sloan Consortium

Digital Inclusion

Dr. Janet Poley
President, ADEC

The real value adders to networks are people and knowledge.

The American Distance Education Consortium (ADEC) began 15 years ago with a focus on extending educational opportunity for the rural, the remote, the underserved and the place bound using whatever technology is available to the learner. Making it possible to opt into a growing menu of learning possibilities, ADEC fosters the development of learning communities and collaboratories throughout the United States with the state and land-grant universities as core members. We partner with organizations including the National Science Foundation, Tachyon.net and Internet2 to develop affordable next generation access potential for everyone.

For ADEC, opportunity includes an assumption that members of learning communities contribute to knowledge, not passively receive it. Thus, ADEC's IDEAL Committee developed quality principles for distance teaching and learning (<http://www.adec.edu/>) focused on active learning. ADEC's view of educational effectiveness is aligned with Sloan C's, and through closer cooperation, the two organizations can build a much more inclusive learning marketplace with more affordable choices. Together with other partners we can build innovative bridges to overcome geographic, cultural, technological, financial and human distances.

In "Charting and Bridging Digital Divides: Comparing Socio-Economic, Gender, Life Stage, and Rural-Urban Internet Access" (www.amdgcab.org), Chen and Wellman wrote that widespread diffusion does not equal ubiquity, even within developed countries. They argue that rather than shrinking with expanding Internet use, the global digital divide between developed and developing nations continues to be huge. In 2002 only 10 percent of the world's population was on the Internet and 88 percent were in industrialized countries. Meanwhile, even in the U.S. geography, income, racial and ethnic backgrounds and situations prevent fuller digital opportunity.

The phrase "Digital Divide" simplistically categorizes people into those with and without Internet connectivity. Instead, we would focus on "Digital Inclusion"—increasing the real "value adders" to networks, people and knowledge. The right questions are:

- How can we increase affordable educational opportunity for people living and working in many places? and
- How can we bring knowledge of interesting distant places to the classroom bound?

I argued more than a year ago in a Chronicle of Higher Education article that when we label and lump "have nots" together in an unsophisticated manner, we are just widening the digital ditch. Is this smart, when people at the periphery pay tuition, support higher education with taxes and vote on people and issues that impact funding?

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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*

This issue of the View welcomes the American Distance Education Consortium to membership in the Sloan Consortium.

One of the first organizations recognizing the technology's potential for expanding learning networks, the American Distance Education Consortium (ADEC) emphasizes digital *inclusion*, networking people and knowledge, as the real value addition to higher education. **Janet Poley**, ADEC president and founder, calls for partnerships that help universities become more open, accessible, and flexible.

In the *Opportunities* column, **Tana Bishop** recommends "Embracing Disruptive Innovation with the Next Generation of E-Learners," as digital natives will demand new pedagogies. **John Sener** reviews two books that discuss the pedagogical possibilities that digital games may offer, and he offers to help readers write up their effective practices for inclusion in the Sloan-C collection at: <http://www.sloan-c.org/effective/index.asp>. New practices in this issue come from the Universities of Calgary, Fairleigh Dickinson, and Atlantic Cape Community College.

We are looking forward to a lively online workshop beginning in March 2004. Sloan-C authors will share their work on a pre-publication CD version of Volume 5 in the Sloan-C series on quality online education: *Elements of Quality Online Education: Into the Mainstream*. The CD version features powerpoint presentations of the papers, with audio and video. Most of the workshop will be asynchronous, however, participants will also experience Elluminate, a nifty new synchronous conferencing system (visit our [Elluminate Fact Sheet](#)). Designed for rapid, productive interaction, the workshop will respond to challenge questions to build on the knowledge presented in Volume 5, incorporating your own experiences and questions. Sloan-C will publish the workshop results, and results may be the beginning of proposals for multi-institutional grants. Bring a group from your school to qualify for greater knowledge and significant discounts.

You are welcome to join and to visit Sloan-C soon and often.
Best wishes for the happiest new year ever,

... 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>

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Welcome to new programs listed in the Sloan-C Catalog

[Mercy College- Master of Arts in English Literature](#)

Book Reviews

For complete reviews, please visit:
<http://www.sloan-c.org/resources/reviews/index.asp>

Digital Game-Based Learning

Mark Prensky, McGraw-Hill
 Related Web Site:
<http://www.twitchspeed.com/site/news.html>

What Video Games Have to Teach Us about Learning and Literacy

James Paul Gee, Palgrave Macmillan
<http://www.palgrave-usa.com/catalog/product.aspx?isbn=1403961697>



Announcing the Spring 2004

SLOAN-C Online Learning Research Workshop

Registration Opens January 21st!

Sloan-C announces an online workshop focusing on the latest issues in online learning. The workshop starts on February 15, 2004. Pre-registration indicated a high level of interest in the workshop, so if you wish to attend, we encourage you sign up as soon as you can when registration opens on January 21 (if you pre-registered, advance registration is open to you now!).

Developed with 40 of the most influential researchers in the field of online learning, and brought directly to your computer, this workshop can provide you with critical information about the most important issues in online learning including:

- **Blended Learning**
- **Assessment Methodologies**
- **Improving Student Satisfaction**
- **Increasing Learning Effectiveness**
- **and Other Key Topics in Online Learning**

Included with the workshop, you will receive a CD-ROM that includes 14 video presentations from the researchers and their associated research reports, allowing you to see and hear the presentations as many times as you wish! And the workshop itself will allow you to ask any questions you have of presenters in both asynchronous and synchronous formats. The results of the workshop will be published by Sloan-C.

When learning about online education, it only makes sense to take a workshop in an affordable online learning format. No airports or highway driving, no hotels, no scheduled meeting time that must be planned around, just Sloan-C research and interaction at its best!

TECHNOLOGY ANNOUNCEMENT: This year, we have partnered with University of Massachusetts at Lowell to provide our asynchronous technology. Our synchronous technology sponsor is Elluminate™, who is providing their powerful vClass software to help Sloan-C provide an innovative, collaborative format that caters to both novices and experts alike.

This workshop has been developed in collaboration with University of Massachusetts at Lowell, who will be offering optional CEU credit, as well as optional graduate course credit at the masters or doctoral levels.

Please visit the following URL for further details on the workshop and to register:
<http://www.sloan-c.org/workshop/jview.asp>.

Thank you,

The Sloan-C Team
workshop@sloan-c.org

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.

Online Conferences Services for the Sloan-C Online Learning Research Workshop brought to you by:



Elluminate's powerful vClass software will take this workshop to a whole new level of interaction. Well suited for the classroom environment, vClass provides the flexibility our workshop needs, from a speaker delivering to hundreds of workshop participants, to multiple small discussion groups occurring in unison. vClass effectively delivers lecture-type speeches, while also having the ability to facilitate collaboration among many individuals. For more information about Elluminate™, please go to our Elluminate fact sheet: [Elluminate™ Fact Sheet](#).

About ADEC

Lisa Poley, Virginia Tech University

ADEC is a non-profit distance education consortium composed of approximately 65 state universities and land-grant colleges. The consortium was conceived and developed to promote the creation and provision of high quality, economical distance education programs and services to diverse audiences, by the land grant community of colleges and universities, through the most appropriate information technologies available.

ADEC Mission and Guiding Principles

The driving vision behind the organization is the extension of educational content and opportunity beyond the traditional boundaries of the university walls, serving not only on-campus students but lifelong learners, broader domestic and international communities, under-served populations, and K-12 schools, and the corporate/business community.

"Through ADEC, members engage in a teaching and learning model that epitomizes a university without walls that is open, accessible, and flexible."

Through ADEC, members engage in a teaching and learning model that epitomizes a university without walls that is open, accessible, and flexible. The model seeks to provide instructional delivery and/or access anywhere, anytime, to virtually anyone who seeks it.

Primary emphasis is placed on educational and informational programs and services that fall within the traditional areas of competitive advantage for land-grant institutions. Specifically, this includes programs related to food and agriculture; nutrition and health; environment and natural resources; community and economic development; and children, youth, and families.

Guiding Principles

The consortium draws upon the best and most effective subject matter specialists and information resources to share knowledge and content with learners. ADEC programming is offered locally, regionally, nationally, and internationally and is characterized by the following guiding principles:

1. Design for active and effective learning.

Principle: Distance learning designs consider context, needs, content, strategies, outcomes and environment.

2. Support the needs of learners.

Principle: Distance learning opportunities are effectively and flexibly supported.

3. Develop and maintain the technological and human infrastructure.

Principle: The provider of distance learning opportunities has both a technology plan and a human infrastructure.

4. Sustain administrative and organizational commitment.

Principle: Distance education initiatives are sustained by an administrative commitment to quality distance education.

ADEC members seek to meet local, state, national and international demands through provision of distance education opportunities and place equal emphasis on each of the traditional land grant imperatives of teaching, research and service.

ADEC serves diverse audiences using technologies including: Internet2, commodity Internet, satellite uplinks, downlinks, VSATs, digital television and audio conferencing. These communications tools help ADEC member institutions interact with learners domestically and internationally. Typical methods of distance learning include: one-way video/two-way audio satellite, two-way video and audio conferencing, multiple user audio-only conferencing, and Internet based access to educational programs.



Major projects and programs

a. IDEAL (1, 2 and 3)

IDEAL is the work of an ADEC committee that is developing norms and mechanisms for increased distance education opportunities throughout the land grant system. The ultimate goals are to allow for academic credit transfer between ADEC institutions, credit transfer between ADEC institutions and others, eliminate turf barriers on campus, develop multi-institutional curriculum,

[Cont'd on page 5](#)

About ADEC [\(cont'd from page 4\)](#)

define academic/administrative barriers to design and delivery of distance education, develop criteria for how to charge distance education students per credit hour and review quality distance education criteria and assessment tools.

b. NSF AISEP project

The consortium has a grant of approximately \$5 million from the National Science Foundation to research and experiment with advanced Internet-satellite technology using small-dish satellite technology to provide cheap, fast Internet connections for distance education. Many poor and remote communities in the United States that might benefit from distance education either have no Internet access or have access that is both costly and slow. The research will expand distance-education opportunities for students attending colleges in rural and remote areas, in tribal, historically black, and Hispanic colleges, and the communities these institutions serve.

c. Agricultural Telecommunications Grant Program

ADEC also administers grants for the U.S. Department of Agriculture in the \$350,000 - \$500,000 range per year. ADEC reviews grant requests and awards funds based upon a proposal's alignment with the terms of the grant and the central mission of the organization to promote distance education nationally and internationally.

d. Strategic Collaboratories

ADEC hosts "collaboratories" that are largely Internet based, interactive think tanks focused on issues related to distance education. The ADEC collaboratories are: The ADEC Think Tank, Technology R&D, Distance Education Policy, Professional Development/Capacity Building, and Peer-Refereed Educational Projects.

Visit ADEC at <http://www.adec.edu>

Digital Inclusion [\(cont'd from page 1\)](#)

These people have critical information and knowledge, and they reside in interesting places and spaces. A shift to video-based, synchronous learning networks to the in crowd is as risky as an inside the beltway view of life. If higher education sneaks back into the ivory tower, considering anything beyond campuses as "out of the loop," it leaves the market and innovation space to others. This view cuts market potential and decreases innovation space—it excludes people from global learning opportunity at exactly the wrong time in the history of the universe.

"We've never needed global knowledge and education more."

Access, a fundamental Sloan C pillar, is complex and five dimensional, including physical, financial, cognitive, content and political access. Digital inequality too has at least five dimensions: equipment, autonomy of use (location of access), skill, social support and purposes for using the Internet. "The Global Digital Divide." Internet Policy Institute, Washington, DC, May 2000.

An ADEC-Sloan C combination is an unbeatable one—we are already joined in many ways at both the organizational and institutional levels. This new, clear commitment to work together can change the face of American education and global learning as we've known it.

New and Noteworthy in Effective Practices...

[Faculty-staff-student partnerships support production of learning objects.](#)

Atlantic Cape Community College funds student Digital Media Assistants to work up to 25 hours per week with faculty who commit to a one-hour per week paid

consultancy. The practice produces reusable and shareable learning objects for online courses across the curriculum.

[Best Practices in e-Learning Online ShowCase](#)

University of Calgary provides practitioners a *Best Practices in e-Learning ShowCase* as a convenient and effective way of sharing innovative approaches and getting feedback from peers. Calgary also provides an affordable annual *Best Practices in e-Learning Online Conference* as an excellent opportunity for practitioners in e-learning to meet, share and showcase their best practices with each other. Using the latest in e-learning technologies this is a truly World Wide conference without the prohibitive costs of travel.

[Creating Skilled Lifelong Global Learners: Fairleigh Dickinson's Distance Learning Initiative](#)

Fairleigh Dickinson University was the first traditional university to require all of its undergraduates to take online courses. FDU's added purpose was to bring students global perspectives by utilizing globally-based faculty, and in the process to prepare global citizens who use the Internet as a lifelong learning tool. Anecdotal evidence and preliminary assessment data indicate that this pioneer program is achieving its goals and is a model for similar types of academically-driven and mission-related initiatives targeted primarily to current students, and secondarily as a leverage point for new external niche initiatives.

What effective practices do you or your institution have that others would benefit from knowing about? Share what you do best by posting a brief summary. Click [here](#) to add an effective practice in one of the pillar areas.

You'd like to submit an effective practice but just can't find the time? Then just drop me an e-mail (john.sener@sloan-c.org) with a 1-3 sentence description of your EP and a link to relevant background documentation—URL(s), attached documents, published findings—I'll write up a description, send it to you for your review, then pass it on to the relevant editor for posting!

John Sener, Sloan-C Editor for Effective Practices in Access

Opportunities: Embracing Disruptive Innovation with the Next Generation of E-Learners

Tana Bishop
Associate Dean for
Administration

Graduate School at
University of Maryland
University College

Sloan-C Editor for
Effective Practices in
Cost Effectiveness

Harvard Business School Professor Clayton Christensen is well-known for his theory of "disruptive innovation." In simplest terms, this is a strategy that organizations use to leverage changes (whether environmental or man-made) to their competitive advantage. For example, an enterprise may intentionally undercut its high-end product with a more moderately-priced version to gain some of the down-market share. Or, a business may view technology drivers as critical to their sustainability and adjust product, process, and pricing accordingly.

"Tomorrow will find us in 'permanent whitewater'."

Examples of "disruptive innovation" abound in higher education. While many of our institutions once were campus-oriented, we have rapidly transitioned over the past several years to online environments or a combination of the traditional with the "disruptive." Technological advances that continually emerge ensure that tomorrow too will find us in the "permanent whitewater" environment that author and scholar Peter Vaill so aptly describes. In addition to the challenges we face with "disruptive" technology, pedagogical shifts continue as student populations form a blend of what author Marc Prensky terms the "digital native" and "digital immigrant."

You might believe this assessment of the emergent environment is overstated. Many thought, or perhaps hoped, that the demand for online courses would wane. Even those who were unconvinced have retreated from that position as the online market continues to expand exponentially. The growth in distance courses is not limited to higher education. Raymond Rose, of the Concord Consortium (an organization comprised of virtual schools), noted the existence of some 88 identifiable virtual high schools across the nation in 2001-2002.

"Virtual high schools are widening access and providing learning opportunities to increasingly diverse student populations."

These schools delivered courses to around 275,000 students in rural, urban, suburban, and home-schooled environments. As with our postsecondary program offerings, the virtual high schools are widening access and providing learning opportunities to increasingly diverse student populations. Rather than increasing the digital divide, the virtual high schools are using a variety of creative and collaborative approaches to meet a previously unmet need: providing students from disadvantaged areas with access to innovative and technologically enhanced learning opportunities.

Clearly, preparing for the next generation of e-learners is a complex proposition, and one requiring us to engage in some new thinking. While most of our online students and faculty today are "digital immigrants," soon we will have a "blended" classroom comprised of first- and second-generation "immigrants." It will not be that far away before we find ourselves trying to accommodate the learning needs of not only these two generations of "immigrants" but also some "digital natives."

How will we meet the technological challenges associated with multiple generations of users -- with a one-size-fits-all technology delivery model? In the same way we have discovered that we need a variety of online models to accommodate the current learning styles of our students and the goals of our institutions, we need to design courses with various generations of users in mind. As we have progressed technologically from text-based to multimedia-oriented online offerings, the time is right for us to reexamine pedagogy too so we are able to accommodate technologically sophisticated 21st century learners. We have the unique opportunity to sustain the momentum and lead the way in higher education as masters of disruptive innovation.

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.

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THE SLOAN CONSORTIUM
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Organizations Committed to Quality Online Education

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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.

Call for Papers: The Journal of Educators Online (JEO)

JEO invites you to submit your ideas, opinions, and research papers for the June 2004 inaugural issue. Submit material to the editor (melbeck@troyst.edu) no later than May 10, 2004. JEO is inclusive and experimental and, therefore, seeks the most original, provocative submissions possible. JEO's audience is global.

For more information, please visit the JEO website at:
<http://www.tsud.edu/JournalOfEducators/Default.htm>

CALENDAR

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".

The Association for Business Simulation and Experiential Learning (ABSEL)

Date: March 24-26, 2004

Location: Las Vegas, NV

URL: <http://www.towson.edu/absel/>

2004 Annual TXDLA Conference—Surfing the Big Wave

Date: March 29-April 1, 2004

Location: Moody Gardens Hotel and Resort, Galveston Island, TX

URL: <http://www.txdla.org/apps/Conference/index.cfm?4,59,92,capp>

Visit the Sloan-C booth in the exhibit hall at the 2004 Texas Distance Learning Association Conference.

NUTN 2004—Quality in Distance Learning

Date: June 12-14, 2004

Location: The Colony Hotel, Kennebunkport, ME

URL: http://www.odu.edu/dl/nutn/annual_conference.html

The 22nd annual event presented by the National University Telecommunications Network in cooperation with the University Continuing Education Association.

ALT-C 2004: Blue skies and pragmatism—learning technologies for the next decade

Date: September 14-16, 2004

Location: University of Exeter, Devon, England

URL: <http://www.alt.ac.uk/altc2004/>

The 11th International Conference of the Association for Learning Technology (ALT), ALT-C is the UK's biggest and most important conference about learning technology. Information about submitting papers can be found at <http://www.alt.ac.uk/altc2004/papers.html>