

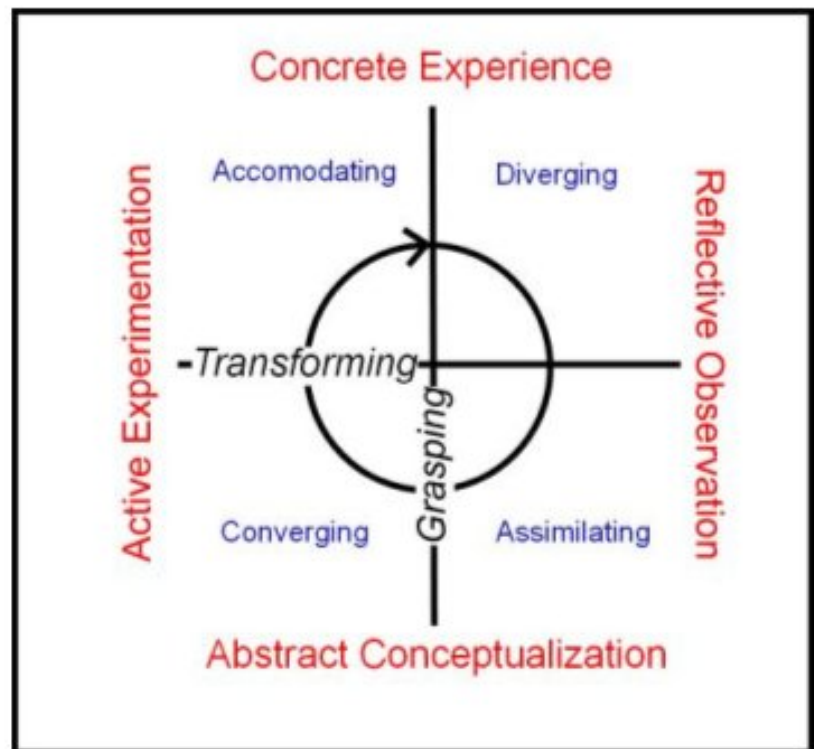
# Sloan-C View

Perspectives in Quality Online Education

A Publication of the Sloan Consortium

## How Do People Learn?

Rich with novice and expert peer-to-peer communication and resources, online environments can create learning conditions for many kinds of learners. In "Using Adaptive Hypermedia to Match Web Presentation to Learning Styles," [1] Michael Danchak explains how environments designed for diverse learning styles can also help expand learning repertoires. In the figure below, Danchak illustrates the Kolb Inventory, a useful guide for building an environment that provides for relationships among experience, reflection, abstraction and experimentation.



### The Four Kolb Learning Styles

From Danchak, M. "Using Adaptive Hypermedia to Match Web Presentation to Learning Styles", in *Elements of Quality Online Education: Into the Mainstream*, eds J. Bourne and J.C. Moore. Needham, MA: Sloan-C, forthcoming.

Like some of the other well known cognitive and affective taxonomies, the Kolb figure illustrates a range of interrelated learning activities and styles beneficial to novices and experts. Designed to emphasize reflection on learners' experiences, and progressive conceptualization and active experimentation, this kind of environment is congruent with the aim of lifelong learning. Randy Garrison points out that:

From a content perspective, the key is not to inundate students with information. The first responsibility of the teacher or content expert is to identify the central idea and have students reflect upon and share their conceptions. Students need to be hooked on a big idea if learners are to be motivated to be reflective and self-directed in constructing meaning. Inundating learners with information is discouraging and is not consistent with higher order learning . . . Inappropriate assessment and excessive information will seriously undermine reflection and the effectiveness of asynchronous learning. [2].

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# ... From the Editors

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

With contributions from researchers in the Sloan-C quality series of volumes and the forthcoming *Sloan-C Wisdom Papers*, this issue shares some views about collaborative learning as asynchronous networks for people.

"How Do People Learn?" describes the legacy cycle for problem-based or challenge-based learning. Whether online or face-to-face the cycle exemplifies the goals of learning environments that emphasize teaching, social and cognitive presence. This is the method Sloan-C will use in the [2004 Sloan-C Online Learning Research Workshop](#). The workshop is an expansion of the annual Sloan-C face-to-face Summer Research Workshop. As shared background for the workshop, participants will use a digital version of the forthcoming *Elements of Online Quality Education: Into the Mainstream*, focusing on Student Satisfaction, Learning Effectiveness, Blended Environments, and Assessment. Volume 5 in the Sloan-C series will be published in book form this spring.

In an excerpt from "The Delphi Process as a Collaborative Learning Method," **Murray Turoff** and colleagues describe how a Delphi process helps collaborators organize content and focus on topics for which there is not already consensus. The full paper will be published in a forthcoming volume of *Sloan-C Wisdom Papers*.

The new issue of the *Journal of Asynchronous Learning Networks*, is guest-edited by **Mark Milliron**, President and CEO of League for Innovation in the Community College, and **Mary Prentice** of New Mexico State University. The League is a collaborative initiative that helps members use "any available tool or technique to improve and expand learning." Look for more about the League in the next issue of the *View*.

Speaking of collaboration . . . your thoughts for issues and news to include in the *View* are always welcome; please contact [publisher@sloan-c.org](mailto:publisher@sloan-c.org).

... 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](#)

[Dallas Baptist University](#)

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## Sloan-C is Looking for Your Feedback

Sloan-C is looking for your comments about the *Sloan-C View*. To better serve you, our readers, we'd like to know what you find useful about this publication, or what you'd like to see change. Which features do you find helpful? How has the *Sloan-C View* influenced your perspectives on quality online education?

Please email [publisher@sloan-c.org](mailto:publisher@sloan-c.org) with your comments.

## Call for Papers

Special Issue of 'Open Learning: The Journal of Open and Distance Learning' entitled: **Open Learning in Less Developed Regions.**

This Special Issue centres around the factors that facilitate or inhibit the success of open learning in education in less developed countries or regions of countries. Guest Editor [Carmel McNaught](#) invites you to submit. [More detailed information...](#)



# Sloan-C Spring 2004 Online Learning Research Workshop

Due to overwhelming demand, registration is now **CLOSED** for the Spring Workshop. If you'd like to join a waiting list for a possible second offering in the summer, please go to: <http://www.sloan-c.org/workshop/sfeb.asp> to sign up.

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.

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!

**Using asynchronous collaboration software provided by the University of Massachusetts at Lowell and powerful synchronous collaboration software provided by Elluminate™, Sloan-C provides 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 and graduate course credit. The results of the workshop are intended to be published by Sloan-C. Participants will have the opportunity to participate as authors.

Please visit the following URL for further details or to join the waiting list for the possible second offering in the summer of 2004:  
<http://www.sloan-c.org/workshop/sfeb.asp>

Thank you,

The Sloan-C Team  
[workshop@sloan-c.org](mailto: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.

## Who dares to teach must never cease to learn.

- John Cotton Dana (1856-1929)

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[How Do People Learn? \(cont'd from cover page\)](#)

Reflection on a big question is amplified when it enters collaborative inquiry, as multiple styles and approaches interact to respond to the challenge and create solutions. In *How People Learn: Brain, Mind, Experience, and School*, John Bransford and colleagues describe a legacy cycle for collaborative inquiry [3], depicted in a figure by Vanderbilt University researchers [4] (see image, lower left).

The legacy cycle is the design for the [2004 Sloan-C Online Learning Research Workshop](#) in which participants will build a legacy of responses to some big questions.

Sloan-C will "go public" and publish the workshop results, so please join in and test your thoughts, or stay tuned for the results.

[1] Michael Danchak. "Using Adaptive Hypermedia to Match Web Presentation to Learning Styles." *Elements of Quality Online Education: Into the Mainstream*. Needham, MA: Sloan-C, 2004 (forthcoming).

[2] D. Randy Garrison, "Cognitive Presence for Effective Asynchronous Online Learning: The Role of Reflective Inquiry, Self-Direction and Metacognition". *Elements of Quality Online Education: Practice and Direction*. Needham, MA: Sloan-C, 2003.

[3] John Bransford, Ann L. Brown, and Rodney R. Cocking. Eds. *How People Learn: Brain, Mind, Experience, and School*. The National Research Council, 2000. An online, searchable pdf is viewable at: <http://www.nap.edu/html/howpeople1/>

[4] "Instructional Design Patterns and Their Use Within CAPE":

<http://www.isis.vanderbilt.edu/projects/VaNTH/patterns.htm>.

See also the useful demonstration of how people learn at

<http://hpl.peabody.vanderbilt.edu:16080/exploringhpl/explorehpl/fullmap.htm>

# New and Noteworthy

in Effective Practices

## Contribute Your Own

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 that will be useful to other practitioners. 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 write to **John Sener**, Sloan-C Editor, Effective Practices in Access ([john.sener@sloan-c.org](mailto:john.sener@sloan-c.org) or call him at 301-754-0688) with a 1-3 sentence description of your EP and a link to relevant background documentation.

## Student Satisfaction

### • [Collaborative Skills Training](#)

The National Oceanic and Atmospheric Administration (NOAA) provides online collaborative skills training for teams. The course's effective modules help people learn about the terminology, about managing conflict and meetings, and about the problem-solving process. Estimated time on task for the training is two hours. However, people can proceed through the training at their own paces, going back to review principles and facts, pausing for reflection, testing themselves for knowledge about comprehension, collaborative skills, team dynamics and solutions. Although the topic is about managing wetlands, the collaborative skills training is adaptable for many topics.

## Learning Effectiveness

### • [A New Methodology for Evaluation: The Pedagogical Rating of Online Courses](#)


Massachusetts Institute of Technology's pedagogical effectiveness index provides a simple yet multidimensional tool to assess online courses based on media, learning models and interactivity elements. The pedagogical effectiveness index combined with a five factored survey results leads to pedagogical rating of the course. [More...](#)

## Faculty Satisfaction

### • [The Berkeley College Online Faculty Resource Center](#)


The Berkeley College Online Faculty Resource Center is a media-rich interactive site that provides faculty with comprehensive resources. [More...](#)

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illuminate provides a rich, collaborative environment for live remote training and online meetings allowing people to eliminate travel costs and teleconferencing hassles. Our mission is to help people work together, learn together and share together.



# The Delphi Process as a Collaborative Learning Method

Murray Turoff, Starr Roxanne Hiltz, Zheng Li, Yuanqiong Wang, and Hee-Kyung Cho  
Information Systems Department, <http://is.njit.edu>, New Jersey Institute of Technology  
(excerpt from forthcoming Sloan-C anthology)

The Delphi Method is a process that allows all the members of a class to participate in a class-wide, collaborative, structured learning exercise that can:

- Improve idea generation.
- Self organize the contributed content.
- Facilitate equal participation of all students.
- Reduce information overload problems for large classes.
- Facilitate collaborative problem solving.
- Expose disagreements for focusing the discussion.
- Facilitate comprehensive idea evaluation.

Most Delphis are organized around the three phases of exploring, evaluating, and probing. However, some more complex structures for planning and decision analysis can go to five or six phases. Common to almost any type of problem situation is the initial step of compiling one or more lists of contributions of a given type. For example, in a typical decision problem the lists that are needed are:

Objectives of the solution to a decision issue

Criteria for evaluating a solution to the problem

Possible solutions for the problem

Consequences of those solutions

The possible list generations that one can treat as a Delphi process are completely open ended. Respondents may propose rewordings of specific list entries and the group may quickly vote on those amendments, much as in Robert's Rules of Order.

It takes some explanation to help students realize that the goal of a voting process is not meant to be a single vote to reach a final view on the item such as occurs in the typical survey or election. In fact, it is usually considered that having vote changes in the neighborhood of 25% to 33% of the vote is a sign of success in terms of getting many of the participants to change due to the collective insights provided. Even the experts can learn in such a process!

**Table 1: Typical list types**

Type of List	Voting Scale	Example
Objectives	Importance, Measurability	Getting a college education, Goals of an organization
Criteria	Importance, Measurability	For a presidential candidate Buying a house, Choosing a college
Solutions, Actions, Decisions, Policy Resolutions	Desirability Feasibility	Components of a national medical drug program, Potential products for a company
Consequences, Inferences, Events	Likelihood, Significance	Long term impacts of modern terrorism on U.S. Society
Observations, Viewpoints, Pro/Con Arguments	Validity, Importance	Reasons for the U.S. Civil War, Scenarios of any type, Rationales
Interpretations, role playing	Validity, Significance	How would a selection of US Presidents reflect on a current political issue?

Assessing the achieved course objectives helps not only the students to review what they have learned, but also helps instructors to improve teaching. One historical view of Delphi was that it could considerably reduce the amount of verbal discussion that usually occurs in meetings. For example, it was common to have a great deal of discussion about some point of view that everyone already agreed about. This occurs in both face-to-face class discussions and online. The use of a Delphi process to discover what specific topics deserve more discussion is an extremely promising situation to improve the effectiveness of course discussions. The voting process is extremely efficient at determining what deserves further discussion because of differences of viewpoint or uncertainties of relevant information. Even in online discussions a great deal of discussion might be on the topics that don't need it, and this may result in not focusing on what should be discussed. Since most Delphis are designed to encourage experts to share viewpoints, they are learning experiences for experts. The same property makes them a learning tool for students.

# JALN

## Community College: Special Issue of JALN

**Mark Milliron**, President and CEO of League for Innovation in the Community College, and **Mary Prentice** of New Mexico State University are guest editors in the latest JALN, and provide an opening article, "Ten Emerging Insights." Milliron and Prentice note that "the more than 1,100 U.S. community colleges have evolved into dynamic, comprehensive institutions" often "known for their resourcefulness in using any available tool or technique to improve and expand learning." Combining findings from the ongoing major trends study conducted every three years by the League for Innovation with the articles in this issue, they provide ten emerging insights. Contributing authors to this issue include: **Carol Twig, Linda Thor** and **Carol Scarafioti, William Graves, Steve Gilbert, Richard Rhodes, Barbara Walker, Stella Perez, Paul Gandel** and **Richard Katz**.

See next month's issue of the *View*, for a spotlight on the [League for 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.

For information about advertising in the *Sloan-C View*, please contact [advertise@sloan-c.org](mailto:advertise@sloan-c.org).

## Roadmap to Redesign (R2R) Application Guidelines Now Available

Application guidelines for institutions interested in joining the Roadmap to Redesign (R2R) are now available on the Center for Academic Transformation's web site at <http://www.center.rpi.edu/R2R/R2R.html>. Follow the "Information for Applicants" link to view the guidelines, FAQs about R2R, a set of readiness criteria that will be used to pre-qualify prospective applicants, and a full program description. Applications are due on **April 1, 2004**.

R2R will build on the successes achieved in the Center's Program in Course Redesign where 30 institutions redesigned large-enrollment, introductory courses using technology and achieved the following outcomes: improved student learning, increased student retention and reduced instructional costs. The Center now plans to teach other institutions how to achieve the same results.

The Center has created a new model—the academic practice—that will partner experienced, successful institutions with new institutions and rely upon best practices and learning materials with a proven track record in particular disciplines. Four academic areas have been selected to test the practice model: precalculus mathematics, psychology, Spanish and statistics. (See [http://www.center.rpi.edu/R2R/R2R\\_AP.html](http://www.center.rpi.edu/R2R/R2R_AP.html) for more details about the academic practices.) Each practice will create a repository of research-based learning materials to be used by other institutions in redesign. Five additional institutional teams will be invited to join each practice and to complete a large-scale redesign using a streamlined redesign methodology.

The complexity of the redesign process used in the Program in Course Redesign will be simplified. A menu of redesign options—those techniques and models that are most likely to lead to learning improvements and cost reduction—will be available to new institutions. As they develop redesign plans, new institutions will be supported through workshops, access to streamlined tools and techniques, and through consultations with experienced, successful institutions and with Center staff.

To add your name to the Center's list serve, which ensures that you will receive updates and information about this new initiative, send a plain text email message (with subject line left blank) to [listproc@lists.rpi.edu](mailto:listproc@lists.rpi.edu). In the body of the message, type SUBLFORUM-L your name.

## Mark Your Calendars

### The 10th Sloan-C International Conference on Asynchronous Learning Networks

**November 12-14, 2004 at the Rosen Centre, Orlando, Florida**

The lessons learned at the 9th Sloan-C ALN Conference are probably still setting in. However, we are putting together an even more informative, more cutting edge conference for our 10th year anniversary to be held in the same location, the Rosen Centre in Orlando, Florida on November 12-14, 2004. The 2003 conference was a great success and we have many of you to thank for that! We have also listened to your feedback and plan to continue to increase the usefulness of the conference to you and your colleagues. Stay tuned for more announcements about conference presentations, registration, and pricing. In the meantime, refer to the following URL for updates and information: <http://www.sloan-c.org/conference/con04sfeb.asp>



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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](mailto:publisher@sloan-c.org).

**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/index.html>

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>

**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](mailto: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>

**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.

**Networked Learning 2004 Conference**

Date: April 5-7, 2004  
Location: Lancaster University, England, UK  
URL: <http://www.shef.ac.uk/nlc2004/>  
A research-based conference on networked learning in Higher Education and Lifelong Learning.

**Online Educa Madrid 2004**

Date: May 12-14, 2004  
Location: Madrid, Spain  
URL: <http://www.online-educa-madrid.com>  
Catering to the specific e-learning needs in the Spanish-speaking world and offering a cross-sector platform for the adoption, development and innovation of e-learning.

**NUTN 2004—Quality in Distance Learning**

Date: June 12-14, 2004  
Location: Kennebunkport, ME  
URL: [http://web.odu.edu/dl/nutn/annual\\_conference.html](http://web.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.

This is a **call for papers** for a Special Issue of 'Open Learning: The Journal of Open and Distance Learning' entitled:

***Open Learning in Less Developed Regions***

This Special Issue centres around the factors that facilitate or inhibit the success of open learning in education in less developed countries or regions of countries.

The following questions are offered as stimulus for potential authors.

**Anthropological/Philosophical:** To what extent is 'open learning' a western concept? Or were traditional forms of oral education really more open than our modern formal systems?

**Politics and Economics of Education:** 1) How has the 'diploma disease' of credentialism impacted on the openness of education systems and programmes? 2) Is education in less developed regions cost-effective? Can open learning provide more cost-effective educational solutions? 3) How has the growing global 'shadow economy' of drugs and arms trade affected the potential development of open learning? 4) What happens in a country after international agencies (who have brought technology, concepts, money, resources) pull out? Do lasting benefits result?

**Pedagogical:** 1) Are there examples of open learning in action in less developed regions where educational effectiveness can be demonstrated? 2) What are the evaluation criteria and strategies that should be used in judging the educational effectiveness of open learning systems and/or programmes in less developed regions? 3) How are the challenges of language of instruction being met in open learning programmes in less developed regions? 4) How are local staff trained and supported for their involvement in 'imported' open learning programmes?

It is anticipated that there will be 6-8 papers plus an overview by the Guest Editor.

**Editors:** **Guest Editor, Carmel McNaught**, The Chinese University of Hong Kong, [carmel.mcnaught@cuhk.edu.hk](mailto:carmel.mcnaught@cuhk.edu.hk) and **OL Editor, Anne Gaskell**, The Open University, UK, [A.F.Gaskell@open.ac.uk](mailto:A.F.Gaskell@open.ac.uk). Decisions made jointly by Editor and the Guest Editor. There are two reviewers for each paper, one chosen by the Guest Editor and one regular OL reviewer chosen by the Editor.

**Proposed time line:** Variation may occur

**January 2004:** Formal call for papers. The editors reserve the right to invite contributions. Selection of team of reviewers by editors. Full articles can be sent out to review at any point. Authors are advised to contact the Guest Editor with an extended expression of interest of approximately 1,000 words. Advice and discussion about an appropriate format can then be given. The word limits for submitted papers are 3,000 for case studies and 6,000 for papers with new theoretical or empirical data.

**End May 2004:** Deadline for paper submission to go out to review, though papers are welcome earlier. Each paper sent to two reviewers.

**Mid-October 2004:** Reviewers' reports in.

**Mid-November 2004:** Advice sent back to authors.

**Mid-January 2005:** Final papers due in.

**Mid-March 2005:** Edited manuscript sent to publisher.