

Sloan-C View

Perspectives in Quality Online Education

A Publication of the Sloan Consortium

The League for Innovation in the Community College

**Cynthia Wilson, Vice President, Learning and Research
League for Innovation in the Community College**



For all of its 36-year history, the League has focused on finding and sharing with the field successful, innovative practices and programs at community colleges. Using distribution methods such as print and digital publications, conferences and institutes, project seminars and reports, and in-service keynotes and workshops, the League has featured countless innovations contributing to student and organizational success. Continuing that long tradition, the League is now using the power of technology to create an asynchronous learning network that pulls together resources from all the various media the League has used in the past into a single, powerful, media-rich, online resource bank called the [Innovation Stream](#), or [iStream](#).



Developed in partnership with Seattle Community College's SCCTv, iStream provides access to a variety of content, including Macromedia Flashpaper or Adobe PDF versions of all League publications, including the LENS faculty development program. The online conference included in iStream is a repository of video-streamed keynote addresses and other presentations from the

League's Conference on Information Technology, Innovations conference, and other gatherings. Keynote speakers include nationally recognized figures such as Senator Edward Kennedy and Kweisi Mfume, and leaders in the community college field such as Kay McClenney and Terry O'Banion.

League Radio, hosted by League President and CEO Mark David Milliron, features interviews with national leaders in community college education, including community college CEOs Sandford S. Shugart, Walter Bumphus, Alice Villadsen, and Mary Spilde. Several forums—League TLC, CCTI, and SAIL—are already live on iStream, and additional discussion groups, online events, and interactive capabilities are being developed.

The interactive features of iStream allow users to join a community of learners in asynchronous discussions of topics that interest community college educators, to share successful strategies and practices with colleagues around the world, and to seek solutions to problems and challenges colleges and their members face. As professional development resources for faculty, staff, and administrators, iStream's publications and presentations also provide a wealth of information and ideas for educators and staff. One of the highlights of the professional development resources is the LENS faculty development program. This six-module program was designed by and for faculty and can be used as independent study or as a series of workshops. The modules, workshop materials, and facilitator guide are accessible through iStream, and a LENS facilitator training program is available through Humber College.

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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 welcomes and provides an overview of the [League for Innovation in the Community College](#), an organization that has supported excellence in learning for more than three decades.

The League's more than 750 member schools share ideas, resources, initiatives and training of value to leaders throughout higher education.

Many League member schools are also members of Sloan-C, and this issue provides links to online programs that have been reviewed and approved for listing in the [Sloan-C Catalog](#). This issue also links to [Sloan-C effective practices](#) provided by League schools. In addition to the [special February issue of the Journal of Asynchronous Learning Networks](#), the League has provided useful book reviews.

Welcome also to **Ray Schroeder's** *Hot Off the Blog*, a new *Sloan-C View* column that provides *View* readers with some highlights from his daily [Online Learning Update blog](#).

In other news of note, is an excerpt from a collaborative report that pools knowledge about ALN and the ways it can optimize learning in developing blended programs. This report is an outcome of the [Sloan-C Online Research Workshop](#) that concluded in April 2004. In answer to a workshop challenge question—"How should knowledge about ALN inform the development of blended environments?"—a team of twenty colleagues from twenty schools who met as members of a team named *Enterprise-Endeavor-Constellation* collaborated on this response. A second (Summer School) version of the online research workshop begins in July, and you are welcome to register for it at: <http://www.sloan-c.org/workshop/vmay.asp>.

We look forward to seeing you online, and in person at the **10th Sloan-C International Conference on ALN: The Power of Online Learning—From Innovation to the Mainstream in Orlando, Florida, November 12-14, 2004**. Details about the conference are at <http://www.sloan-c.org/conference/index.asp>.

Thank you sending for your comments and suggestions to publisher@sloan-c.org. We hope you will visit [Sloan-C](#) soon and often.

... 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>

League Members with Programs in the Sloan-C Catalog

[ATLANTIC CAPE COMMUNITY COLLEGE](#)

* [Associate in Arts in Liberal Arts](#)

[BISMARCK STATE COLLEGE](#)

* [Electric Power Technology](#)

* [Power Plant Technology](#)

* [Process Plant Technology](#)

[BUCKS COUNTY COMMUNITY COLLEGE](#)

* [Web Design](#)

[HAYWOOD COMMUNITY COLLEGE](#)

* [Early Childhood](#)

[IVY TECH STATE COLLEGE](#)

* [Accounting](#)

* [Business Administration](#)

* [Design Technology](#)

[JAMESTOWN COMMUNITY COLLEGE](#)

* [Computer Science](#)

[LANSING COMMUNITY COLLEGE](#)

* [Computer Programmer/Analyst Associate in Business Degree](#)

* [General Associate Degree with a Concentration in Business](#)

* [Internet for Business Certificate of Achievement](#)

[MONROE COMMUNITY COLLEGE](#)

* [Dental Assisting](#)

[NORTHAMPTON COMMUNITY COLLEGE](#)

* [Early Childhood Education](#)

[NORTHWEST TECHNICAL COLLEGE](#)

* [Accounting](#)

* [Microcomputer & Network Technology](#)

* [Practical Nursing](#)

[NORTH DAKOTA STATE COLLEGE OF SCIENCE](#)

* [Health Information Technician](#)

[NORTHERN VIRGINIA COMMUNITY COLLEGE](#)

* [Business Administration](#)

* [Business Management](#)

* [Business Management, Public Management Specialization](#)

* [General Studies](#)

* [Information Systems Technology](#)

* [Liberal Arts](#)

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Colleges can use iStream for individual and organizational growth in a variety of ways. For example, League publications provide options for reading circle books, conference keynotes and other video-streamed or audio-streamed presentations can be used as the basis for conversations about learning, online communities of learners offer a resource for successful programs from fellow practitioners, and iStream features can serve as content for all-college listservs and newsletters.

As iStream continues to develop, the League will add resources for students as well as college administrators, faculty, and staff.

Overview of the League

The [League](#) is an international consortium dedicated to catalyzing the community college movement. The League hosts conferences and institutes, develops Web resources, conducts research, produces publications, provides services, and leads projects and initiatives with member colleges, corporate partners, and other agencies in a continuing effort to make a positive difference for students and communities. Since 1968, the League has been making a difference in community college education and in the lives of millions of educators and students.

As the leading community college organization in the application of information technology to improve teaching and learning, student services, and institutional management, the League hosts the annual [Conference on Information Technology \(CIT\)](#), featuring hands-on computer labs, international distance-learning links, partner exhibits, and an asynchronous learning community. Advances in online learning have created new options and opportunities to extend courses, degrees, and training beyond traditional service boundaries and fulfill workforce needs in even the most remote communities. The League, with support from the Sloan Foundation, is leading [Project SAIL](#) (Specialty Asynchronous Industry Learning) as a national network promoting access, exchange, and dissemination of specialized industry-driven programs anywhere and anytime for community college students.

The League is also spearheading efforts to develop more learning-centered community colleges through its [Learning Initiative](#). The goal is to assist community colleges in developing policies, programs, and practices that place learning at the heart of the educational enterprise, while overhauling the traditional architecture of education. To that end, the League publishes monthly [Learning Abstracts](#), and in 1998, the League introduced [Innovations](#), an annual conference dedicated to improving student and organizational learning. In 2003, the League launched the [Learning Summit](#), a smaller event designed for educators to network, share ideas, and discuss challenges and issues they face as they work to make their institutions more learning centered.

The League is the principal provider of national programs and publications to prepare leaders for community colleges. The League's [Executive Leadership Institute \(ELI\)](#) prepares senior-level administrators for the community college presidency and features more than 20 community college CEOs and senior educators as faculty. Each month, the League publishes [Leadership Abstracts](#), a brief on key leadership issues distributed to more than 22,000 presidents, trustees, and senior administrators, nationally and internationally.

The League is a major leader in influencing the expansion and improvement of workforce training programs in community colleges in the U.S. and Canada, and is a strong force in garnering recognition for the important role that community colleges play in the overall educational system and in involving major foundations and corporations in community college development. The League has entered into a cooperative agreement with the U.S. Department of Education (DOE), Office of Vocational and Adult Education (OVAE), to lead the [College and Career Transitions Initiative \(CCTI\)](#) Consortium of site partnerships. Through its collaboration, the CCTI Consortium is identifying, developing, and refining practices that help students move effectively from high school to college and to careers by better aligning and improving the quality of secondary and postsecondary programs in high-demand career areas.

The activities listed here detail many of the ways in which the League makes a difference in community college education. However, the most powerful influence is seen in the lives of the more than 10 million students served by two-year colleges each year, many of whom are first-time college attendees, returning students, women, and minorities. These students and their aspirations continue to inspire and encourage us to incorporate all of our resources in efforts to improve community college education through innovation, experimentation, and institutional transformation.

League Members with Programs in the Sloan-C Catalog (continued from [page 2](#))

[PARKLAND COLLEGE](#)

- * [A.S. with Concentration in Business Education](#)
- * [Associate in Arts](#)
- * [Associate in General Studies \(A.G.S.\)](#)
- * [Associate in Science with Concentration in Business Education](#)
- * [Associate in Science, Business Administration](#)
- * [Associate in Science with Concentration in History](#)
- * [Liberal Arts and Sciences](#)
- * [Mass Communication: Advertising and Public Relations](#)
- * [Political Science](#)
- * [Psychology](#)
- * [Veterinary Technology](#)

[RIO SALADO COLLEGE](#)

- * [Associate of Arts](#)
- * [Associate of Business](#)
- * [Computer Technology](#)
- * [Water/Wastewater Technology](#)
- * [Associate in Science](#)
- * [Chemical Dependency-Level I](#)

[SALISH KOOTENAI COLLEGE](#)

- * [Environmental Science and Human Services](#)

[SOUTH SUBURBAN COLLEGE](#)

- * [Basic Office Skills](#)
- * [Microcomputer Tools](#)
- * [Microsoft Office Suite Tools](#)

[ULSTER COUNTY COMMUNITY COLLEGE](#)

- * [Online Associate in Science in Individual Studies](#)

[UNIVERSITY OF CINCINNATI](#)

- * [Early Childhood Learning Community](#)

[UNIVERSITY OF TULSA](#)

- * [IMBA](#)

[WESTERN GOVERNORS UNIVERSITY](#)

- * [Associate of Arts](#)
- * [Associate of Science-Business](#)
- * [Associate of Science-Information Technology](#)
- * [Bachelor of Arts, Interdisciplinary Studies \(with Elementary Teaching Certification\)](#)
- * [Bachelor of Science Business-Human Resource Management](#)
- * [Bachelor of Science Business-IT Management Emphasis](#)
- * [Bachelor of Science, Computer Information Systems](#)
- * [Post-Baccalaureate Certificate \(Initial Teaching Certificate in Elementary Education\)](#)
- * [Teaching Endorsement, High School Mathematics](#)
- * [Teaching Endorsement, Middle School Mathematics](#)
- * [Master of Arts in Teaching, Elementary Education](#)
- * [Master of Arts, Learning & Technology](#)
- * [Master of Arts, Mathematics Education](#)
- * [Professional Development Program, Elementary Mathematics](#)

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



November 12-14, 2004 • Rosen Centre Hotel • Orlando, FL

CALL FOR PAPERS

EXTENDED DEADLINE: MAY 16, 2004

The Sloan Consortium would like to inform you that we have extended the deadline for the paper submission for the 10th Sloan-C International Conference on Asynchronous Learning Networks (ALN): "The Power of Online Learning: From Innovation to the Mainstream." The conference strongly encourages proposals that reflect the implications for the field of specific e-learning experience and practices. Last year's conference attracted over 600 participants to more than 120 presentations.

PROPOSALS MUST BE SUBMITTED BY MAY 16, 2004.

PROGRAM TRACKS:

"The Power of Online Learning: From Innovation to the Mainstream"

- Learner Satisfaction: Next Generation Evaluation and Innovations in Services
- Improving the Breadth and Quality of Access
- Cost Effectiveness and Institutional Sustainability
- The Faculty Experience Online: Rewards, Challenges, and Emerging Issues
- Learning and Instruction: Changing Paradigms, New Challenges

FOR COMPLETE DETAILS ON ONLINE SUBMISSION OF PROPOSALS, VISIT OUR WEBSITE AT www.sloan-c.org/conference/info/vmay.asp.

FEATURED KEYNOTE SPEAKER:

Dr. Jim Taylor, Deputy Vice-Chancellor Academic & Global Learning
University of Southern Queensland, Australia.



Sloan-C Effective Practices

Contributed by League Members

Student Satisfaction

Frederick Community College: [Online Library Materials and Services](#)

Northern Virginia Community College: [Tutorial Instructional Model](#)

Access

Community College of Baltimore County, Essex Campus: [Online Services: Getting the Word Out In Person](#)

Atlantic Cape Community College: [Faculty-Staff-Student Partnerships Support Production of Learning Objects](#)

Northern Virginia Community College: [Chemistry Laboratories for Science Majors in Distance Learning Courses](#)

Northern Virginia Community College: [Course Information Access for Prospective Students](#)

Northern Virginia Community College: [Continuous Enrollment and Expandable Course Sections](#)

Rio Salado College: [A Systems Approach to Online Learning](#)

Rogue Community College: [Discipline-Specific Online Writing Lab with 24/7 Access and Asynchronous Peer Tutoring](#)

Learning Effectiveness

Long Beach City College SIDE: [Success in Distance Education](#)

Northern Virginia Community College: [Tutorial Instructional Model](#)

Rio Salado College: [Actively Learning Online Human Anatomy](#)

University of Cincinnati: [Virtual Assessment of and Reflection on Student Teaching](#)

Western Governors University: [Strategies for Mentoring Online Adult Learners in a Competency-Based Degree Program](#)

Faculty Satisfaction

Monroe Community College: [Onsite Support for Online Faculty: The Monroe Model](#)

Cost Effectiveness

Rio Salado College: [New Model Shifts Faculty Focus on Monitoring Student Progress to Interacting with Students](#)



CALENDAR

[League Learning Summit](#)

August 1-3, 2004
Renaissance Harborplace Hotel, Baltimore, MD

[2004 Conference on Information Technology](#)

November 7-10, 2004
Tampa Convention Center, Tampa, FL

[Executive Leadership Institute](#)

December 5-10, 2004
Tempe Mission Palms, Tempe, AZ
Application Deadline: July 15
Announcement of Participants: Aug. 30

[Innovations 2005](#)

March 6-9, 2005
Marriott Marquis, New York City, NY

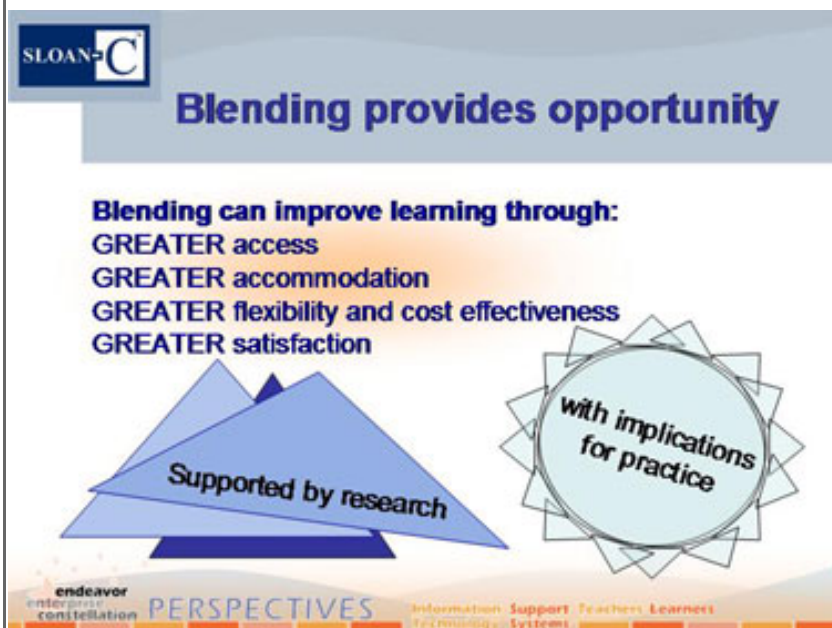
ALN Principles for Blended Environments

An excerpt from the EEC Team's challenge response in the Sloan-C Online Research Workshop, Spring 2004 [1]



Combining computer-based and face to face learning can provide opportunities to improve learning. Potential benefits include:

- greater access to a range of appropriate, personalized and individualized learning, teaching, and resources
- greater accommodation for learners and teachers of diverse ages, styles, expertise, nationalities and cultures, who can connect from multiple settings such as homes, workplaces, libraries, countries and more
- greater flexibility and cost effectiveness in terms of mission, scalability, breadth, time, value and infrastructure, and
- greater student and faculty satisfaction



Principle 1: Begin with a shared vision of how technology can improve teaching and learning.

- Encourage enterprise-wide collaboration to focus on benefits for teachers and learners.

- Engage collaborators from various departments and disciplines, including learners, to articulate common and specialized learning goals, methods, and assessments.

- Aim to create a common language among constituents.

Principle 2: Develop efficiencies in cost and scalability.

- Schedule for capacity enrollment (prime time classes can meet less often, so there can be more of them).
- Build learning object libraries to enable learners to review on demand and to reduce duplicative e workload of individual instructors/staff.
- Create institutional teaching-learning portfolios (program, department, degree and so on) for visibility to constituents and to the public, employers, potential partners, and accreditation and funding agencies.
- Engage in partnerships with other institutions by sharing curricula and other resources, e.g. online components can be shared among institutions anywhere, with f2f meetings for collocated groups.
- Enable guest access to curricula for the general public, parents, significant others, potential employers, alumni, and more as part of the "branding," marketing, fundraising and recruitment efforts of the institution.
- Develop economies of scale (such as system-wide site licenses, help-desks, reusable learning repositories, and multi-institutional partnerships).

Principle 3: Identify ways to meet the needs of individual learners. [2]:

- Initially assess each student's knowledge/skill level and preferred learning style.
- Provide an array of high-quality, interactive learning materials and activities .
- Individualize study plans.
- Use built-in, continuous assessment to provide instantaneous feedback Offer appropriate, varied kinds of human interaction when needed.

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ALN Principles for Blended Environments

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Principle 4: Provide continuous support for role adjustment.

To help learners succeed with the magnitude of role adjustment for cognitive, social and teaching presence:

- Require orientation (induction) courses that prepare students for the rigor of online learning.
- Use peer-to-peer interaction to support novice and expert online learning.
- Emphasize community-of-inquiry connectivity via synchronous and asynchronous interaction.

Principle 5: Provide active institutional support and recognition for faculty.

To actively support faculty who have competing priorities institutions should provide commensurate funding, training in pedagogy and technology, and support for disciplinary research and publication related to online and blended environments:

- Recognize, publish, and reward best practices in blended teaching.
- Engage faculty in peer review to build community and to promote continuous improvement in blended practices.

Principle 6: Ensure learning design appropriately integrates face to face and online components.

- Consider which components can be learned as well or better online, and what technology would best support these components.
- Design components specifically for skill-, attitude-, or competency-learning [\[3\]](#).

Principle 7: Promote metacognitive reflection on the process of learning.

- Use well-defined E-activities to clarify goals for activities, to enable group cohesion, and to create legacy and reusable learning. Spend time with learners early in the course to clarify purposes and expectations for online activities.
- Specify expectations clearly in syllabus, including time on task; clarify and negotiate as needed.
- Create small interdependent groups that require participation from all group members to achieve the group goal.
- Define “meaningful” discussion participation clearly using rubrics and examples.

Principle 8: Provide timely feedback and clear expectations for response time.

- Use multiple ways of providing quick feedback (FAQs, automated quizzes, self-assessments, peer review of work, instructor feedback on discussion and on assigned activities).
- Manage students’ expectations for faculty response time to individual or group questions.

Principle 9: Integrate student services.

- Integrate student services system-wide for on-campus and online students to create efficiencies and consistencies for providers and users.
- Combine student services with a variety of web-based self service and personal contact (phone, email, in person).

Principle 10: Plan early for course development.

- Start with desired learning outcomes to create a course development model that includes careful analysis of students, cohorts, course objectives and content, before selecting appropriate delivery technologies (face-to-face, online, self-paced, cohort, and so on).
- Determine the stability and urgency of blended designs; determine development time and costs; guidance and cross functionality; plan for redundancy and reuse; provide flexibility of access; and measure results.
- Use instructional design and development professionals to work closely with faculty members well in advance of semester start up to maximize the learning experience for students.

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SLOAN-C Summer 2004 Online Learning Research Workshop Registration is Now Open!

Thank you to all that attended the Spring online workshop. Due to high demand, Sloan-C will offer the workshop a second time in July and August. If you plan to have your institution pay for the cost of the workshop and there is a long process to receive clearance, we encourage you to start the process now. This will be the final time we offer this workshop and we want to make sure that everyone that is interested in taking the workshop is able to. The waiting list for this workshop attracted over 400 people, and we anticipate the workshop to fill in the first couple weeks that registration is open. Please visit <http://www.sloan-c.org/workshop/vmay.asp>, and register today.

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 Moodle.com and powerful synchronous collaboration software provided by Elluminate™, Sloan-C provides an innovative, collaborative format that caters to both novices and experts alike.

Pricing:

Non-member price: \$295 Each (Become a member at no cost by clicking here: <http://www.sloan-c.org/info/joinus.asp>.)

Member price: \$195 Each

Member Group Discounts:

(at least one person must be a Sloan-C member)

2 to 9 participants from the same organization who register and pay at the same time: \$145 each

Group of 10 or more from the same organization who register and pay at the same time: \$99 each

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

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.

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Published monthly, distributed via the website and email, *The Sloan-C View* email circulation is currently at more than **23,000**. The *View* typically receives over **10,000** 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.



by Ray Schroeder

This first Sloan-C View column on news and research related to online learning focuses on some ways ALN is enabling wider access and greater sharing of cost-effective resources:

[A University Is Not a Business \(and Other Fantasies\) - Milton Greenberg, Educause Review](#) — Milton Greenberg, Professor Emeritus from American University has written a particularly timely and thorough essay on the issues surrounding the convergence of the current funding crisis in higher education, the rise of the for-profit university, and the advent of online learning. This thought-provoking piece will be useful to many in our field who need to explain to faculty members and administrators just how important online learning is in assuring the future survival of their institutions.

[UMassOnline Revenue Grows 39% and Enrollments Grow 32% in FY 2004 - TMCnet](#) — It's great to see online programs thriving in these difficult fiscal times. UMassOnline certainly has a success story to tell. Revenues this year are approaching \$13 million, up from \$9 million in FY 2003.

[Some college-bound students playing catch-up online - Wayne Ortman, Associated Press](#) — Students in South Dakota who have fallen short of qualifying for the new \$5,000 Opportunity Scholarship program, now have the option of taking up to three online classes offered by Northern State University. The scholarship program requires at least a 24 ACT score and a number of specific college prep classes. Northern State University uses a grant to develop and offer the classes in physics, senior math and Spanish that are designed to help students meet their deficiencies and raise their ACT scores.

[Internet-based tools could bridge gap in chemistry education, reports Carnegie Mellon Univ.](#) — Carnegie Mellon Professor David Yaron has pulled together some exciting online resources for introductory Chemistry educators who are seeking to provide their students with real-life examples of practicing chemists. The materials are located online at www.chemcollective.org.

[UM Releases Specs for eLearning Software Project](#) — The University of Michigan has released preliminary specifications for developers seeking to contribute to the open-source software course management system, Sakai. The Java-based specs will assure that software to be developed to support the project will operate across the systems at adopting institutions. The Sakai project is supported by a grant from the Andrew W. Mellon Foundation.

We plan to 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 visit the [Online Learning Update blog](#) to 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 Schroeder

Book Reviews

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

Faculty Guide for Moving Teaching and Learning to the Web, Second Edition, Judith V. Boettcher and Rita-Marie Conrad

Turning Knowledge into Action, Lisa A. Petrides

The Leadership Dialogues: Community College Case Studies to Consider, Larry W. Tyree, Mark David Milliron, and Gerardo E. de los Santos, Editors

Building a Workforce System through Partnering, Norm Nielsen, Dee Baird, Boo Browning, and Mark David Milliron, Editors

From Digital Divide to Digital Democracy, Gerardo E. de los Santos, Alfredo G. de los Santos Jr., and Mark David Milliron, Editors

ALN Principles

Continued from [page 6](#)

Principle 11: Provide continuous training and support.

Introduce new technologies at a pace that allows continuous training, feedback, collaboration and sharing of effective practices.

Principle 12: Choose appropriate technology.

- Use technologies for which most users have access, gradually introducing options for more advanced technologies as user access increases.
- Meet accessibility standards for disabilities.
- Exploit the advantages of technology for action research, and for self-motivated and collaborative learning across space, time, disciplines, expertise and cultures.

Please see the [full PDF report including collaborators](#) and [the slideshow](#).

[1] Image courtesy of Francine Van Meter, Cabrillo College; accompanying PowerPoint presentation courtesy of Alice Loddigs, Luther Seminary.

[2] C. Twigg. *Innovations in Online Learning: Moving Beyond No Significant Difference*. ©The Pew Learning and Technology Program, 2001. Sponsored by a grant from the Pew Charitable Trusts. Available: http://www.center.rpi.edu/PewSym/Mono4.html#Anchor-Preface-49575_END.

[3] P. Valiathan. "Blended Learning Models." *Learning Circuits*, 2002. Available <http://www.learningcircuits.org/2002/aug2002/valiathan.html>.



New Issue is Now Available

[Issue 8:2](#) examines the Impact of Increasing Enrollment on Faculty Workload and Student Satisfaction, the Best Online Instructional Practices, and Evaluating Online Discussions, among other topics.



THE SLOAN CONSORTIUM
A Consortium of Institutions and
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.

Beyond the Comfort Zone: Ascilite 21st Annual Conference

Date: December 5-8, 2004

Location: Perth, Western Australia

URL: <http://www.ascilite.org.au/conferences/perth04/>

For more information, contact [Rob Phillips \(conference convenor\)](#)

Our 2004 Conference will be the Australasian region's premier event for lecturers, trainers and researchers concerned with all aspects of educational technology and computer mediated learning in tertiary and post school education and training. We have a splendid venue at The University of Western Australia and for those dallying a little longer, a great range of summertime activities. The Conference theme, Beyond the comfort zone, expresses our intention that conference presentations will go beyond the 'comfort zone' of established techniques and familiar contexts. In calling for presentations, we will seek to recognise innovative exploration of the next wave of research topics and techniques, and imaginative anticipation of future contexts for computers and related technologies in teaching and learning.

CALENDAR

Please see [page 3](#) for a special
Calendar listing of League Events.

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.

CADE and This is I.T. 2004

Conference: Pioneers in a New Age

Date: May 30-June 2, 2004

Location: Keele Campus of York University in Toronto, Canada

URL: <http://www.pioneers2004.yorku.ca/>

The conference will showcase accessible, effective and innovative educational strategies, as well as ways to leverage technology to provide new ways of learning online, at a distance, in the classroom and in the workplace. ***Look for Sloan-C in the exhibit area!**

NUTN 2004—Quality in Distance Learning

Date: June 12-14, 2004

Location: Kennebunkport, ME

URL: http://web.edu.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.

U of Wisconsin-Madison 20th Annual Conference on Distance Teaching and Learning

Date: August 4-6, 2004

Location: Madison, WI

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

This year's program will feature blending classroom and online instruction, building new collaborative environments, managing large programs in cost effective ways, and using dynamic media to enhance and engage learners of all ages.

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>

The 10th Sloan-C International Conference on Asynchronous Learning Networks—The Power of Online Learning: From Innovation to the Mainstream

Date: November 12-14, 2004

Location: Orlando, FL

URL: <http://www.sloan-c.org/conference/>

Mark your calendars to attend this anniversary event!