

... From the Editors

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

This issue of the View focuses on value as perceived by administrators, accreditors, and faculty engaged in innovative course design.

The Sloan Consortium announces the release of the [2003 Sloan Survey of Online Learning](#), and Jeff Seaman provides insight about the prevailing belief that learning outcomes for online education are expected to be superior outcomes.

Anthony Picciano of Hunter College gives an overview of some of the challenges facing accreditors as higher education seeks to demonstrate quality in ways that diminish the effects of digital diploma mills.

In "A Major New Channel" **Steve Andriole of Villanova** explains how digital cable and video contribute to learning effectiveness, and **Karen Swan of Kent State** shares some pedagogical tips from ADL's [What Works in Distance Education](#).

John Sener, Sloan-C editor, reports on some cost effective practices that extend the reach of education for student teachers, laboratory studies, and faculty and curriculum development.

As Early Bird (up until October 17) registration draws near for the [9th Annual Sloan-C International Conference focusing on Implications for Teaching and Learning](#), November 14-16, 2003 in Orlando Florida at the Rosen Centre Hotel, we look forward to getting together with colleagues, veterans and newcomers, for eye-opening collaboration. When an institution or organization joins Sloan-C, everyone in the institution or organization is welcome to establish a personal account to access Sloan-C resources, so we hope to meet many new friends this year. Plan to join the Sloan-C editors for a cracker barrel workshop: [Effective Practices in Online Education on Friday](#), November 14. Come prepared to contribute one effective practice of your own and take away many other effective practices.

You are welcome to join and to visit Sloan-C soon and often.

Best Regards,

... 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](#)

[WESTERN GOVERNORS UNIVERSITY](#)

- * [Associate of Arts](#)
- * [AS Business](#)
- * [AS Information Technology](#)
- * [BA Interdisciplinary Studies with Teacher Licensure, K-8](#)
- * [BS Business-Human Resource Management](#)
- * [BS Business-Information Technology Management](#)
- * [BS Computer Information Systems](#)
- * [Master of Arts in Learning and Technology](#)
- * [Master of Arts in Mathematics Education, K-12](#)
- * [Master of Arts in Teaching with Teacher Licensure, K-8](#)
- * [Post-Baccalaureate Teacher Licensure, K-8](#)
- * [Professional Development Program Specializing in Mathematics, K-6](#)

On Feb. 13, 2003, **Western Governors University** became the first and only university

to receive regional accreditation from four regional accrediting commissions at the same time. WGU's accreditation has been approved by the following four commissions:

1. the Commission on Colleges and Universities of the Northwest Association of Schools and of Colleges and Universities
2. the Higher Learning Commission of the North Central Association of Colleges and Schools
3. the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges
4. the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges



The Ninth Sloan-C International Conference on Asynchronous Learning Networks (ALN)

November 14-16, 2003 - Orlando, Florida

The Ninth Sloan-C International Conference's theme will be "The Power of Online Learning: Implications for Teaching and Learning." It will be held on November 14 – 16, 2003, in Orlando, FL at the Rosen Centre Hotel. It will feature over 100 presentations in five different tracks: Implications for Faculty and Faculty Support, Implications for Learner Satisfaction and Support, Learning Effectiveness and Outcomes, Institutional Mainstreaming, and Enhancing Access and Inclusion.

This year's Keynote Speaker will be Dr. John Hitt, President, University of Central Florida, and the Plenary Speaker will be Ms. Susan Metros, Deputy CIO and Executive Director for e-Learning, Ohio State University.

The conference is sponsored by the Alfred P. Sloan Foundation in conjunction with The University of Central Florida, The Pennsylvania State University, the Sloan Consortium, and ADEC.

Register by October 17, 2003 to receive the Early Bird discount of \$350!

For more information and to register please visit <http://www.sloan-c.org/conference/con03.asp> or call 1-866-232-5834 (Toll Free), or email aln@mail.ucf.edu.

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.

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.

The U.S. Department of Education generates

...a list of nationally recognized accrediting agencies that the Secretary determines to be reliable authorities as to the quality of education or training provided by the institutions of higher education and the higher education programs they accredit. [USDOE 2003].

Digital Diploma Mills and Accreditation

Anthony G. Picciano, Hunter College

On July 25, 2003, a CBS Evening News story on digital diploma mills interviewed George Gollin, a professor at the University of Illinois, who has [researched](#) the growth of fraudulent online programs. He comments that degrees including PhDs are readily available even though "There are no lectures, no staff, no faculty,....just phony documents passed off as legitimate degrees." For those of us who actually teach at legitimate schools where students invest tuition and years of work to earn their degrees, diploma mills are troublesome. For Sloan-C members who share the purpose of making quality education affordable and accessible, the proliferation of mills is more than troubling because they undermine public acceptance of online learning, feeding doubts about the unknown.

"...The proliferation of mills is more than troubling because they undermine public acceptance of online learning, feeding doubts about the unknown."

Higher education in the United States is governed largely by the states, more so than by a federal agency or ministry as in most other countries. With the exception federal financial aid programs, most regulations and all charters for colleges and universities come from state education departments not from the federal government. Once a charter has been awarded, the evaluation of a school is largely the domain of accrediting agencies that have been formed regionally, by discipline, or by the nature of a program. The regional accrediting organizations—[Middle States Association of Colleges and Schools \(MSA\)](#), [New England Association of Schools and Colleges \(NEASC-CIHE\)](#), [North Central Association of Colleges and Schools \(NCA-HLC\)](#), [Northwest Association of Schools, Colleges and Universities \(NWA\)](#), [Southern Association of Colleges and Schools \(SACS\)](#), [Western Association of Schools and Colleges \(WASC-ACSU; WASC-ACCJC\)](#)—depend upon the voluntary membership of schools, all of whom submit to accreditation reviews conducted by peers selected from member colleges and universities.

The legitimacy of accrediting agencies themselves is overseen by the [Council for Higher Education \(CHEA\)](#). Accreditation in the United States is not mandatory, and although some states have begun to tighten regulations for accreditation (Illinois, Idaho, Oregon), most have not. In fact, federal government and state education departments would have difficulty regulating Internet activities including online education that goes on beyond their borders. Moreover, considering colleagues in K-12 schools who are struggling to implement the mandates of the "No Child Left Behind" (Elementary and Secondary Education) Act, an important question is how higher education would benefit from more government oversight.

In the final analysis, digital diploma mills will be with us for many years to come as unscrupulous providers attract naïve or unscrupulous customers willing to pay for bogus degrees.

Part of the solution to questions about integrity is for higher education to support quality claims with empirical evidence. In fact, more and more, accrediting agencies are requiring formal outcomes assessment measures as part of accreditation reviews. Also helpful are voluntary "seal of approval" organizations that collect and publicize information on quality online schools and programs. The Sloan Consortium, for example, publishes information about online programs that adhere to its quality principles.

The task for faculty and administration is to continue to support quality and assessment of academic programs for the vast majority of the 15 million postsecondary students in the United States who attend legitimate colleges and universities, and for the growing percentage of them who choose online learning.

The Council for Higher Education Accreditation (CHEA)

is the only nongovernmental higher education organization that is recognized by the U.S. Department of Education to certify the quality of accrediting organizations. [CHEA 2003] CHEA currently recognizes six regional, six national, and more than forty professional and specialized accrediting bodies.

Exploring a Major New Channel

Stephen J. Andriole
Villanova University

Brian C. Dooner
Comcast Corporation
VOD Consultant

Jeffrey L. Worthington
Ascendigm, LLC

The Sloan Foundation recently supported a planning study to determine if cable TV – and its most recent offering, video-on-demand (VOD) – might represent another learning channel. The idea was simple: can we exploit the increasingly interactive features of digital cable TV for learning purposes? Can we use VOD technology to create a learning channel?

We concluded that there are several extremely promising opportunities for digital cable (TV)-based learning. This conclusion is based on:

- The roll-out pace of digital cable and its most promising interactive technology, video-on-demand (VOD),
- The VCR- and DVD-like interactive capabilities of video-on-demand (VOD) and
- The cable industry's interest in learning content.

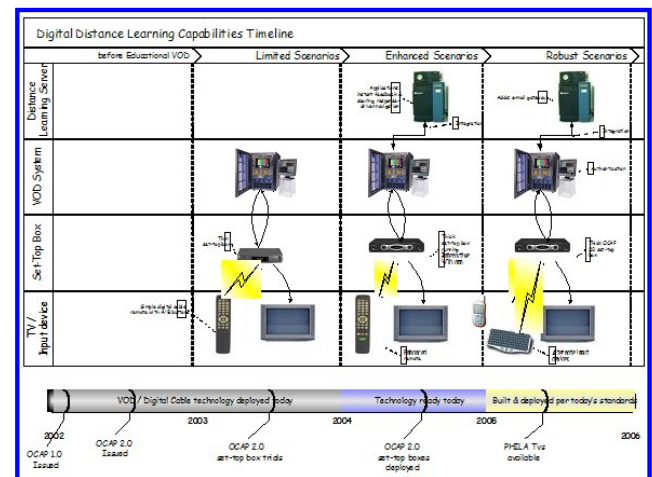
Cable has penetrated over 80% of the American households through which programmed entertainment is broadcast 24/7/365. More recently, digital cable transmission has become the new consumer standard target delivery technology, a technology that enables additional features, including two way interaction, time-shifted programming, customization, personalization and other forms of pull-versus-push content options. This is the change - the disruptive event - that we believe holds enormous promise for learning outside the classroom.

While the majority of cable programming is pushed at consumers at pre-determined times, an increasing amount is pulled through pay-per-view and the newest model - video-on-demand (VOD). VOD is the how the cable industry will personalize content. Programming will be selected and stored based on user/viewer preferences; content will be stored by cable providers who will host personal content on remote servers. What will people do with this capability? Some will direct their cable provider to build personalized content (sports programming, Mel Gibson movies) but others will want more specialized content, such as learning content in multiple forms.

We've had several partners in this study, notably Comcast Corporation and Digital Video Arts and its parent SeaChange International. Comcast is the country's largest cable provider and SeaChange International is the largest VOD technology provider. Comcast has begun an aggressive rollout of digital cable and VOD services to its customers across the country, while SeaChange – Comcast's VOD partner – is deploying increasing interactive VOD servers; in fact, the capabilities of today's digital set-top boxes and VOD servers exceed the VOD services now offered to Comcast customers.

We discovered that VOD technology is crudely interactive today – but growing more and more interactive every year. This means that it's possible to interact with digital TV content in much the same way we interact with video cassette recorders (VCRs) and – soon – digital video disk (DVD) players. Eventually, interaction with digital television will equal the interaction capabilities of the Internet.

The figure below describes the interaction capabilities of emerging VOD technologies across three scenarios over the 2002 – 2006 period of time. The trends clearly suggest more interactivity which means more and more content will become accessible through VOD.

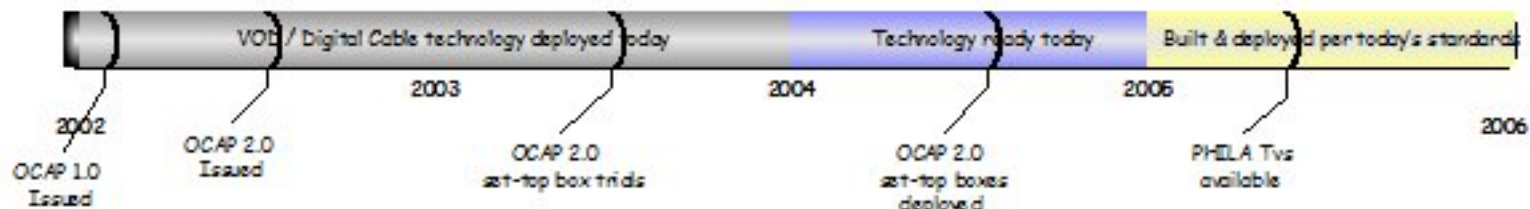
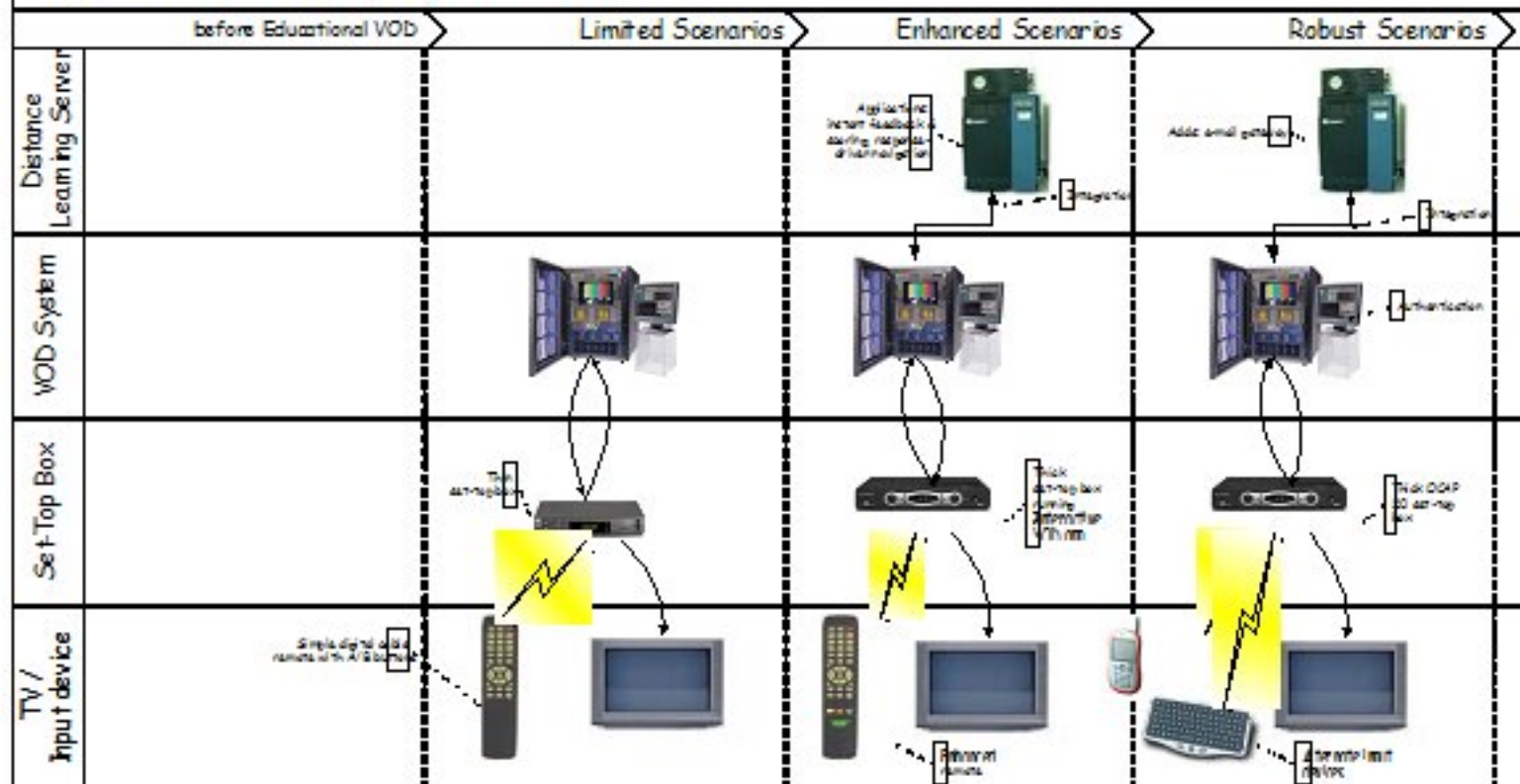


Video-on-Demand (VOD) Interaction Capabilities Over Time - [click to enlarge image](#)

The figure describes current capabilities as well as the capabilities that will exist over the next several years. The figure identifies the technologies that will enable VOD-based learning. Input devices, set-top boxes, VOD systems and distance learning server technology will evolve through 2006 to the point where it will be possible to provide more than DVD-like interaction with all varieties of learning content. Much of the interaction technology is ready today – though it hasn't yet been activated by cable providers. This technology lead makes us optimistic about future interaction capabilities; in fact, technology risk is virtually zero.

We developed technology trends projections as well as interaction scenarios that describe how digital cable/VOD can be used to deliver learning content. Our research positions us to experiment with digital cable/VOD to determine if this new technology can be used to deliver learning content. The full report is available at: http://www.sloan-c.org/publications/view/v2n6/pdf/v2n6_andriole.pdf.

Digital Distance Learning Capabilities Timeline



New and Noteworthy in Effective Practices

Virtual Assessment of and Reflection on Student Teaching

The University of Cincinnati's Early Childhood Learning Community (ECLC) associate degree program allows distance education students to complete all of their required coursework **and** student teaching requirements in their community setting via videotaped observation segments, media streaming, and conference calls. Local mentors work with the student teacher and university supervisor to provide guidance and feedback throughout the yearlong student teaching experience, thus maintaining the integrity of the student teaching process with numerous observations and interaction. This enables adult students to complete all of their degree requirements without leaving their full-time employment. Both students and faculty are satisfied with the learning outcomes and the accessibility of this process. The institutional costs are similar to those for traditional student teaching. This process could be adapted to many additional teaching and learning situations.

Cost-Effective Distributed Learning with Electronics Labs

Brigham Young University uses simulated electronics laboratories to provide cost-effective access and decrease the number of required visits to physical labs. BYU found that tutored simulation using Electronic Laboratory Simulation software could replace some physical labs that use teaching assistants. BYU found that students using combined simulated and physical labs performed as well as those using all physical labs, on both written and physical lab tests.

Using Asynchronous Learning Tools for Faculty and Curriculum Development

Pace University uses its course management system and other asynchronous learning tools not just to deliver instruction, but to provide invaluable support to ongoing faculty and curriculum development projects.

The impact has been quite substantial: dramatically reduced curriculum development time, more consistent, comprehensive, and inclusive faculty development efforts, improved student and faculty satisfaction, and considerable cost savings over alternate delivery approaches.

To see details about these practices and to **contribute your own effective, replicable and innovative practices**, visit <http://www.sloan-c.org/effective>.

Submitted by [John Sener, Sloan-C Effective Practice Editor](#), [Access](#)

Newest Issue of JALN



In the new [Journal of Asynchronous Learning Networks](#):

Reuven Aviv, Zippy Erlich, Gilad Ravid, and Aviva Geva of the Open University of Israel explain synergies between "Formal Course Design and the Student Learning Experience".

Belinda Davis Lazarus of University of Michigan-Dearborn suggests an answer to the pressing question: "Teaching courses online: How much time does it take?"

Sigrun Biesenbach-Lucas of American University discusses "Asynchronous Discussion Groups in Teacher Training Classes: Perceptions of Native and Non-Native Students".

Kerry O'Regan of The University of Adelaide gives insights into "Emotion and e-learning".

Heng-Li Yang and Jih-Hsin Tang of National Cheng-Chi University examine "Effects of Social Network on Students' Performance: A Web-based Forum Study in Taiwan".

Katrina A. Meyer of the University of North Dakota analyzes "Face-to-Face versus Threaded Discussions: The Role of Time and Higher-Order Thinking".

Gary Brown, Carrie B. Myers, and Sharon Roy of Washington State University share some outcomes of faculty training in "Formal Course Design and the Student Learning Experience".

Book Reviews

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

Dealing with the Future: Principles for Creating a Vital Campus in a Climate of Restricted Resources.

Alan E. Guskin and Mary B. Marcy

Expanding Access to Learning: The Role of Virtual Universities

Carol A. Twigg

Advanced Distributed Learning (ADL) provides [What Works in Distance Education](#), integrated knowledge from


diverse sources to create a robust set of design guidelines for the next generation of DL training, addressing Management Strategies, Learner Characteristics (including individual differences, learning and motivational strategies), Instructional Strategies, Multimedia Strategies, Assessment Strategies and (due for release later this year) Motivation Strategies. **Karen Swan**, Sloan-C Effective Practices Editor, Learning Effectiveness, excerpts Richard Mayer's helpful tips on multimedia design:

	When designing a multimedia explanation . . .
MODALITY PRINCIPLE	Present words in spoken form
MULTIMEDIA PRINCIPLE	Use both words and pictures
CONTIGUITY PRINCIPLE	Present corresponding words and pictures at the same time
PERSONALIZATION PRINCIPLE	Present words in conversational style
COHERENCE PRINCIPLE	Avoid extraneous video and audio
REDUNDANCY PRINCIPLE	Do not add redundant on-screen text
PRETRAINING PRINCIPLE	Begin the presentation with concise descriptions of the components of the concept you are presenting
SIGNALING PRINCIPLE	Provide signaling as to organization of the narration
PACING PRINCIPLE	Allow the learner to control the pace of the presentation

Center for Intellectual Property in the Digital Environment
**2003 Intellectual Property in Academia
 Workshop Series**
www.umuc.edu/odell/cip/ipa

Implementing the TEACH Act October 22– November 5, 2003 Moderated by Kenneth D. Crews, JD, PhD, Associate Dean and Director, Indiana University-Purdue University Indianapolis Copyright Management Center	Balancing Acts: Fair Use and Digital Content November 10–21, 2003 Moderated by Georgia Harper, Esq., Manager of the Intellectual Property Section of the University of Texas System Office of General Counsel	Preventing Plagiarism Toolbox February 10–28, 2004 Moderated by Kimberly Kelley, PhD, Associate Provost, Information and Library Services, and Executive Director, Center for Intellectual Property and Copyright in the Digital Environment, University of Maryland University College
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Participants will receive daily response and feedback from the workshop moderators. Space is limited; please register early! Registration per workshop: \$125 early; \$150 regular. Two workshops: \$225. Three workshops: \$300. For additional information, call 800-888-UMUC, ext. 7777, or visit our Web page at www.umuc.edu/odell/cip/ipa.



- Every class of institution expects improvement in learning outcomes for online courses relative to those for face-to-face instruction. What aspects of the delivery of online education do they think will bring about this perceived improvement in quality?
- The vast majority of online students enroll in public institutions. How will online education evolve among private institutions?

Download the Report

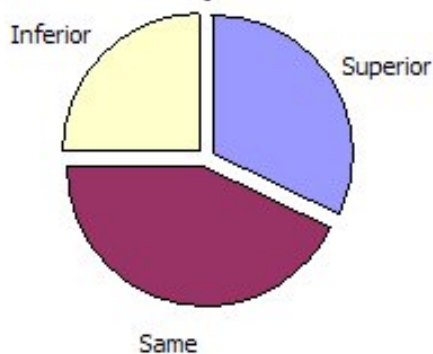
The full text of **Sizing the Opportunity: The Quality and Extent of Online Education in the United States, 2002 and 2003** is available on the Sloan-C web site at: <http://www.sloan-c.org/resources/results.asp>

Survey Support

The 2003 Sloan Survey of Online Learning was supported by a grant from the Sloan Foundation with the collaboration of the Sloan Consortium and the Sloan Center for OnLine Education (SCOLE).

"Survey" [Continued from page 1](#)

Learning outcomes online education in 3 years



Only one quarter of the respondents at all schools surveyed expect online learning to be inferior to face-to-face learning in three years. Considerable variation remains by institutional type: almost 40% of leaders at Private, nonprofit schools expect that face-to-face learning will be superior, as compared to only 12% of leaders at Public sector institutions. The percentage of leaders at Private non-profit schools expecting

online learning to be superior to face-to-face learning in three years almost triples relative to the present from 7% in Fall, 2002 to 20.4% in Fall, 2005; and in for profits, from 12% in Fall, 2002 to 34.3% in Fall, 2005.

What's next?

With solid indicators that students and institutions have embraced online learning, it is now time to turn our attention to other issues in online education:

Survey Methodology

An e-mail with a link to a web-based survey form was sent to Chief Academic Officers at degree granting institutions of higher education in the United States. The survey responses were merged with the Integrated Postsecondary Education Data System for analysis. Of 3,033 surveys sent, 994 responses were received, representing a 32.8% response rate. The responders and nonresponders were compared to create weights, to ensure that the survey results reflected the characteristics of the entire population of schools.



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

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John R. Bourne, Editor
Janet C. Moore, Editor
Kathryn M. Fife, Publisher

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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.

The Association for Business Simulation and Experiential Learning (ABSEL)

Date: March 24-26, 2004
Location: Las Vegas, NV
URL: <http://www.towson.edu/absel/>

Call for papers and proposals—submissions are due October 18, 2003.

9th Annual Sloan-C/ALN Conference

Date: November 14-16, 2003
Location: Orlando, Florida
URL: <http://www.aln.ucf.edu>, www.sloan-c.org
Mark your calendars for this year's conference:
The Power of Online Learning: Implications for Teaching and Learning.

International Conference on Computers in Education (ICCE)

Date: December 2-5, 2003
Location: Hong Kong
URL: <http://www.icce03.org>
Proposals for papers deadline extended to May 2, 2003.

The theme of the Conference is **The "Second Wave" of ICT in Education: from Facilitating Teaching and Learning to Engendering Education Reform**. The theme adopted places the issues of a "pedagogical practice paradigm shift" at the centre of the debate.

9th Online Educa Berlin

Date: December 3-5, 2003
Location: Hotel InterContinental Berlin
URL: <http://www.online-educa.com>

The 9th International Conference on Technology Supported Learning and Training presents **Quality of E-Learning Products Determines Success**, providing orientation on the current e-learning market.

[View the PDF format press release](#)

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".